

A Report on Faculty Development and Research at the Center for English as a Lingua Franca

ELF センター 2018 FDと研究活動レポート

Rasami Chaikul, チャイクル・ラサミ

Center for English as a Lingua Franca, Tamagawa University, Japan
rasami.chaikul@lab.tamagawa.ac.jp

Brett Milliner, ミリナー・ブレット

Center for English as a Lingua Franca, Tamagawa University, Japan
milliner@lit.tamagawa.ac.jp

ABSTRACT

Faculty development (FD) plays an integral role in the development of the Center for English as a Lingua Franca (CELFL) program at Tamagawa University. The Center has a hiring policy that is not based on the native English speaking norm. As a result, the Center has welcomed a diverse mix of teachers from different cultural and language backgrounds (e.g., Bulgaria, Brazil, Finland, Macedonia, Ukraine, Thailand, The Philippines) who bring rich authentic ELF resources and enhance the first-hand ELF-communication experience for our students. In this report, we describe the different faculty training and development initiatives aimed at promoting effective instruction in our ELF classes. This will be followed by a detailed report on the center's research achievements in the 2018 academic year.

KEYWORDS: ELF, Faculty development, ELF teacher training, ELF research

1. INTRODUCTION

The Center for English as a Lingua Franca (CELFL) offers ELF classes to students from all colleges at Tamagawa University. Our Center consists of a very diverse group of 49 teachers from different countries of origin and backgrounds who were hired by the virtue of their qualifications. Their ethnic, linguistic and cultural diversity represents a valuable resource for ELF teaching as well as faculty development as all teachers bring different cultural, educational, and first language backgrounds (e.g., Brazil, Bulgaria, China, Finland, Macedonia, The Philippines, Thailand). They serve to create a plurilingual community and play a major role as authentic resources for ELF-communication. Core objectives for the different faculty development lectures and workshops staged throughout

the 2018 academic year included: provide a platform for CELF teachers to share ideas; assess teaching methodology; promote growth as teaching practitioners; and, disseminate contemporary research from the English language Teaching (ELT) field. Our paper reports on such faculty development initiatives and the academic achievements of the CELF in 2018.

2. THE 2018 CELF-ELTAMA FORUM FOR ENGLISH LANGUAGE TEACHING

The 2018 CELF-ELTama Forum for English Language Teaching was held in the ELF Study Hall 2015 on August 23rd, 2018. During this collaborative event, a total of 11 different talks, presentations and reports were given by CELF faculty (details in Table 1 below). This mutual event attracted approximately 70 attendees.

Table 1

Summary of the CELF-related talks at the 2018 CELF-ELTama Forum for English Language Teaching

Type of Talk & Title	Author (s)
Plenary (In English) Anything el(f) to do?: ELF program for the next five years	Masaki Oda (Director of CELF)
Presentation (CELF Research Report) Power, knowledge, surveillance, and ELF-informed pedagogy	Paul McBride
Presentation (CELF Research Report) English-within-multilingualism in ‘monolingual’ university classrooms	Tomokazu Ishikawa
Presentation (CELF Research Report) Japanese learners’ self-perceptions of their English L2 user identity development	Andrew Leichsenring
Presentation (CELF Research Report) Training for, simulating, and assessing ELF-type interactions in the classroom	Blagoja Dimoski
Presentation (CELF Concurrent Sessions) L2 learners’ perceptions: Listening to music while reading in class	Andrew Leichsenring
Presentation (CELF Concurrent Sessions) Listening strategy training for the English as a lingua franca (ELF) classroom	Blagoja Dimoski & Brett Milliner
Presentation (CELF Concurrent Sessions) Raising awareness of world Englishes	Blair Barr
Presentation (CELF Concurrent Sessions) Useful activities for reviewing coursework in the classroom	Blagoja Dimoski

Presentation (CELF Concurrent Sessions) Raising learners' awareness of structures and genres: Pilot study using process writing	Sachi Oshima
Presentation (CELF Report) CELF Report	Rasami Chaikul & Blagoja Dimoski

The 2018 CELF-ELTama Forum for English Language Teaching was a collaborative effort between the CELF and ELTama. The event provided a collective opportunity for current students (i.e., prospective English teachers) and alumni (i. e., former graduates who are now English teachers) from the Graduate School of Humanities at Tamagawa University, and a diverse group of language teaching professionals to share and discuss their ELF and English language teaching research, methodology and classroom practices.

