

愛知大学人文社会学研究所

「国際英語」教育研究会

REPORT OF RESEARCH ACTIVITIES

2019-20

**Aichi University International
English Education Research
Group**

The Institute for Research in
Humanities and Social Sciences



Introduction

Laura Kusaka, Aichi University, International English Education

Research Group Representative

This report focuses on the summaries authored by invited speakers and research group members who presented at two Forums dedicated to English as a lingua franca (ELF) issues within English language teaching (ELT) in Japan. “Contextualizing English as a Lingua Franca (ELF): Assumptions, Aspirations, and Affirmations” was held at the Toyohashi Campus on October 19, 2019 and featured two invited speakers from Tamagawa University, Yuri Jody Yujobo and Blagoja Dimoski, who shared their extensive work on classroom materials development and assessment tools based on ELF-aware pedagogy. Short reports by the research group members, Leah Gilner, April Eve Day, Peter Lyons, and Daniel Devolin focused respectively on listening activities, textbook issues, insertional code-switching, and the realm of intelligibility. The forum “Student Engagement with English as a Lingua Franca (ELF)” was held online October 3, 2020 and featured two invited speakers from Tamagawa University, Ayako Suzuki and Rasami Chaikul who reported respectively on Japanese students aspiring to be English teachers and remote learning scenarios. Two additional speakers, Sherry Schafer and Nora Kotseva-Katsura spoke about online classroom activities involving interaction with overseas students and innovative ways to harness dictation tasks. Through the two Forums, opportunities for networking among teachers and researchers were made available and collaboration with academic institutions, in particular, Tamagawa University’s Center for English as a Lingua Franca and the Toyohashi Chapter of Japan Association of Language Teaching (JALT) which co-sponsored the Forums has been strengthened.

Other work that merits mention includes the conference presentation "Teacher Efficacy Narratives from ELF Research" given at JALT2019 in Nagoya by Daniel Devolin and Laura Kusaka. In addition, Peter Lyons authored “Motivating Factors for Insertional Code-Switching of Japanese into English by L1 English-Speakers and Student Feedback on the Results” for the Bulletin of Nagoya University of Foreign Studies Journal, Volume 6. Due to the COVID-19 pandemic, overseas conference presentations were cancelled and opportunities for data collection through student interviews were not available. Plans for more professional development are currently underway to promote greater expertise in research activities such as peer mentoring in proposal writing, presentation preparation, and event planning/promotion in addition to broadening collaboration with other local institutions.

Finally, I would like to acknowledge the fine work of the editor of this report, Jared Kubokawa, Aichi University Assistant Professor in the Department of Humanities who will join as an official member of this research group from the 2021 academic year.

March 30th, 2021

Contextualizing English as a Lingua Franca (ELF): Assumptions, Aspirations, and Affirmations

愛知大学人文社会学研究所プロジェクト
「国際英語」教育研究会 フォーラム

Forum of The Institute for Research in Humanities
and Social Sciences, Aichi University (IRHSA)

共通語としての英語 (English as a Lingua Franca)
の文脈化—仮定、願望、肯定 ※英語による発表

Date : October 19, 2019
13:00~16:30

Venue : Aichi University, Toyohashi Campus
Research Building, 1st Floor
1st- 2nd Meeting Rooms

☑ 入場無料 ☑ 申込不要

☑ admission free
☑ advance reservations not required

日時 : 2019 年 10 月 19 日 (土)
13:00 ~ 16:30
会場 : 愛知大学 豊橋校舎
研究館 1 階 第 1 - 第 2 会議室



Forum hosts

Laura L. Kusaka: Aichi University
Anthony Young: Aichi University
Leah Gilner: Aichi University
April Eve Day: Aichi University
Daniel Devolin: Aichi University
Peter Lyons: IRHSA, Nagoya University of
Foreign Studies

Timetable

13:00~13:10	Opening Remarks
-Invited Speakers on Curriculum Development-	
	Yuri Jody Yujobo: Tamagawa University
13:10~13:50	“Developing inquiry-based ELF-aware teaching materials and assessments for tomorrow’s global citizens”
	Blagoja Dimoski: Tamagawa University
13:50~14:30	“Teaching and assessment materials for communicative capability in ELF-aware classrooms and beyond”
14:30~14:45	Break
-IRHSA Reports-	
14:45~15:00	Leah Gilner “Listening as a pathway toward global understanding”
15:00~15:15	April Eve Day “A wolf in ELF’s clothing?”
15:15~15:30	Peter Lyons “Student feedback on insertional code-switching of Japanese into English - <i>Are you feeling genki?</i> ”
15:30~15:45	Daniel Devolin “Realm of Intelligibility: Aspiring to affirm and challenge communicative assumptions”
15:50~16:25	Panel Discussion
16:25~16:30	Closing Remarks

主催 愛知大学人文社会学研究所 <http://taweb.aichi-u.ac.jp/irhsa/>
共催 JALT 全国語学教育学会豊橋支部 <http://jalt.org/>
連絡先 愛知大学人文社会学研究所事務局
TEL : 0532-47-4167 FAX : 0532-47-4224 E-Mail : irhsa@ml.aichi-u.ac.jp



Developing Inquiry-based ELF-aware Teaching Materials and Assessments for Tomorrow's Global Citizens

Yuri Jody Yujobo, Tamagawa University, Center for English as a Lingua Franca

The hardship for English teachers in Japan usually begins with a quest to find a needle in a haystack that is second to none out of literally thousands of ELT textbooks. If you add “English as a lingua franca awareness” to the search, that needle quickly diminishes in size. But what are teachers expecting to find in ELF-aware teaching materials?

Introduction to ELF and ELF-awareness

English as a Lingua Franca (ELF) in its broad definition is a discourse produced in interactions involving speakers of different first languages (Sifikis, 2017) that transcends boundaries and is more fluid, flexible, adaptive, and a hybrid use of English which reflects the influences of other languages that the speaker knows and the influence of other people in the conversation (Jenkins, 2015). ELF reflects on what people actually do with the language they have learned and how they communicate in English as an additional language, rather than setting near unattainable objectives to imitate native speaker competence (Seidlhofer, B., 2011). In short, ELF is not a teachable methodology. Instead, ELF researchers refer to an ELF-aware approach to pedagogy although there are no predetermined “right” solutions in ELF aware lessons or curricular, or textbooks because communication is highly determined with reference to the local context, the target situation of each teaching context, and the learner's needs and wants (Sifikis, 2017). We realize that a perfect ELF-aware textbook never existed inside the haystack, so, how do we build ELF-awareness in the classroom?

Non-native Speakers as English teachers for Society 5.0

Many Japanese universities adhere to native-speaker norms in their hiring policy. However, Kirkpatrick (2019) emphasized that “ELF speakers make good ELF teachers because they have empathy for language learners, are good linguistic models, can facilitate intercultural competence, provide bilingual pedagogy, and promote multilingual ethos” (Kirkpatrick, 2019). For example, The Center for English as a Lingua Franca at Tamagawa University currently employs experienced native and non-native language teachers representing over fourteen different countries with a wealth of

diverse cultural and linguistic backgrounds. Their authentic first-hand ELF experience adds value and engages their students to inquire and think deeper. This opens up mindsets by bringing in global resources into the classroom.

This is timely because education reform by MEXT is focusing on the new vision in the age of rapid technological advancements of IoT and AI cyberworld, also known as Society 5.0. The Keidanren (Japan Business Federation) defines that Society 5.0 will require imagination to change the world and creativity is needed to materialize their ideas. Hayashi, the former Minister of MEXT, emphasizes a need for human skills such as communication, leadership and endurance, as well as curiosity, comprehension, and reading skills”. (Stern, Vohra, Quinn & Palmer, 2021) Young employees will need to adapt swiftly while collaborating internationally and working with global entities with diverse people in myriad situations. The Keidanren and MEXT highlights the problem with the deterioration in the quality of higher education, increased inward tendencies of university students, and the increased gap that surges between global human resources demands of the industrial world and current English education policies (Yoshida, 2017, p.88). While considering that ELF is what people actually do with the language and how they communicate, English education in higher education should feel the urgency to step up to fill in these missing ravines.

Utilizing and Adapting Commercial Textbooks

ELF-aware pedagogy does not mean that all commercialized ELT textbooks are irrelevant. On the contrary, the ELT textbook does not define the class to be ELF-aware or not. This is a big misconception. It is both the native and non-native teachers who drive the power shovel and work effortlessly to fill in the ravines by adapting, extending, and developing relevant supplemental materials based on their global experiences, cultural backgrounds, and ELF-aware life antidotes. On the receiving side, the students find these materials more relevant than following a prescribed native based textbook and are able to reflect on academic knowledge and apply it to their local context, global context, and real-world settings.

Here are some examples for takeaway ideas for extending and adapting any ELT textbooks, as well as, ideas for developing ELF-aware teaching materials and activities.

Develop inquiry-based projects (PBL, PrBL) through effective approaches for engaging students with meaningful, motivating, and real-life challenges. Also, it adds skills for negotiation, situated performance, communicative repertoire and language awareness, (Canagarajah, 2006). These projects

create extensive collaborative work and develop deeper conversations of multifaceted issues that hones leadership, inquiry-skills, teamwork, and creativity. (Bender, 2012; Okada et al., 2015)

Add implicit and explicit communication strategy training by practicing these in the classroom. It can improve overall communication skills by trying to avoid local idiomatic language and reduce breakdowns by asking for repetition, clarification, confirmation, circumlocution, paraphrasing strategies and others. (Cogo & Dewey, 2012; Kaur, 2011; Sato et al., 2019; Dimoski et al., 2017; Dimoski et al., 2019)

Find ELF speakers from other cultures and invite them into your classroom through synchronous modes such as Skype or Zoom. The classroom can serve as a place for collaborative projects with international students, business persons living locally or abroad as valuable classroom materials.

Develop students' listening skills by bringing in media with a variety of native accents through videos, news clips, interviews, YouTube, TED Talks, TV commercials, short films, and other media. These can be adapted into dialogic events and activities to practice more reflective real-world listening known as pro-active listening skills. (Dimoski et al, 2016)

Design writing assignments so that multilingual writers' first language knowledge and cultural background can be utilized as a resource. (Canagarajah, 2013)

Provide opportunities to engage in realistic and actual uses of ELF in the business settings earlier in the learning process to be able to have a clearer image of themselves acting globally in the future. (Terauchi & Araki, 2019)

Types of ELF-aware Assessments

Traditionally, ELT language assessments have been based on the written and spoken form of production based on accuracy derived from a native-based teaching which took a deficit approach on each error made based on native-speaker norm criterion. Sato (2013) claims that the “primary target of most performance tests is the quality of linguistic characteristics rather than on ideas, emotions, or information to be conveyed”. Here is a list of various types of assessments that can be added into a program to promote more ELF-awareness and inquiry-based thinking.

