

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 2022-2023

**Aichi University International  
English Education Research  
Group**

The Institute for Research in  
Humanities and Social Sciences



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## INTRODUCTION

The 2022-2023 International English Education Research Group (IEERG) report describes the activities conducted during the last year of this research group.

First is the Symposium titled “Multilingual Instructors as Inspiration: Normalizing Multilingualism in Japan” which was held online on July 3, 2022. The personal experiences shared by the four language professionals, Mina Hirano, Ashley Bartholomy, Miriam Vasquez, and Jessica Zoni Upton are analyzed for the salient issues concerning multilingual resources and classroom practices.

Following is a report on the Forum titled “Examining the Past and Envisioning the Future” which was held online on October 15, 2022. Invited speakers from the Center for English as a Lingua Franca of Tamagawa University, Paul Mc Bride and Blagjo (Bill) Dimoski were welcomed again, highlighting the many years of collaboration with the research group. IEERG members Laura Kusaka and Peter Lyons also contributed to this final forum.

Finally, a report made by IEERG member Peter Lyons who presented at the Thai TESOL International Conference on January 28, 2023 in Bangkok is the last item to mark the end of over six years of research activities by the IEERG.

Daniel Devolin served as main editor for this volume. Special recognition is given to Leah Gilner, on sabbatical this year and Anthony Young, for their continued support for the publicly held events. We are also indebted to the staff of the IRHSA and faculty of Aichi University whose understanding and support were invaluable for the continuation of our work.

March, 31, 2023

愛知大学人文社会学研究所プロジェクト「国際英語」教育研究会シンポジウム

# Multilingual Instructors as Inspiration: Normalizing Multilingualism in Japan

## SYMPOSIUM

OF THE INSTITUTE FOR RESEARCH IN  
HUMANITIES AND SOCIAL SCIENCES,  
AICHI UNIVERSITY (IRHSA)

**SUNDAY JULY 3RD, 2022**  
**13.00-15.30 \*VENUE: ZOOM**

**FREE FOR ALL!**

**FORUM HOSTS:  
INTERNATIONAL ENGLISH  
EDUCATION RESEARCH GROUP**

To register please contact  
irhsa@ml.aichi-u.ac.jp by June 30th  
stating your name and affiliation.  
You will receive the Zoom link.

E-mail → 

### Timetable

13:00-13:05	Opening Remarks
13:05 - 13:30	Mina Hirano: Nagoya University of Foreign Studies
	"From Complex to Strength: How a 'Non-Native' English Teacher Can Inspire Learners"
13:35 - 14:00	Ashley Bartholomy: Aichi University
	"From Passive Language Learning to Active Language Learning"
14:00 - 14:15	Break
14:15 - 14:40	Miriam Vasquez: Nagoya University of Foreign Studies
	"Language Acquisition from a Bilingual-Bicultural Perspective"
14:45 - 15:10	Jessica Zoni Upton: Nagoya University of Foreign Studies
	"Where are you from? Normalizing Bilingual and Bicultural Identity"
15:10	Discussion and Closing Remarks



AICHI UNIVERSITY

On Sunday, July 3<sup>rd</sup>, 2022, the research group held a symposium entitled “Multilingual Instructors as Inspiration: Normalizing Multilingualism in Japan” via the videotelephony platform of Zoom due to COVID-19 related concerns, and to encourage long-distance attendance.

The following is a summary of the first speaker (Speaker A) followed by the salient points raised by the three following speakers (Speakers B, C and D). All four of the speakers were currently teaching at a university in Aichi prefecture.

Speaker A explored their own insecurities, yet as a Japanese national with limited experience of living overseas, had overcome these insecurities to posture herself as a near-peer role model for students.

Speaker A explained that students have learned perceived notions via the media, parents, schooling that Japanese nationals cannot speak English fluently and that the often-unattainable goal of being like a “native speaker” is the target for mastery of English - only living abroad will allow students to achieve anything close to this goal. However, Speaker A spoke of their own experiences speaking English eight hours a day with students and colleagues, as well as outside of the classroom in their social life as an example of how English is present here in Japan. Speaker A also highlighted the non-standard nature of English with its numerous different accents attributing to its non-standard nature.