Assess Intercultural communication competence and capabilities to encourage self-assessments and self-correcting by taking ownership of their own learning and emphasize that students are not penalized for not being able to imitate native speakers perfectly and instead reflect on what they can do and gradually improve English as it is used in the real world, step by step. (Oda, 2014)

Assess 21st Century Skills competencies by using rubrics with descriptors aligned to 21st century learning outcomes and can measure knowledge, cognitive skills, metacognition, creativity, critical thinking, and communication. (Greenstein, 2012)

Assess writing competencies based on rubrics with descriptors aligned with the ability to enhance intelligibility and acceptance of creative and adaptive grammar usage as long as there is clarity of the message. Also, additional assessments for self and peer assessments can also help to transfer ownership to the student.

Assess reading competencies based on rubrics with descriptors aligned to students' ability to discuss, comprehend, identify information, and find clear and logical evidence to derive their own conclusions and interact with the text from their cultural perspective.

Assess Communicative Competencies based on checklists on intelligibility of the communication and using compensatory strategies for repairing breakdowns through verbal and non-verbal communication strategies (Kaur, 2011; Cogo & Dewey, 2012) and assess the quality of language and how test takers manipulate language resources at their disposal for better communication. (Sato, 2013)

Assess using multipurpose and alternative assessments including blended tools including rubrics, checklists, self-reflections, peer evaluations, portfolios and others. (Greenstein, 2012)

Conclusion

So, why are teachers still in search of a perfect ELF-aware textbook in the haystack? ELF-awareness is dependent on local context, therefore, it is not as straightforward as other EFL teaching practices based on a native speaker norm criterion. Students realize that ownership of the English language does not belong only to native speakers and English transcends cartographical boundaries as the focus is on global communication (Ishikawa, 2019) and ownership belongs to all ELF users. Japanese universities need to recognize that students are holding a locked toolbox. The key is in the hands of ELF-aware teachers and the influences of the ELF-aware institutions that can unlock and unleash ELF-

awareness and inquiry-based materials into the classroom to ensure the development of future global citizens.

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Enhancing and Assessing Learners' Communicative Capability in ELF-informed Pedagogy: Exploring Possibilities

Blagoja Dimoski, Tamagawa University, Center for English as a Lingua Franca

Introduction

Traditionally, L2 language learners' overall 'communicative competence' has been defined by the sum of several underlying competences; namely, a) sociolinguistic competence, b) strategic competence, c) discourse competence, and d) grammatical competence (see Canale, 1983; Canale & Swain, 1980). Examining it closer, strategic competence refers to an L2 learner's ability to use communicative strategies to compensate for incomplete knowledge of L2 linguistic rules and/or other factors which may limit or impede understanding. Communicative strategies (CSs), which learners use for such compensatory or coping purposes are numerous, and include message abandonment, topic avoidance, literal translation, code switching, paraphrasing, repetition, nonlinguistic strategies such as gestures, and many more.

One early model, proposed by Savignon (1997), purports that, as L2 learners become more 'native-like,' their reliance on CSs decreases. This native-speaker-centric view, however, is limited and does not take into account interactions involving non-native dyads. This is significant considering that the number of users of English as a lingua franca (ELF) greatly exceeds that of English L1 speakers (see Graddol, 2003). Therefore, when we consider the inherently unpredictable and ad hoc nature of ELF interactions, it is difficult to envisage a learner's reliance on CSs decreasing simply because they have become more native-like if their interlocutor is another non-native speaker whose communicative repertoire may not adhere to standard English linguistic and cultural norms (see Dimoski, 2016).

With a surge in ELF research, our understanding of ELF interactions has evolved substantially. Evidence demonstrates that English learners, who may be judged as 'incompetent users' by traditional standards, "can be capable communicators" (Seidlhofer & Widdowson, 2017, p. 33). Therefore, rather than viewing communication in terms of 'competence', ELF-informed thinkers consider communicative 'capability' as more reflective of real-world ELF interactions based on the notion that "being lingual involves the adaptable creative use of the potential of virtual language [that is,] the exercise of a general lingual capability" (p. 33). Furthermore, research has also demonstrated how CSs

are used by ELF users, not only as a means for coping, but also collaboratively to pre-empt communication problems and co-construct meaning through accommodation (e.g., Dewey, 2011) and mutual cooperation (e.g., Mauranen, 2012). It is no surprise then, that CSs are recognized as playing an integral role in effective ELF interactions.

ELF-informed Teaching Materials

While it is clear that communication can be effective without strict adherence to native-speaker norms, Lewandowska (2019) provides evidence that some language learners (i.e., in a European context) express insecurity “in terms of their own skills, which they assess against the standard English, regardless of whether their attempts are successful [...] but rather whether they were grammatically correct in doing so” (p. 42). In a Japanese context as well, Murata (2019) shares comments by Japanese students, who despite have experience studying abroad, expressed their (a) concern about correctness and fear of making mistakes, which as a result, makes them hesitate to express their opinions, and (b) feelings of shame when speaking with native speakers and lack of confidence in their own communicative ability. And while it is generally claimed that misunderstandings in ELF interactions are somewhat rare (e.g., Kaur, 2009; Jenkins 2000), other research indicates a higher prevalence (Deterding, 2013).

Despite the wealth of research in ELF to-date, for the most part at least, much of it “has been mostly discussed at only a conceptual level and pedagogical research is scarce” (Choi & Jeon, 2016, p. 1). A sizable gap also exists in our current understanding of how lower-proficiency Japanese learners use CSs in non-academic ELF settings. Considering all the above, as well as recommendations of ELF researchers (e.g., see Björkman, 2010; Kaur, 2014; Lee, 2013; Vettorel, 2018), who recommend creating opportunities in the classroom for learners to use CSs, I have explored ways to develop learners’ (i.e., lower-proficiency Japanese university students) communicative capability through both explicit and implicit teaching approaches, and conducted research in the same field.

My colleagues and I, for example, have reported on how our lower-proficiency students are able to employ a variety CSs creatively and effectively to overcome linguist hurdles and achieve communicative goals (Dimoski, Kuroshima, Okada, Chaikul, & Yujobo, 2019; Yujobo, Ogane, Okada, Milliner, Sato, & Dimoski, 2016). Our investigations have also revealed communication difficulties our learners experience due to an overdependence of some CSs and underutilization (or non-use) of others, as well as a lack of confidence in their ability, which some students attribute to their (perceived) lack of grammatical and/or lexical knowledge. There are, however, interventions that I

believe can benefit learners by enhancing their communicative capability and, hopefully, their confidence at the same time.

Regarding ELF-informed teaching materials, pro-active listening (PAL) is an approach which, as the name suggests, allows learners to play an active role during listening comprehension tasks (see Dimoski, 2016). This implicit approach provides learners with opportunities to negotiate and co-construct meaning by employing CSs. Explicit CSs training can also be helpful. I have developed a series of information-gap activities (i.e., 8 in total) which focus on a variety of CSs, one at a time. Following the completion of each activity, students are encouraged to reflect on the CSs training to develop their metacognitive awareness. Thus, this structured and teacher-guided framework in allows students to (a) focus on using specific CSs for a specific purpose, (b) review them systematically, and (c) reflect on outcomes. By combining these two approaches (i.e., explicit CS training and PAL) Dimoski, Yujobo, and Imai (2016) found students' (N=53) self-efficacy in using CSs had increased by an average of 20% over one semester. Moreover, students conveyed positive attitudes following the treatment with statements such as "I learned that I should respond even if the response is not perfect, rather than remain silent." from one participant and "I felt ashamed that I have bad pronunciation. So I was helped by strategies. Yes, I think that my communication skills have improved. Because I couldn't explain well in English, but I was able to tell and to understand. [...] So we can't use English well. But if we used the strategies, we could tell our opinions. To use the strategies help our communication." from another. In view of these outcomes, I believe that these approaches can be meaningful and worthwhile for learners and, therefore, worth further exploration.

ELF-informed Assessment

Although ELF-informed assessment is still in its infancy, researchers have laid down some guidelines to lead the discussion forward. Björkman (2010), for example, stresses the importance of (a) not penalizing students "on items that do not hinder communication and help communicative effectiveness" (p. 95) and (b) rewarding "effective use of the language" (p. 96). Similarly, Jenkins and Leung (2019) stress that criteria should assess non-native English speakers' "readiness to operate and convey their meaning" (p. 97). More specifically, and based on the responses of native and non-native laypersons who were asked to watch videos of non-native learners' aural talks and evaluate them, Sato and McNamara (2018) conclude that assessment should prioritize (a) task completion, (b) the content of aural talk, (c) nonlinguistic factors, and (d) a speaker's level of confidence. Also, they propose that non-conformity to native speaker norms should not be emphasized as long as communicative goals are achieved, which is consistent with ELF thinking.

Regarding an actual speaking task to assess students' communicative capability, I would like to put forward the following proposal. In short, the task requires students to create an imaginary dialogue between two (or more if required) non-native English speakers and to act out the scenario in front of the class. In their dialogue, each student is required to use all the CSs they have practiced. Ideally, the assessment task should be conducted following completion of the explicit CSs training (mentioned above) and a number of PAL activities for further reinforcement. Students should be given assessment criteria (i.e., the effective use of each communication strategy) and sufficient time (e.g., three weeks) to create and rehearse their fictional scenarios. During this time, providing multiple opportunities for students to receive feedback from both their teacher and classmates is strongly recommended.

From my own observations, students appear to enjoy having the freedom to create their own dialogues, choose their own characters (e.g., an exchange student, a tour guide, a hotel clerk, etc.), nationalities (e.g., French, Brazilian, Peruvian, Singaporean, Chinese, etc.), and locations in which their dialogues are set (e.g., on the streets of Kyoto, at the Great Pyramids of Egypt, at outdoor food stalls in China, etc.). To add a sense of realism to the task, I encourage students to bring props (e.g., some students create menus, bring authentic currency or souvenirs from the country in which their scenario is set, etc.). I also create PowerPoint slides containing a picture of the location of each pair's scenario and display the flags of the nationalities they have chosen. I display the slides (via a projector) on the day of the assessment and students perform their scenarios in front of them. In their responses to a (anonymous) survey, which I conducted with my students (N=69) following completion of the above assessment task, 90% of students agreed or strongly agreed that the assessment task had enabled them to use CSs more effectively, and 86% of them agreed or strongly agreed that the assessment task was a suitable way of assessing their ability to use CSs effectively.

Future Directions

The outcomes from the teaching and assessment materials I have reported above seem promising. Further research is needed to better identify our learners' communicative strengths as well as difficulties they face. My colleagues and I have recorded more than 400 minutes of spoken (online via Zoom) interactions between our lower-proficiency students (n=18) and their foreign (i.e., non-native English speakers) interlocutors (n=18) in non-academic settings (see Dimoski, Kuroshima, Okada, Chaikul, & Yujobo, 2020). We are analyzing our data and looking forward to presenting and publishing more findings in the future.

We are optimistic that these ongoing investigations will shed some light on the communicative needs of Japanese language learners. Ultimately, it is our hope that these and other investigations by ELF researchers will provide additional insights to guide and assist us all in our common pursuit of developing ELF-informed teaching and assessment materials that are effective and meaningful to our learners.

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Listening as a Pathway Toward Global Understanding

Leah Gilner, Aichi University, Professor, Faculty of Law, Member of the Institute for Research in Humanities and Social Sciences (IRHSA)

Introduction

This report describes an instructional approach designed with particular attention to listening fluency in order to prepare and encourage students to engage with the global network of English language users by means of online audio and video resources. The receptive aspect of communication is generally overshadowed by its overtly performative counterpart, speaking, as demonstrated by the preponderance of literature on communicative strategies that support dialogic interactions. It is proposed here that deep and active listening is an equally important aspect of communication and one that can be exploited by students to promote linguistic and personal development, particularly in light of the range and breadth of English-language resources available online.

Defining the terms

Listening fluency comprises a complex constellation of factors that support timely processing as well as appropriate interpretation of spoken messages. These factors engage the affective, the inter-/trans-actional, and the cognitive domains simultaneously. In terms of the affective domain, effective listening requires a flexible and open disposition along with a willingness and desire to comprehend what is being heard. The inter-/trans-actional domain implies interlocutors cooperate, collaborate, and negotiate to achieve mutual accommodation of communicative resources. In terms of the cognitive domain, proficient listening entails fundamental processing mechanisms such as segmentation and parsing of the speech stream which in turn entail adaptation and attenuation of phonological representations in order to map meaning onto sound sequences. Interested readers are referred to Rost (2014) who provides a thoughtful and useful discussion regarding these complexities.

Listening fluency is to a large extent a reflection of our communicative experience. Phonological representations reflect the speech patterns we have heard. Limited experience implies limited exposure to the range of variation that characterizes real world language use while broader experience is naturally accompanied by encounters with many and different pronunciation variants associated with a given meaning mapping. Having access to a wider range of speech variants facilitates more efficient

processing because it is like having a larger referential database to draw upon when confronted with newly encountered exemplars. Simply put, experience promotes familiarity and familiarity has been found to support comprehension (e.g. Munro & Derwing, 2015) and lexical access (for review see Baayen et al., 2016)

Traditional classroom language learning has generally presented learners with narrow communicative experiences. The sample of voices to which students are exposed is likely to be limited to textbook audio productions which are highly curated studio recordings involving a small number of voices. Depending on the situation and context, the textbook models may be assigned normative value that negatively affects the affective domain, not allowing authentic voices of, for example, teachers and classmates to contribute to the formation of phonological representations. The sensible call to integrate other voices into classroom learning made by ELF/EIL scholars (e.g. Matsuda & Friedrich, 2011; Sifakis et al., 2018) serves an important cognitive function that tends to be absent from such discussions.

Instructional implementation

It is proposed here that repeated, assisted listening (RAL) is one way to help students broaden their communicative experience and consequently the referential database of sound-meaning mappings they have access to. Repetition encourages phonetic retuning, a natural cognitive processing mechanism by which sound-meaning mappings are updated and adapted to accommodate unfamiliar pronunciation variants (McQueen et al., 2006). Assisted listening refers to listening with the aid of subtitles, both L1 and L2 if and when possible. L2 subtitles assist lexically-driven perceptual learning (Birulés-Muntané & Soto-Faraco, 2016; Wisniewska & Mora, 2020) and L1 subtitles “are superior to interlingual ones in facilitating content comprehension” (Birulés-Muntané & Soto-Faraco, 2016, p. 2/10). That is to say, L1 subtitles promote deeper understanding of the content while L2 subtitles help connect pronunciation variants with word forms.

I have been using RAL in Communication Skills classes for some time with the following objectives:

- to promote deep and active learning by engaging with challenging material
- to broaden students’ exposure to communication styles and speech patterns of a wide range of English-language users

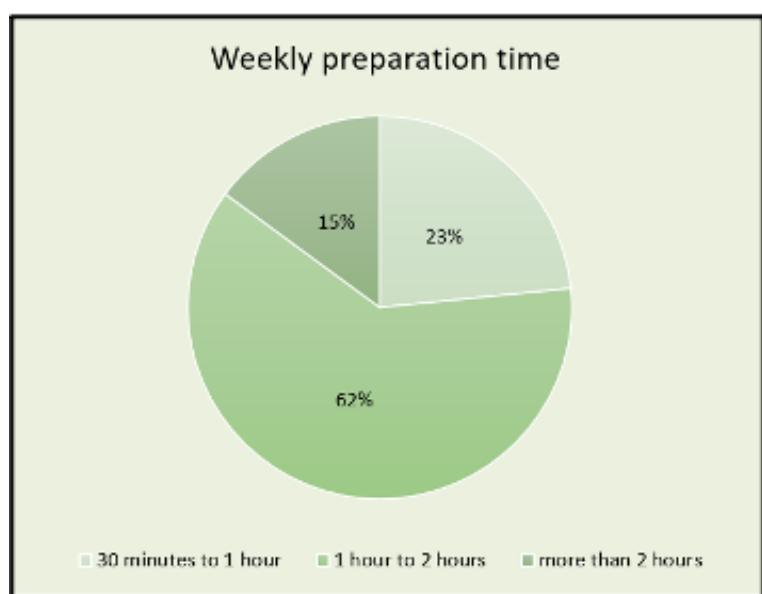
- to encourage student use of English-language online resources

The focus here is on implementations that require students to undertake weekly preparation involving watching online video content (often from www.ted.com) and to get ready to lead a discussion on the content. Students are advised to watch each selection at least 3 times, making use of both mother-tongue and English subtitles. Before coming to class, they complete a brief survey indicating the title and speaker of the talk along with 3 things they learned. In-class activities involve pair and group discussions. Each student takes the role of discussion leader several times as they rotate among classmates. Students are encouraged to bring notes with them to help them lead these discussions.

Feedback results

The feedback results presented here were collected at the end of two second-semester elective Communicative Skills courses spanning 15 weeks. These results reflect responses from 72 students: 49 first year, 13 second year, 7 third year, and 3 fourth year students. Students belonged to various faculties including International Communication (n=34), Management (n=12), Contemporary Chinese (n=12), Economics (n=8), and Law (n=6). It is worth noting that results obtained from this relatively limited sample are consistent and representative of other student cohorts that have responded to similar surveys.

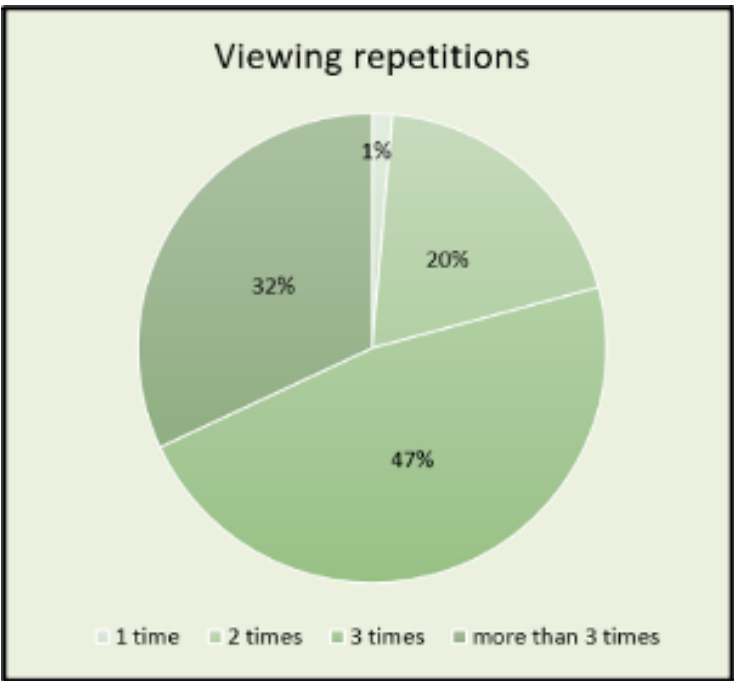
To get a sense of the time spent on RAL tasks, students were asked how long they usually spent



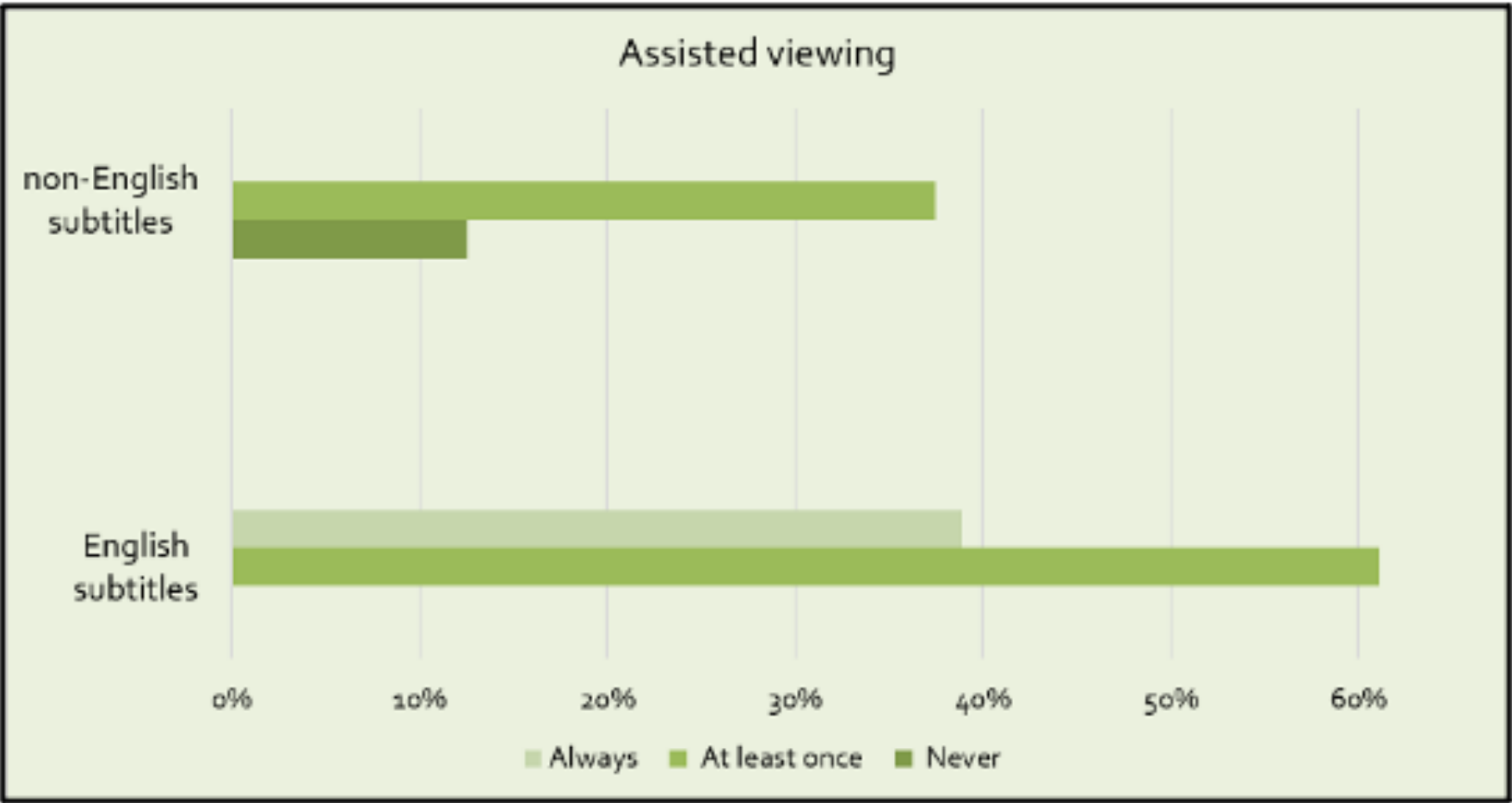
preparing homework each week. **The Weekly preparation time** chart to the left shows that 62% of respondents indicated that they spent more than 2 hours, 23% indicated between 1 and 2 hours, and 15% indicated 30 minutes to 1 hour. The course syllabus specified that students were expected to spend between 1 and 2 hours on homework preparation. These results suggest that the great majority of students (85%) met or surpassed this expectation.