Speakers B, C and D all began by sharing their personal narratives as a language user and learner inclusive of formal and non-formal language experience at home and at school. All three had elected to choose language at both high school and university and had experience of both passive (lecture-style) and active learning (conversation practice).

### Identity



Speakers C and B referred to the often-asked question of “where are you from?” being both highly personal and complex for those of a multicultural background. Speaker D mentioned a classroom activity in which they asked the students to write three sentences in response to the question to show how multi-faceted answering the question could be.

### Bilingual Learner Benefits

The notion of how learning a language can in some ways detach or detract one from their own cultural identity was dismissed as a nonsense by Speakers B and C in that in terms of identity the addition of language only benefits the learner.

Speaker C also spoke of how being multilingual allowed them to have the experience to know what learning strategies work and what have potential pitfalls. They used the example of how certain phrases and idioms lose nuance or confuse when literally translated.

### Motivation

Speaker B articulated the de-motivating factors of being surrounded by monolinguals in their learning environment and the lack of a bilingual learning environment. Speakers B, C, and D also expressed using their own learning experiences to foster motivation by nurturing a journey of developing self-interests and relating language to one’s own life.

The symposium was well-attended and provided thought-provoking content that led to further discussion.

愛知大学人文社会学研究所プロジェクト  
「国際英語」教育に関する研究会 フォーラム

## “Examining the past and envisioning the future”

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

Date : **October 15, 2022**  
13:00~15:45

Venue : ZOOM

Registration required

**To register please contact [irhsa@ml.aichi-u.ac.jp](mailto:irhsa@ml.aichi-u.ac.jp) by October 13 stating your name and affiliation. You will receive the Zoom link.**

“過去を振り返り、将来を想像する”

※英語による発表

事前申込

日時：2022年**10月15日(土)**  
13:00～15:45

会場：ZOOM E-mail → [irhsa@ml.aichi-u.ac.jp](mailto:irhsa@ml.aichi-u.ac.jp)

申し込み先 [irhsa@ml.aichi-u.ac.jp](mailto:irhsa@ml.aichi-u.ac.jp)

締め切り：**10月13日(木)**



**Forum hosts**  
 Laura L. Kusaka: Aichi University  
 Anthony Young: Aichi University  
 Daniel Devolin: Aichi University  
 Peter Lyons: Aichi University



### Timetable

13:00-13:05	Opening remarks
	<i>Invited Speakers</i>
13:05-13:35	Paul McBride, Director, Center for English as a Lingua Franca, Tamagawa University Foundations and aspirations for transformative teaching at CELF
13:35-14:05	Blagoja (Bill) Dimoski, Associate Professor, Tamagawa University Communication strategies in ELF talk: Implications for ELF-aware pedagogy
14:05-14:15	Break
	<i>IRHSA Reports (Aichi University)</i>
14:15-14:45	Laura Kusaka, IEERG representative, IRHSA Revisiting student narratives: Messages to take forward
14:45-15:15	Peter Lyons, IEERG member, IRHSA Symposium reports: Multilingual instructor narratives
15:15-15:30	Q&A, Final comments

The forum “Examining the Past and Envisioning the Future ” held online on October 15, 2022 was the final public event sponsored by the IEERG. The aim was to provide an opportunity for researchers from both the Center for English as a Lingua Franca (CELF), Tamagawa University and IEERG of Aichi University’s IRHSA to reflect on their respective work focusing on the potential that ELF offered to English language programs.

Paul McBride – Foundations and Aspirations for Transformative Teaching at CELF

Paul, the current director of CELF which was founded in 2014, outlined the history of the Center. ELF research is applied to serve the needs of the university’s humanities and science students. Teachers are required to be bilingual and the current staff consist of 17 nationalities, speaking a total of 14 languages. They are actively involved with the Center’s research projects that examine teaching practices and student outcomes based on ELF-centered pedagogy. The current and future progress of the CELF centers on the continuing support of the university overall and the ongoing professional development of the teaching staff who are encouraged to apply for *Kakenhi* grants and be contributing members of the ELF research community.