Students were also asked how many times they usually watched the selection when doing their homework preparations. **The Viewing repetitions** chart displays responses to this question. Most students watched the talk 3 times or more, specifically 47% indicated that they usually watched the talk 3 times and 32% indicated that more than 3 times; 20% indicated that they watched 2 times and

1% indicated that they watched 1 time. As previously mentioned, students were advised to watch each talk at least 3 times when the activities were initially explained during the orientation meeting at the start of the semester. These results suggest that 79% followed this advice on a regular basis and developed a habit of repeated listening as part of their weekly preparation routine.

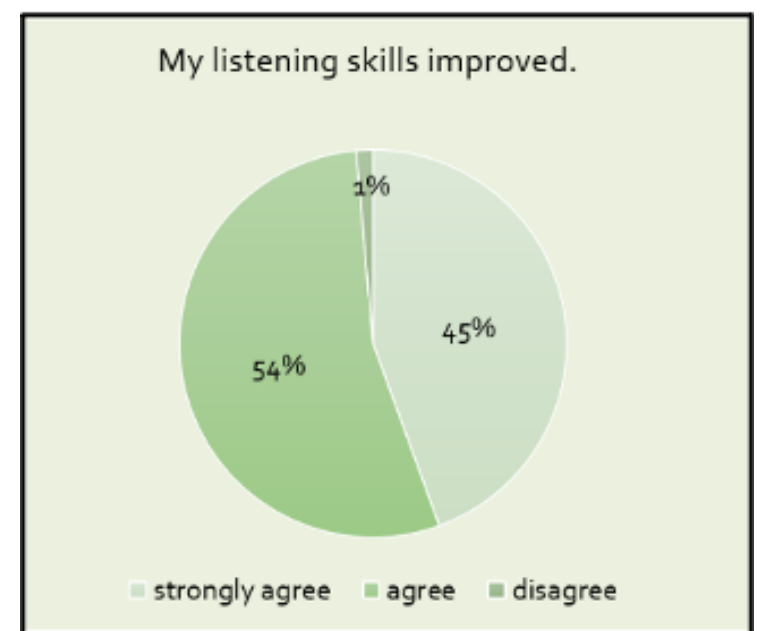


When it comes to using subtitles, students were asked how often they used English and non-English subtitles when they watched a talk. The **Assisted viewing** chart indicates that while students tended to make use of English subtitles, there was less conformity in their use of mother-tongue subtitles. More than 60% reported that they used English subtitles at least once while watching the talk while almost 40% indicated that they always watched the talk with English subtitles. A similar percentage, 38%, reported that they usually watched the selection while using



mother-tongue subtitles at least one time; 3% indicated that they never used mother-tongue subtitles. It would be helpful to know the reasons for this decision. Based on in-class performance, it may well be that those students who did not use mother-tongue subtitles did not need this kind of assistance in order to understand of the content of the talk.

A high degree of conformity was observed in response to the statement: “**My listening skills improved** because of the work I did in this class.” As the chart shows, 99% of all respondents expressed positive evaluations: 45% strongly agreed and 54% agreed. Similar results were elicited in response to the statements: “I learned about interesting topics in this class.” and “This class helped me broaden my view.” In both cases, more than 60% of respondents strongly agreed and about 35% agreed with the statements. In addition, 70 out of 72 students (= 97%) indicated that they intended to continue watching TED talks on their own. Taken together, these results give the impression that the majority of students perceived multidimensional benefits from RAL activities.

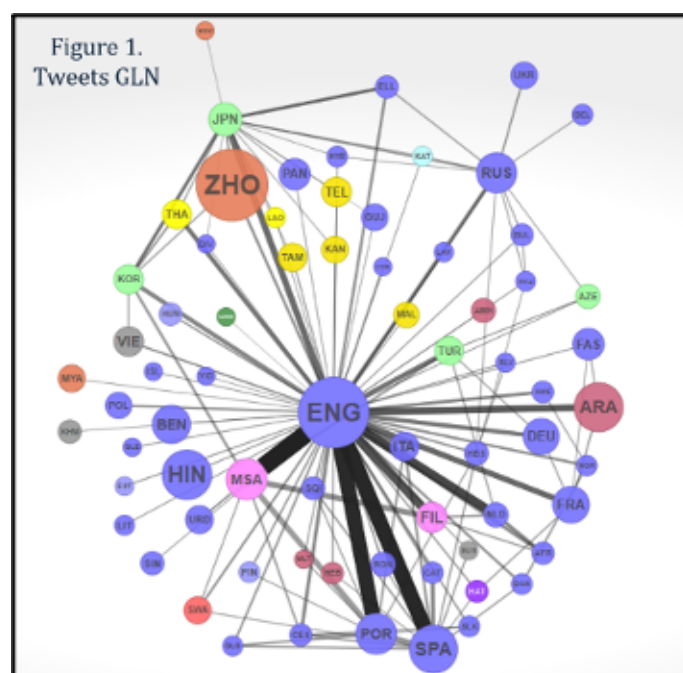


Closing remarks

Technology has changed, and continues to change, our means and manners of communication. The internet provides easy access to multiple and multiplying networks of people with different interests, experiences, and linguacultural backgrounds. And with a smartphone, we can tap into networks of interest at any moment from anywhere.

Technology is also changing the way we investigate language use and communication. We now have access to enormous amounts of usage data the likes of which did not exist just 20 years ago. Innovative research which examined 2.2 million book translations, 550 million tweets in 73 languages generated by 17 million unique users, and over 2 million edits in 238 languages done by 2.5 million unique Wikipedia editors has provided a glimpse of the structure of the networks connecting multilingual speakers (Ronen et al., 2014). Results like those shown in Figure 1 below allow us to begin to visualize the interplay of languages across, for example, popular social media platforms, confirming while highlighting the role of English as “a global hub” language with which co-speakers disseminate information and ideas.

Figure 1 shows the global language network (GLN) for the tweet data set just mentioned. While detailed examination is beyond the scope of the current discussion, it is interesting to note the relationships established by the Japanese hub (the green JPN circle in the upper left of the network). The thickness of the connecting lines indicates relatively great numbers of co-speakers of English



(purple ENG), Chinese (orange ZHO), Korean (green KOR) and Russian (purple RUS).

The ultimate point of this example is to exemplify the expanding and expansive nature of networks of English language users in order to stimulate consideration some of the implications of English as a global language for language teaching and learning. Our students here in Japan are fortunate to have easy access to the information available through online networks. Encouraging students to use English to tap into networks of interest can make language

study (and use) more meaningful and purposeful. It could also extend learning beyond the physical and temporal constraints of the classroom and thus help students transition from classroom learners to real-time users of the language.

Results presented here suggest that repeated, assisted listening is a viable pathway along which this transition might occur. When source materials are thoughtfully selected, RAL naturally exposes students to a variety of speakers and consequently creates opportunities for phonetic retuning. In addition, the practice can help students realize how to use their languages to assist learning through repetition. Responses indicate that after one semester of regular RAL students were generally positively disposed to the time and effort the strategy requires.

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A Wolf in Elf's Clothing? A Critical Discourse Analysis of World

Voices 1: English as a Lingua Franca

April Eve Day, Aichi University, Assistant Professor, Faculty of Letters, Member of the Institute for Research in Humanities and Social Sciences (IRHSA)

Introduction

Teachers select and use textbooks with an understanding of their overt learning goals, but what about the more subtle messages that they convey? No textbook is neutral; all have a particular perspective on the world and contain assumptions about the attitudes and power relationships of the society that they portray (Fairclough, 1992). Textbooks thus send powerful messages to the students who use them, even if these messages are never articulated in words. For example, if most of the pictures of women in a textbook portrayed them as either housewives or secretaries, the students using it may come to believe that this is what society expects. Over time, this may have a narrowing effect on the aspirations of female students. Depending on the purpose of the textbook, these messages can be either overt or covert and either intentional or unintentional. Critical discourse analysis can bring these messages to light and help teachers to proceed with an awareness of the assumptions of different texts. With this knowledge, they may guide students not only to learn the overt lessons but also to actively engage in interrogating the more subtle messages contained in textbooks.

The textbook that was analysed for this study claims to be an English as a Lingua Franca book, suggesting that it is designed for students who will be using English mainly with other speakers for whom English is not a native language. This in turn suggests that the focus will be on intelligible communication instead of accuracy and that students using the book should feel a sense of ownership of the language without the need to emulate native speakers. In order to understand whether the book lives up to its title, the following questions were investigated:

In this “ELF” book, where do non-native English varieties sit in relation to native varieties?

What is the intended message of each section?

What is the actual message of each section?

What effect will this have on students using the book?

Discussion

The first section of the book begins with an overt message to students entitled “To the Student.” The advice given in this section immediately calls the ELF nature of the book into question. Students are advised that “Native speaker English can be difficult to understand. Students MUST learn to understand this.” They are also told that the Focus on Natural English section, in which the English examples are exclusively native speakers, “may be the most important section in the book.” They are urged to “Review this section often” and “Listen to the sentences many times.” Yet there is no such importance placed on the numerous examples from non-native speakers. Although the book does contain other varieties of English, this initial message immediately discounts them and makes it very clear that native speaker varieties are assumed to be the standard that learners must try to reach.

Containing as it does many different recordings of non-native speakers, it can at least be said that this textbook makes an effort to represent the learners using it and this may be one of the reasons to identify it as leaning towards ELF. These recordings in the “Short Talk” section of each chapter are spoken with a strong but intelligible accent and are perhaps intended to impart the empowering message that people from all over the world speak English and thus the learners using the book can too. However, a closer inspection of the listening texts suggests that learners may actually be receiving a disempowering message, quite the opposite from that which was intended. Although the speakers all have accents, everything else about the short talks is absolutely standard English. There are none of the features typical of ELF communication such as lexical or grammatical variation according to the variety of English being spoken. This gives the impression that people all over the world speak flawless English and, given that this is an elementary level text, vastly better English than those using the book. Although the intentions of the authors may have been good, this is unfortunately a missed opportunity to give the learners using the book a feeling of inclusion and also a failure to prepare students for the various negotiations necessary for interactions with actual ELF users.

Reinforcing the superiority of standard English is the “Short Conversation” section in each chapter. Like the short talks, the English used here contains no lexical or grammatical deviations from native speaker varieties, but unlike the short talks, the short conversations are spoken only with native speaker accents. While the short talks are always followed by comprehension activities, the follow up

activities to the short conversations are all focused on practicing specific phrases and substitutions from the listening. This suggests that this is the model to be followed and imparts the message that while people around the world may speak English with different accents, THESE are the only accents worth learning. This has the effect of devaluing the accents of the learners using the book, which could negatively affect their motivation to learn. Furthermore, learners of ELF will presumably be conversing with other speakers for whom English is not a native language and will thus speak in a variety of different accents, making this focus on perfect pronunciation somewhat redundant.

In the section “Focus on Natural English,” which is touted as the most important section in the initial message to students, the examples are again all in standard native speaker varieties. This would have the same negative effect as the short conversation, making learners feel further distanced from the apparently exclusive world of English speakers, but the very title of this section again reinforces the idea that non-native varieties of English are somehow deficient. If the English contained in this section is “natural,” this makes all other varieties of English unnatural by implication. Learners receiving this message would be forced to see their own speech in this negative light. Perhaps the authors wanted students to have a standard to aspire to but without any mention of the vast number of different standards that exist within ELF, this section is decidedly un-ELF-like.

The final section that was analysed was the “Grammar Review” section. If the textbook were teaching ELF, one would assume that there would be some exposure to the grammatical variations that are prevalent when English is used as a lingua franca. However, the grammar taught in this section is always native speaker standard and the type of grammar that the students themselves and other speakers of ELF would commonly use is actually framed as an error in the practice activities. This is clearly telling the students that only native speaker grammar is correct.

Conclusion

The messages contained in this textbook, both overt and covert, combine to give the overall impression that students should be striving to speak the English of native speakers and that all other varieties are deficient in some way. While it might be common for other English language textbooks to hold students to a native standard, this book claims in its title to teach ELF and it is this which makes its strong focus on native speaker English incongruent to say the least. However, this is not to say that textbooks such as this cannot be used by teachers hoping to introduce their students to ELF. It is certainly a step in the right direction to include speakers from several non-English speaking countries as this book does, but teachers must be aware that textbook titles do not always accurately represent

their content and be prepared to carry out a close analysis in order to make sure that students are not receiving the wrong message from the text.

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Student Feedback on Insertional Code-Switching of Japanese into English – Are You Feeling *Genki*?

Peter Lyons, Aichi University, Assistant Professor, Department of Humanities, Member of the Institute for Research in Humanities and Social Sciences (IRHSA)

Introduction

This paper initially defines insertional code-switching before describing a study carried out with a small foreign community in Japan that realizes the linguistic behavior and its motivating factors. Following this, there will be a summary of university students responses to the study.

A *gaijin* (foreigner, usually referring to an English-speaker Caucasian (Befu, 2001)) community has developed in Toyohashi, Aichi where short-term and long-term residents interact both socially and professionally. Naturally, these individuals also interact with L1 Japanese-speakers including their students in part to understand their unfamiliar surroundings. As De Mente (2004) states “the best and fastest way to an understanding of the emotional and traditional side of Japanese attitudes and behavior” is through the language (p. 13).

The term “insertional code switching” refers to the “insertion of a word or phrase into an utterance or sentence” (Matras, 2009, p. 101). Myers-Scotton’s Matrix Language-Frame (2006) sees the matrix language, which in the case of this research will be English having Japanese inserted as the embedded language. The framework will benefit this research as it is solely concerned with L1 speakers of English who are using Japanese sporadically or as Poplack (1980) calls these words “nonce borrowings” as in words that are not established borrowings in the matrix language (pp. 581-618). An example of an established borrowing that would be widely understood in English would be ‘c’est la vie’ from French.

Theoretical Context - Motivating Factors for Insertional Code-Switching

Matras (2009) refers to cultural loans that represent a gap in the recipient language referring to a cultural aspect that is so profoundly tied to the donor language, that it is not a question of whether one language is better equipped than the other, but that it is essentially different. Phrases such as *otsukaresama deshita* (used to show appreciation for someone's hard work at the end of the working day) may permeate the L1 use of the L1 English-speaker in Japan showing evidence of code-switching.

Prestige borrowings often have equivalents in the recipient language yet due to the “socially more powerful, dominant community” from where the linguistic matter comes from the borrowing is preferred (Matras, 2009, p. 150). Therefore, it is not that the borrowing is being used out of necessity due to a gap in the recipient language but that the borrowing is preferred whether this be to show sophistication for example, or other conversational affects.

The Study with L1 English Speakers in Toyohashi

A questionnaire was administered to 20 teachers of English who have lived in Japan for two or more years in total, and are currently residents in Toyohashi, Japan. All of the participants work in the public school system, teach at a university or teach at a private language school. The participants all identified themselves to be from one of Kachru's (1992) inner circle of world Englishes.

The written questionnaire was created based upon the theoretical context seeking to find evidence and motivating factors of insertional code-switching among the research subjects. I sought to find specific examples in order to provide further evidence of insertional code-switching and the motivation for its use. I also sought to find trends to see if L1 speakers of English in Japan were using the same words and phrases perhaps with similar motivating factors.

In regards to their being a gap in English that L1 speakers of the language are filling with Japanese due to the deficiency in the matrix language, there is strong evidence indicated by this research. These cultural loans (De Mente, 2004; Matras 2009) are describing the indescribable or at least the difficult to describe.

The wording of the term prestige was perhaps unfortunate as participants both mentioned that the superiority suggests an arrogance of the long-term resident in Japan exhibiting their L2 knowledge. The “socially more powerful, dominant community” if seen as being local to Japan and therefore the Japanese language, may very well be more prestigious but seen in the global context the ambiguity of

prestige makes the term seem inept (Matras, 2009, p. 152). Participants often preferred the Japanese because of its convenience/economy as opposed to seeing it to be better than the English alternative, as seen with the use of Japanese for monetary terms. Also, of interest was where Japanese was being used as a lingua-franca working between Englishes such as British and American (*gomi* for rubbish / garbage).

The short, predominantly single word and occasional short phrase code-switching occurring in the L1 English speaking community is evident of insertional code switching (*atsuii, kawaii, natsukashii*). Its motivations have been investigated by this research with mixed results, yet its existence is substantial and further investigation would be beneficial to highlight the morphology of English when exposed to another language.

University Students' Feedback on The Study

27 second-year French majors studying English at Nagoya University of Foreign Studies were asked to provide feedback on the results of the study. Students were asked to give feedback through writing within a 20-minute period of class after a presentation on L1 English-speakers insertional code-switching with Japanese.

Student written responses are generally unfavourable to the practice of L1 English-speakers inserting Japanese into their everyday English especially within the classroom by the teacher.

Students highlight how the practice is aligned with the situation in its appropriacy. In more formal situations or with monolingual speakers of English the practice could at best lead to confusion, and at worst, annoyance.

While some students see the practice as being fun and convenient when abbreviating longer English terms the majority of students did not want their teacher to insertional code-switch in the classroom again due to the formality of the situation, and also because of not wanting to be exposed to a pseudo-English differing from the standard L1 of the instructor.

Discussion

I feel that the initial study was unnecessarily limited to L1-speakers of English as richer data could have been yielded by including those for who the bilingual practice of code-switching is an everyday occurrence.

The post-research study with university students while extremely limited, also calls for further study to investigate the pedagogical consequence of insertional code-switching by teachers. The largely negative feedback could equate with the practice being avoided by the teacher. However, in my classroom, I hope a deeper understanding of this bilingual behavior will help students have a stronger grasp of their linguistical ability and see languages as being fluid and non-prescribed.

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The Realm of Intelligibility: Aspiring to Affirm and Challenge

Communicative Assumptions

Daniel Devolin, Aichi University, Assistant Professor, Faculty of Letters, Member of the Institute for Research in Humanities and Social Sciences (IRHSA)

What is Contemporary International English (CIE)? A question commonly asked of, and by, students in a university program of the same name. One simplistic if not sarcastic answer might be, ‘the name of the program in the university’s Faculty of Letters’. The more academic formulation of an answer a CIE instructor aspires to elicit from learners falls somewhere around ‘CIE is the use of English by interlocutors which leads to successful communicative activity’. Communicative activity as has been applied in CIE (Devolin, 2018), is comprised of one or more communicative events, with one event comprising a deployment of language, between two or more people, inclusive of an aspiration to achieve a goal or transmit information. Each communicative event may or may not be successful; success determined by degrees of understanding / misunderstanding / miscommunication / motivation / a failure to compel action. In practice, ‘CIE is whatever English helps get the job done!’ is perhaps a more practical answer to elicit.

‘English’, for students and instructors indoctrinated in prescriptive language regimes (rule, formula, and test based instruction where one question has one correct answer), and/or minimalist language regimes (UK or US English without consideration of others) or from monolingual contexts that have yet to realize and embrace the plurality of any one language, in this case English, is the English which most emulates a person from the U.S.A. or the U.K. whose L1 is English. This notion of ‘English’ is borne of, and reinforced by, the governing education body’s affinity for, and/or legacy of interactions with actors of, one of the aforementioned States. UK English has the historical and economic precedent while US English currently has the most L1 speakers concentrated in one State and economic influence. Prescriptivists and minimalists reinforce the notion that English is formulaic and static; constraining English learner understanding of the globalized, practical, and contemporary applications of Englishes on Earth. Prescriptivism and minimalism have wrought learners of English who view English as only worth using or uttering in its (perceived) authentic form; authenticity defined and limited by its USA or UK textbook formula/model. What CIE is, for prescriptivists and minimalists, may be defined as the English most like the English currently used and modeled in UK /

USA English based textbooks; the international criteria being minimally met by the two States where English is currently the most common first language. The notions that English is formulaic, and authenticity (UK or US English) is what most reliably results in successful communicative activity, have created false economies of language learning, publishing and testing, and consequently mythical and unattainable language goals.