Blagoja (Bill) Dimoski – Communication Strategies in ELF Talk: Implications for ELF-Aware Pedagogy

Bill presented on the *Kakenhi* project he conducted with beginning to low-intermediate level Japanese English learners who interacted with interlocutors using ELF via Zoom. The interactions were recorded and the communication strategies used were analyzed. In addition, interviews were conducted with both the Japanese students and overseas interlocutors about their attitudes and reflections on those interactions.

Laura Kusaka – Revisiting Student Narratives: Messages to Take Forward

Laura first gave an overview of the research activities of the IEERG over the past 8 years, highlighting the public events sponsored, international conference presentations made, and articles published. She then chose the interviews of four students of the Contemporary International English (CIE) major of Aichi University to examine which



were collected prior to the onset of COVID-19 and analyzed for salient points. Some of the results were as follows:

- Explicit knowledge of multiple Englishes opened other possibilities for understanding the world and oneself
- Stories of personal growth and struggles not directly related to English learning were often shared and important to better understand the student
- Reentry into Japan after study abroad (SA) experiences were oftentimes fraught with conflicting values about communication using English
- For post-SA students, creation of English-speaking spheres in Japan was possible, and oftentimes went beyond the confines of the university program

Things to consider for further research and classroom teaching were as follows:

- Better understanding of who our students are and how they are evolving
- Opportunities to air issues about classroom dynamics is needed
- The need for pre-departure/briefing sessions for SA students

The personal and emotional nature of language learning as well as the evolving identities of the language learners are aspects that require more nuanced analysis in the future and should be taken into consideration when reviewing classroom practices.

Peter Lyons – Symposium Reports: Multilingual Instructor Narratives

This report can be found on p. 5-6.

The presenters of this forum had an opportunity to reflect on their respective work as well as appreciate how the collaboration that developed over the years between the CELF and IEERG resulted in numerous exchanges of ideas. It is hoped that the seeds of inspiration that have been planted will bloom in the future in new ways.

## **INTERNATIONAL CONFERENCE REPORT**

On the 27<sup>th</sup> and 28<sup>th</sup> of January 2023, research group member Peter Lyons presented at the Thailand TESOL International Conference in Bangkok. The following are three presentations that he attended which he found of particular interest.

### **Ann McAllen – Finding Balance in a Post-Pandemic World**

The speaker touched upon the general stresses students may be experiencing. They highlighted useful stress management skills that can be incorporated into classroom activities. They stated that dealing with stress can help promote a positive classroom environment. Classroom techniques explored included creative writing, storytelling, music, inspirational quotes, and humor.

### **John Macalister – Literature and the Language Classroom**

This talk focused on the use of literature in classrooms, particularly classrooms where the language is being learned for academic purposes. They summarized the arguments for and against the use of literature in these contexts. They explained that their use is critical for the development of critical thinking skills. They added that not all literature is suitable; short forms are preferable to long forms, and that it must be comprehensible to the learners.

### **Rob Waring – How to Set Up and Run an Extensive Reading Program**

The speaker stated that successful management of an Extensive Reading (ER) program is an essential ingredient in the success of the overall language program whether traditional or digital. They looked at how an effective ER program can be implemented with special emphasis on the various factors involved in the selection of materials, ways to build and manage a library, how to introduce the ER program as well as how to evaluate the program and motivate students to read.

Lyons presented “Explorations of Insertional Code-switching of Japanese” where he expanded upon his previous study (see 2021’s IEERG’s report) by providing an audio recording example of two L1-speakers of English inserting Japanese into the matrix language of English, results from a qualitative study showing the insertion of Japanese into Brazilian Portuguese within Toyohashi, and updated student attitudinal responses to the bilingual behaviour.