To encourage a(n) (re)assessment of a CIE learner's prescriptivist and/or minimalist notions of English, and ultimately to adjust lifelong learning motivational goal posts for English, the Realm of Intelligibility (RoI) as applied by the author (Devolin, 2018), serves as both a learning and unlearning tool. The RoI can be articulated to learners as, 'the collective skill-sets and behaviours harnessed in a communicative event which achieve or maintain understanding'. The RoI is the *raison d'être* of language and communication and necessary for any sort of 'lingua franca' identification. As a learning tool, the RoI is about exploring why interlocutors succeed or fail in understanding or interpreting a communicative event as any one interlocutor engaged in the communicative event intended. The RoI counterbalances, accommodates, and/or discards prescriptivist/minimalist doctrine by exploring often ignored or disregarded English learning trajectories and spectrums. Instead of aspiring to emulate an English, which is an aspiration better suited for a learner seeking to become a translator of that English, the RoI assists learners to navigate language (in this case English) used in a variety of communicative activity scenarios, including mixed Englishes and mixed abilities, and builds spectrums of communicative ability dynamics which may present themselves in any given communicative event. For example, introducing notions of language ownership beginning with Widdowson (1994), Norton (1997), Kohn (2012), and others in their respective fields, performs the function of individualizing and pluralizing language. The obvious progression from 'My English' is to English as a Lingua Franca (ELF), as developed by Jenkins (2000), Seidlhofer (2001), Mauranen (2012), and others in their respective fields. English learners are nudged to self-reflect on their abilities as well as those of others, and identify what helps/hinders the successful conveyance/ interpretation of an interlocutor's communicative intent. In addition learners are encouraged to reflect on how language facet spectrums are overlapping, complementary, or need accommodation to establish a RoI, as a communicative event or activity transpires.

For a CIE instructor, first and foremost, the RoI establishes English as original and variable, and relative to the communicative events in which English is being used and regarded. The RoI serves to meet the learner's communicative aspirations and aims, and help the English learner (as a future user) to accommodate when interacting with international interlocutors. The RoI is about establishing and

identifying communicative intent (what the interlocutor is trying to convey), rather than emulating any specific language model. The RoI cultivates communicative flexibility and a framework which accommodates the spectrum of English approaches and realities (Prescriptivist, Minimalist, ESL, EFL, ELF, My English). The RoI, as a learning tool, provides opportunities to examine elements of why a communicative event is successful/unsuccessful, lowers expectations of high accuracy models, normalizes expectations of non-prescriptive/non-minimalist language, and cultivates communicatively adaptive and expansive skillsets.

The RoI enables the individual learner to establish their own language and language aims, and to identify any of their inherent (in)flexibilities, settled limits (the points at which a learner no longer needs to, or chooses to, further a given ability or knowledge base), and language accommodation deficiencies via spectrums and realms, rather than an L1 comparison model. The RoI, as both the start and end point, focusses and equips learners via communicatively adaptive and expansive skillsets, which are then harnessed when establishing a RoI in L1, L2+ scenarios. Language users are prepared for communicative events and activity, rather than social integration. For the most part, RoI learners come to realize that whichever L1 model is promulgated by the State education body, the L1 model is not sacrosanct and that in practice, interlocutors with L2 or international experience with their L1, are not prescriptive, minimalistic, or centric in their language expectation and output. Most interlocutors will accommodate to the extent of their capacities to do so. In the event one encounters monolingual assertiveness, or any assertion of conforming to an L1 type, it is rarely a deficiency or reflective of the L2 learner, rather a behavioral and social immaturity manifesting from the interlocutor's education system's failure to prepare learners for globalized interactions and multilingual communicative events.

In conclusion, the RoI is about understanding one's own skillsets (My English) and one's awareness of, and capacity to adapt to others' skillsets (their My English) as and when they are applied in a communicative event. The RoI sets learners on a journey of life-long communication skills self-assessment. The RoI provides the abstract space for skillsets to evolve and language experimentation to occur. Learners identify aspects of their communicative abilities they can improve, those they are proficient in, those they are satisfied with, those that they can accommodate, and those that others will need to accommodate. How communicators access the RoI is based on assumptions about their own and other communicator's communicative abilities (e.g. people understand my voice, my grammar, my pronunciation, my cultural references, my vocabulary, my sarcasm, my body language). Easy establishment of a RoI affirms assumptions, whereas difficulties or failure to establish a RoI, challenges assumptions. RoI asks learners to question how much adjustment is needed to be

understood in the target language and what abilities and/or capacities are needed to achieve or maintain an RoI, given the collective skills sets of the participant interlocutors, in any communicative event.

Appendices: A Selection of RoI Focussing Activities and Discussions

- **to explore and question assumptions**

- What is successful communication?
- How important is/are _____ (e.g. Pronunciation, vocabulary, intonation, tone, timber, cultural references,...) to successful communication? How do they help / hinder communication?
- How does mutual intelligibility manifest?
...when English is an ingredient?...and used by multiple actors?
- How can communicative skillsets/behaviours vary? (→can you adapt / accommodate? How?)
- How can each skill help/hinder RoI establishment? (→can you adapt / accommodate? How?)
- Who is your communicative audience? L1 English speakers? Which kind? L2 English speakers? Which kind?
- Who should understand your English in a multilingual group dynamic if one of the speakers is an L1 English speaker? Why?
- Is it better to learn from and sound like an L1 English speaker?
- Does mono-lingualism have a place in a globalized world? Why/Why not? Where? When? Why?
- How can knowing about a speakers L1 improve your understanding of their English?
- What are your language preferences / aims / ranges of tolerance (e.g. grammar, pronunciation)?
- How necessary is it for you to achieve 'authentic' English abilities?
- Relative to successful communication, where are your abilities on the spectrum?
- What skills motivate you? Where in a skill spectrum would you like to be?
- How do/can *X or Y or Z* ability influence the RoI? Does this expand or contract the RoI?
- Why is it easy/difficult for people to understand me?
- Is there a Holy Grail of English language learning methods?

- **to initiate exploration and discussion of first and second language conceptual and theoretical trajectories**

- Communication Accommodation Theory
Beebe, L. M., & Giles, H. (1984). Speech-accommodation theories: A discussion in terms of second-language acquisition. *International Journal of the Sociology of Language*, 46, 5-32.

Giles, Howard; Coupland, Justine; Coupland, N. (eds.). (1991). Contexts of Accommodation. New York: Cambridge University Press

- English as a Lingua Franca
Jenkins, J. (2000). *The Phonology of English as an International Language*. Oxford: Oxford University Press.

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Seidlhofer, B (2011). *Understanding English as a lingua franca*. Oxford: Oxford University Press.

- My English and Language Ownership
Kohn, K. (2012). 'My English': Second Language Acquisition as Individual and Social Construction. Retrieved from <https://www.youtube.com/watch?v=yCfpD49YhSg&feature=youtu.be>

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Widdowson, H.G. (1994). 'The Ownership of English', *TESOL Quarterly* Vol. 28, No. 2 (Summer), pp. 377-389. Retrieved from doi:10.2307/3587438

Widdowson, H.G. (2003). *Defining Issues in English Language Teaching*. OUP. Chap. 4: The ownership of English.

- Sustainable education
Sterling, S. (2001). Sustainable education: Re-visioning learning and change. Bristol: Schumacher Briefings

- **to explore situational dynamics between speakers**

- e.g. 1 Speaker Combinations

L1 English - L1 English

L1 English - L2 English

L2 English - L2 English

How is the Realm of Intelligibility facilitated or challenged?

- e.g. 2 Speaker Combinations

Speaker 1 - L1 Japanese, L2 English:

Katakana Pronunciation, excellent grammar, low vocabulary

Speaker 2 - L1 Korean, L2 Japanese, L2 English:

U.S. Pronunciation, poor grammar, good vocabulary

Speaker 3 - L1 U.S. English:

No international language experience

What are possible communication dynamics/issues?

How can communicative accommodation take place?

- Situations:

S2 meets S3 then S2 sees friend S1;

Typhoon evacuation, who might need help?;

A train delay but one the speakers need to get to a specific station by a certain time;

What are the possible communication dynamics/issues?

How can communicative accommodation take place?

- Explore culture references (e.g. colour of fire, sun, traffic lights, shapes of signs);
Pop-culture references (e.g. referencing anime characters, movies, shows);
Global issue awareness, perspectives, and referencing (SDGs, climate, disease);
Personalities (e.g. soft spoken, gregarious, introvert/extrovert);
Sexuality (e.g. aversion to pronoun referencing around unfamiliar people or known discriminators, gender assumptions)
What might their effects be on communicative intent and the RoI?

- **to introduce aspects of pronunciation:**

- Reveal one line at a time:
cone-eye-chai-hay
cone-eye-chai-way
con-itch-ih-wah
con-itch-ee-hah
co-knee-chee-hah
cone-knee-chee-wah
- Ask learners to raise a hand when they think they understand? Depending on the class dynamic, have the first people to understand reveal how they would respond.
OR
Reveal lines until half to three quarters 'get it'. Have those who understood earliest explain to those who have not yet understood what is being communicated.
Discuss pronunciation and knowledge of language in relation to the RoI.

- **to explore communicative intent**

- Present multilingual examples of prescriptive/minimalist grammatical non-conformity/code-switching.

e.g.

Last mine house mouses twelve grandmother find weekend.

Grandmother mine twelve mouses find weekend last house.

My grandmother twelve mice at home last weekend found.

My grandmother found twelve mice at home last weekend.

Grandmother found my twelve mice a home last weekend.

Last weekend, I found my grandmother at home with twelve mice.

At my last house, twelve mice found my grandmother one weekend.

e.g.

say tah he rooh E on ah kah kah ooh ya suey key no

kinou no hiru, Aeon de, yasui no aka seetaa o kaimashita

昨日の昼, イオンで安い赤セーターを買いました。

Yesterday afternoon, I bought a cheap red sweater at Aeon.

- Ask:
To what degree does each influence the RoI in the given example?

What are the possible misinterpretations of communicative intent?

How would you respond to the following?

What might you ask?

Discuss communicative intent possibilities and probabilities.

How much does a grammatical non-conformity influence intelligibility in prescriptive/minimalist regimes?

When and/or why do/would people care?

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Student Engagement with English as a Lingua Franca (ELF)

愛知大学人文社会学研究所プロジェクト
「国際英語」教育研究会 フォーラム

Forum of The Institute for Research in Humanities
and Social Sciences, Aichi University (IRHSA)

Date : **October 3, 2020**
13:00~15:30

Venue : ZOOM
Registration required

To register, please contact
irhsa@ml.aichi-u.ac.jp by October 1.
You will receive the Zoom link.

学習者は共通語としての英語とどう取り組んでいるのか

※英語による発表

☒ 事前申込

日時 : 2020年**10**月**3**日(土)
13:00 ~ 15:30

会場 : **ZOOM**

申し込み先 irhsa@ml.aichi-u.ac.jp

締め切り : **10月1日(木)**



Forum hosts

Laura L. Kusaka: Aichi University
Anthony Young: Aichi University
Leah Gilner: Aichi University
April Eve Day: Aichi University
Daniel Devolin: Aichi University
Peter Lyons: Aichi University

Timetable

13:00~13:05	Opening Remarks
- Main Speakers -	
	Ayako Suzuki: Tamagawa University
13:05~13:35	“Why Study Abroad for Student English Teachers: ELF and Their Awareness of Correctness”
	Rasami Chaikul: Tamagawa University
13:40~14:10	“ELF-informed Pedagogy in Remote Learning Scenario: Student Engagement in English as a Lingua Franca”
14:10~14:20	Break
-Short Reports-	
	Sherry Schafer, Aichi University
14:25~14:40	“International Virtual Exchange: Sharing Cultures and Sharing the Joy of Using English”
	Nora Kotseva-Katsura, Aichi Gakuin University
14:45~15:00	“A Way to Bypass the Inherent Lack of ELF Standard”
15:05~15:25	Discussion
15:25~15:30	Closing Remarks

主催 愛知大学人文社会学研究所 <http://taweb.aichi-u.ac.jp/irhsa/>

共催 JALT 全国語学教育学会豊橋支部 <http://jalt.org/>

連絡先 愛知大学人文社会学研究所事務局

TEL : 0532-47-4167 FAX : 0532-47-4224 E-Mail : irhsa@ml.aichi-u.ac.jp



Why Study Abroad for Student English Teachers: ELF and Their Awareness of Correctness

Ayako Suzuki, Tamagawa University, Associate Director, Center for English as a Lingua Franca, Professor, Department of English Language Education, College of Humanities

Introduction

This paper reports how experiences of long-term study abroad (SA) changed student English teachers' views of English and considers what could be done to make effective use of SA to prepare student teachers for their future profession.

SA has started to be integrated into teacher training programmes in some Japanese universities. The reason for this is twofold: SA is believed to be able to 1) develop student teachers' English proficiency for global communication and 2) give them rich intercultural experiences which can develop their intercultural competencies (see Education Rebuilding Implementation Council, 2013). Here, it has to be noted that the English that student teachers would encounter during their SA is not necessarily only that of native speakers of English (NESs): Rather, in many cases what they encounter is more likely to be English as a Lingua Franca (ELF) because they study with other international students from different parts of the world (see Jenkins 2014). Accordingly, in order to have effective global communication, student teachers need to understand how English is used not only among and with NESs but also among ELF users. Therefore, if SA is part of teacher training, it should help them develop understanding of ELF communication.

The Present Study

To investigate whether SA could develop student teachers' understanding of ELF communication, data were collected with 15 student teachers who joined long-term SA in the USA for about 9 months. These students belonged to a private university in Tokyo and all were on an English teacher training track. The long-term SA was carried out during the second and third years of their 4-year undergraduate course as part of graduation requirements. The nine-month SA consisted of two parts: In the first 6 months, they studied on an English language programme at one university and in the last

three months they participated in school internship at local elementary or secondary schools. Throughout the 9 months, they did homestay with local families that were arranged by their destination university.

The data collection with them was done at three different stages: before, during, and after SA. Before and after SA, questionnaires were implemented. During SA, group interviews were conducted just before their school internship started in the USA. As the questionnaires had exactly the same 16 quantitative question items, the results were statistically compared. The interview data were qualitatively analyzed using NVivo.

Findings

The main findings from these data can be summarised as follows:

SA did not change the student teachers' perceptions of internationality of English.

Their ideas that English was an important international language and they needed it for their intercultural communication showed little change in the questionnaire data.

SA affected their perceptions of the correctness of English, except for pronunciation.

The questionnaire data showed that through SA, they came to be more acceptable of non-normative use of English: For them, the correctness of grammar became less important and intelligibility of English became more important, while NES-like pronunciation was still ideal.

The interview data showed that they enjoyed interactions with their peer international students who used different types of English.

SA did not affect their beliefs that English was owned by NESs.

The questionnaire data revealed that they kept believing that good understanding of cultures of English-speaking countries was important for communication in English and their preference to NES teachers than Japanese English teachers did not change.

The interview data showed that they cherished experiences with NESs more than with international speakers of English: They wanted more interactions with NESs and believed the interactions could result in their higher proficiency in English, while they regarded the international speakers of English as peer English language learners.

Then, how can we interpret these findings, particularly 3 above, and what implications can be drawn for SA as English teacher training?

Discussion and Implication

What can be considered is that when the student teachers contacted different groups, they reappraised their views of English. The two main groups they interacted with were a group of international students who use English differently from NESs on their English language programme and a group of local American NESs through their school internship (see intergroup contact theory; Allport 1954, Pettigrew 1998). The encounter with the former group let them reappraise their ideas of the correctness of English, while the encounter with the latter group might have reinforced their beliefs that English used by (local American) NESs was a necessary reference for them and better than any other kinds of English. Therefore, two seemingly conflicting values of English could co-exist. In this sense, their long-term SA resulted in partial understanding of English for intercultural communication.

Then, what can be done if SA is carried out as English language teacher training? One way to go might be that before SA student teachers have some intervention to make them critically reflect on their future profession, English language teaching (refer to critical TESOL argued by Pennycook 1999), and see it as part of intercultural citizenship education (Porto, Houghton, & Byram, 2017). Such intervention makes it possible for the student teachers locate their profession which teaches young Japanese students English for intercultural communication within wider social and cultural contexts.

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ELF-informed Pedagogy in Remote Learning Scenarios: Student Engagement in English as a Lingua Franca

Rasami Chaikul, Tamagawa University, Center for English as a Lingua Franca, Department of English Language Education, College of Humanities

Introduction

Due to the COVID-19 pandemic, university teachers are facing an impromptu shift to online classes. Constraints apply to what is to be done and how in order to promote student engagement in English as a Lingua Franca (ELF) awareness in online classes. This paper illustrates methods for incorporating ELF-aware pedagogy in university teaching and for increasing opportunities for students to engage in ELF in remote learning.

The transformation from face-to-face to emergency remote teaching (ERT), which is significantly different from regular e-learning, where the curriculum and courses are discussed and prepared in advance, online teaching makes it difficult for teachers to prepare for and handle classes due to a lack of preparation time, knowledge of online teaching practices, training, and familiarity. Likewise, students around the globe find it difficult to suddenly adjust their learning style from face-to-face to remote learning.

Student engagement plays a crucial role in language acquisition. Velden (2013) argues that engagement by students is commonly interpreted in relation to learning psychology, which relates to motivation, studiousness, degree of learning, depth of intellectual perception, and ownership of learning itself. Unlike asynchronous remote learning, where the learning experience students engage in does not involve a live, real-time interaction with the teacher, may have some limitations, synchronous remote learning may enhance student engagement in their language learning.

Language learning in Japan has shifted from the importance of native-speaker norms to ELF, where the aim is to “learn the language in order to have intercultural communication with a wide variety of people from different lingua-cultural backgrounds (Jenkins, 2015, p. 45). One university in Tokyo thus established its programs to focus on enhancing language learning for practical use of English as a

Lingua Franca (ELF), in which the goal is mutual intelligibility and intercultural competence, not native speaker norms, is the linguistic target (Kirkpatrick, 2018). However, the emergency remote teaching mode teachers are forced to use due to the COVID pandemic increases the challenge for language teachers to enhance their engagement in ELF in an effective manner.

Research Design

A discussion of how to apply ELF-aware pedagogy to remote teaching scenarios is therefore needed. Two key questions are: 1) How can we best accommodate student engagement in the use of ELF; and 2) What are students' perspectives on ELF-aware classes?

To investigate 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 teacher/researcher designed and applied various activities to enhance students' engagement and ELF awareness. Four types of online ELF-aware activities, both synchronous and asynchronous, were implemented over the Spring 2020 semester.

Participants were 22 first-year students majoring in liberal arts in a university in Japan and 26 first-year students in a College of Arts in a university in Thailand. The purpose of this study was to examine: 1) How language teachers can best incorporate ELF-informed pedagogy in remote learning scenarios? and 2) How can teachers enhance student engagement with ELF?

While implementing ready-made university ELF modules, including ELF communication strategies and Intercultural Communication online synchronously through Zoom, the Japanese university students were also given a chance to experience ELF communication at first hand online via an ELF Tutor program, where students can engage in communicating with English teachers from various backgrounds in countries such as Brazil, Bulgaria, India, Japan, the Philippines, Vietnam, the USA, Poland, and the UK.

A second project consisted of cultural exchanges using a presentation application. While 22 Japanese students were asked to produce a short English presentation on their country or culture, only 20 were willing to participate in the cultural exchange activity. Then, 26 Thai university students watched those videos and created a video to respond and present their culture to Japanese students. This activity took two weeks for video making and exchanging. In the final week, the teacher asked students to write a reflection of their experience of engaging in the use of ELF.

Research Findings

The findings from the class reflections of 20 Japanese students, who participated in the activities including 2 of who chose not to participate in video exchanged, and 4 out of 26 Thai students who voluntarily did the reflection revealed the formulation of their intercultural competence. All that they felt involved and engaged in their language learning during the process.

Students also mentioned that ELF communication with their instructor provided them with a rare opportunity to engage with ELF and encouraged them to use all the communication strategies they had learned in class as well as their language repertoire to communicate with the instructor in the ELF context. International video communication exchanges between Thai and Japanese university students thus enhanced student engagement and control of their learning. Students also mentioned voicing views, shaping and evaluating tasks and their ability to perform them, and feeling motivated and excited to connect with foreigners.

Discussion

The limitations of this study are the stress the students experienced when they had to record their video and the technical problems their faces due to the unfamiliar technology. Some of the Japanese students also reported feeling embarrassed to show their video because their English was not perfect, but all of them, including the students who decided not to join, later revealed that the activities were fun after they observed the video interactions between their Japanese peers and Thai students.

For future applications, additional Faculty Development (FD) workshops and guidance are being planned to help teachers deal with remote teaching and ELF-aware modules, following Ishikawa and McBride (2019), who argue that teacher orientations and discussion about ELF-oriented pedagogy should be an important part of annual teacher orientation and training.

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International Virtual Exchange: Sharing Cultures and Sharing the Joy of Using English

Sherry Schafer, Aichi University, Department of International Communication

Introduction

This presentation discusses my experience with the International Virtual Exchange (IVE), which is an online platform on which non-native English speakers communicate with each other asynchronously in forums. It was created about five years ago by Eric Hagley, who also continuously maintains the website. IVE is well-suited to an English As a Lingua Franca approach due to the fact that students can gain experience using English as a mutual language with other non-native speakers (NNSs). Being able to negotiate meaning during NNS/NNS interaction is an essential skill to have in the modern world due to the fact that the majority of English speakers around the world are NNSs. Through interaction in online forums, students share their cultures and test out how well they are able to convey their ideas to other NNSs. This may then potentially lead students to re-evaluate previously held assumptions about other cultures. Moreover, IVE provides a way for students to acclimatize themselves to interacting with people from other countries, without the shock factor of entering a different country. This may be a good bridge for those who plan to study abroad in the future, or provide an opportunity for students to interact with people in other cultures even if they don't plan to go abroad.

IVE Format

To participate, teachers first contact Eric Hagley, and enroll their students in the program. Then, students will be randomly assigned to a group of about 20 students from various universities, both in Japan and other countries. The majority of participating universities are in Japan or Columbia, however there are some universities participating from other countries as well. The program lasts eight weeks, and is divided into four topics, with each topic lasting two weeks. Students must respond to each topic, and to the posts of other members of their group. In addition to the main topics, there is an "Open Forum" in which students can submit their own questions, and it can be accessed by all students participating in IVE. Teachers are able to view students' posts, and evaluate them however

they'd like. In posts, students are able to add media in addition to text, such as Youtube videos, pictures, and their own audio or video recordings.

Effects of IVE Participation on Motivation and Intercultural Competence

In 2016, participants of IVE were asked for feedback on their experience using IVE (Hagley, 2016). The results were as follows: the vast majority found it beneficial to learning English (89%), it increased their motivation to learn English (69%), and it led to more interest in other cultures (78%). Moreover, this cross-cultural interaction helped to challenge students' stereotypes or other beliefs about other cultures, as 67% stated that they "changed their view of the other country because of the virtual exchange". However, there were some students who didn't want to participate in IVE (15%) or who didn't feel that they learned anything about the other culture (25%).

In my preliminary survey, I sought to determine the effect of IVE participation on two classes of English major students at a Japanese university. I conducted a qualitative analysis of student posts, and determined four overarching themes. They are as follows:

1) Increased Interest in Other Countries

Student A

"I thought it is exciting to know the difference of my culture and other cultures and I get more interested in culture differences. Therefore I want to research about other different cultures by myself !!"

Student B

"I learned the most thing through IVE post by students from other countries and from Japan. First, I learned the cultural differences. There are many own cultures. I am puzzled by cultural differences when I did my first posting, but I want to know many culture traits now. Learning that things makes my life better and interesting."

These two quotes indicate that these students became more interested in other cultures in general, and not just the cultures of IVE participants. Moreover, Student B states that learning about other cultures enhances the quality of their life, saying it "makes my life better and more interesting." Moreover,

their use of the word “now” seems to show that they didn’t have as much interest prior to participation in IVE, and developed this interest through IVE.

2) Discovering the Fun in Using ELF

Student C

“At first, I was confused about expressing it in English, but I was able to convey what I wanted to say to the other party, learn more information, and I had a strong feeling of fun and joy before I knew it.”

The uncertainty of not knowing if you can get your message across to other speakers may lead to anxiety and reluctance to use a second language. As an online asynchronous platform, IVE provides participants with a low-anxiety setting, as students are not expected to communicate in real time. Therefore, students can take their time constructing their sentences. Some students (like the one in the quote above), may be surprised to see that they are actually able to convey their thoughts better than they thought they could. This can lead to a higher sense of efficacy, and consequently more enjoyment of using the language.

3) Learning About Diversity Within Your Own Country

Student D

“I learned not only foreign cultures, but also Japanese cultures. There are many differences between Aichi and Aomori in Japan. Here is a good place where I can learn about Japanese culture again.”

Since students from various parts in Japan participated, they could learn about regional differences throughout Japan. Some students were surprised to learn about local traditions in other parts of Japan. Thus, IVE may help contribute to students’ understanding of diversity within Japan.

4) Developing Cultural Awareness & the Ability to Communicate About Your Own Culture

Student E

“In Japan, we eat soba (buckwheat noodles) on New Year's Eve every year. There are a lot of meanings so it's important for Japanese to do it.”

Since most participants didn't have much experience with other cultures, they had to determine which aspects of their culture are familiar to those in other cultures, and which aspects are unfamiliar and thus require explanation. Sometimes participants talked about things in Japanese culture such as food and traditions that were unfamiliar to students from Colombia, and these Colombian students would then ask questions about these concepts. This provided an avenue for negotiation of meaning, and enabled Japanese students to discover which concepts may need explaining in more general terms. In the quote above, Student E is aware that the word "soba" may not be understood by Columbians, and so they explained it as "buckwheat noodles". They go on to explain that there are "a lot of meanings" to New Year's food in Japan. This statement seems to indicate a high degree of cultural awareness, which is important in cross-cultural ELF communication.

Conclusion

Participation in IVE seems to have led to increased enjoyment of using English, an increase in self-efficacy, increased interest in other cultures, a better understanding of intra-cultural diversity, and a higher degree of cultural awareness. The fact that all participants were NNSs puts everyone on a relatively equal footing, as opposed to NNS/NS interactions in which NSs hold linguistic privilege over NNSs.

Based on my analysis of the data, it appears that participants of IVE were able to develop skills essential to ELF communication. I would absolutely participate in the IVE program again, and I recommend it to all teachers who would like to incorporate a more ELF-oriented approach in their courses.

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A Way to Bypass the Inherent Lack of ELF Standard

Nora Kotseva-Katsura, Aichi Gakuin University

First acquaintance with ELF

As a learner of English, who has acquired English to IELTS academic C1 level so far in a non-English-speaking country in Europe from mostly non-English native English teachers I faced the issue of standard early on in junior-high and high school, where I majored English. We were exposed to different varieties of English through different textbooks we used, literary work from mostly British and American authors, and anything else we could get our hands on. On recommendation from my teacher I watched all the BBC movies in the British Council library, receiving a lot of visually and contextually-enhanced input. Later on I had the chance for more variety of the source of such input. Since that was before the advent of the world-wide web getting our hands on anything much else was not an easy job, but we were more or less practically trained to be able to survive in environments where multiple varieties were used or at least make sense of them. In the same time, since we had to prepare for progress and university entrance exams that included among others like the usual listening and reading comprehension, grammar, and paraphrasing tasks, essay writing and dictation, we were told we can use both British and American spelling, grammar, and vocabulary, but we had to be consistent and keep to one only. That in itself is quite a challenge having in mind how powerful the language interference effect is, but it's a practical demonstration of how putting aside standard to some extend works.

Classroom dilemmas: the solution of a teacher

Back then I had awareness of neither language interference nor ELF, but it was actually already an ELF environment. I experienced that as a learner and later as a teacher too. Nowadays it is more and more the reality of non-native teachers and students alike. That reality translates to classroom dilemmas for teachers, native and nonnative alike. As a part-time teacher, I actually have to teach things consistent with conflicting standards in different universities, or even in the same university to the same students in different courses. In the past as an interpreter too, I've had cases where no standard could help. And still, my first reaction to the idea of ELF and the recommendation to put away the need for a unified standard for a while was plain shock. However, after considering the issue more carefully as a teacher and applied linguistics researcher I realized that that shock probably was

caused by the fact that I was conditioned to think prescriptively, like many others. I realized that prescriptive thinking as opposed to descriptive thinking about language standard and language acquisition is a key concept in the opposition to ELF existence and promotion in the classroom. As a matter of fact, prescriptive standard doesn't reflect the real use of a language. It aims among other things to captivate the language of a certain class or region in one state and prevent it from changing, but language inevitably changes. To come to terms with the reality of ELF and the dilemmas it poses about standard and how it relates to classroom management, in my teaching I switched from thinking about controlling what I teach to thinking about how I teach. And since it is basics agreed on in language acquisition theory, I started concentrating on providing students with more input, making it clear to students that focusing on context and putting the message through, figuring out or conveying the meaning in messages coming from various standards or even not consistent with any, is the most important, much more important than aiming at copying the mirage of the ideal native speaker. I try to teach my students that it is survival. Intercultural communication, even inter-personal is survival, hopefully positive survival, especially at present when it is not yet possible to come up with an ELF standard from a descriptive point of view. If they're going to use English ever, that is the reality they'll have to face anyway. Furthermore, a prescriptive standard may be easier to come up with, but it's neither fair nor right, let alone realistically reflecting the reality of coexistence of languages and people. It's important the message to get through, be it from a standard different from the messages of others. It's not so important whether you made the mistake to say football, for example, in front of a British speaker instead of saying soccer. They would understand both anyway. It's survival for them too. They will know what you mean by the clues in the context or experience. It's important we to know what people from different backgrounds mean when using various possible options to make their point. It does take some effort on both sides, but is certainly more consistent with acceptance, diversity, and coexistence values than asking people to keep to the standard of the variety you use, because that's easier for you, but in the same time wanting to keep your right to creative use of your language.

Discussion

Further, after adjusting the way I teach to be less prescriptive and both allowing and promoting diversity, bypassing the inherent lack of ELF standard, another problem occurred. Putting aside standard poses another classroom dilemma: what in how to teach to concentrate on. For acquisition to take place you can't go around input processing. Unfortunately, comprehension tasks are boring and easy for students to fake doing. And if they fake doing it, they fake processing the input. It is also too

labor-intensive for teachers to actually provide good comprehensible input to make up for our students' being unwilling to put effort into doing it themselves. So, it's all too easy for us to move on fast to output-based activities. It's easier to let students use the language by moving on to a productive task, even though they haven't received enough input often for lack of motivation. To bridge the gap I started using dictation and later shadowing too (Nation & Newton, 2021; Kadota, 2019). That way I succeeded in raising the level of engagement of students. It probably is just easier to fake reading a piece of text than faking doing dictation or shadowing. Whatever the reason, it does engage them and provides them with both input and output opportunities in the same time, before they move on to more creative output activities. Still, comprehensible input in combination with dictation and shadowing tasks would arguably be more effective and help ease the processing cost of dictation and shadowing. So, prompted by story listening I took additional care to increase the comprehensibility of the input. After doing dictation and shadowing, and showing students visually-enhanced model presentations and thus increasing their input and making it more comprehensible, I asked the students to do their own original visually-enhanced presentations. Unfortunately, I haven't measured and verified the effect with a control group yet, but shifting the focus of my teaching started solving my issue with the lack of ELF standard and I hope my experience would provide at least food for contemplation for other teachers who take issue with putting aside standard for a while.

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