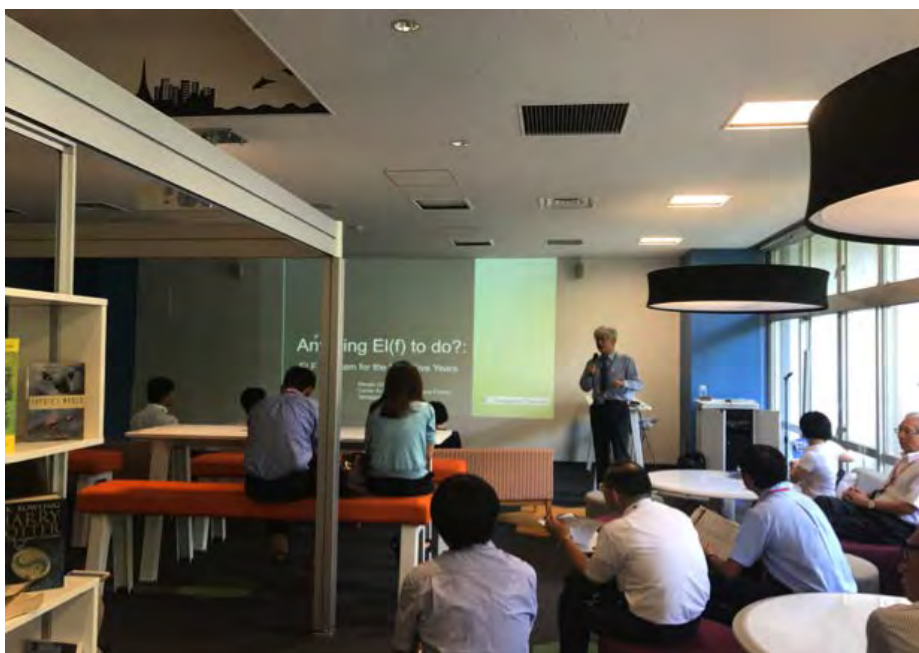


Figure 1. Plenary speaker Dr. Masaki Oda the director of CELF giving his talk on the future direction of ELF program at the 2018 CELF-ELTama Forum for English Language Teaching



Figure 2. Vice-Chair for the ELF Center, Paul McBride sharing his research at the CELF ELTama Forum

The event also provided a valuable opportunity for CELF faculty to showcase their research achievements and discuss future directions with fellow researchers and members from the general public.

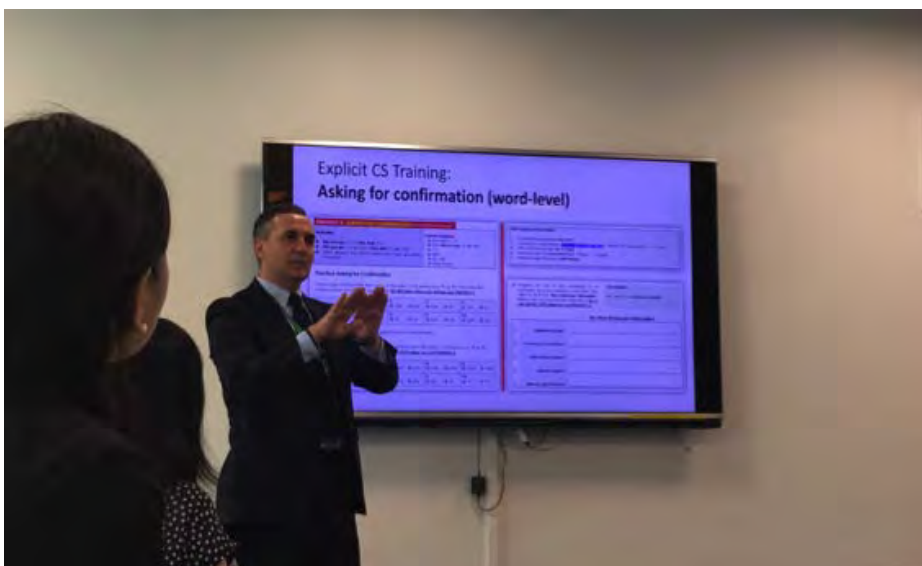


Figure 3. Blagoja Dimoski giving a presentation in the ELF Lounge, Active learning zone



Figure 4. CELF faculty giving the CELF Report in the Tamago Lounge

This collaboration between the CELF Forum and ELTama has enabled a diverse group of language teaching professionals to share and discuss a wide spectrum of topics related to research and classroom practices concerning English Education and ELF.

3. LOCAL ELF WORKSHOPS & TRAINING FOR CELF TEACHERS

Throughout the academic year, the CELF staged a number of informal training and workshop events for teachers. Most events were held at the end of the workday between 17:00 and 19:00. A short report for each event is provided below.

3.1 ELF Teacher Orientation

Two weeks prior to the commencement of 2018 classes, an ELF faculty orientation was staged on March 28th. An orientation session for new ELF faculty was arranged in the morning (10:00~12:00) before a general briefing about class management and operations for all ELF teachers in the afternoon (13:00~14:30). After the general briefing, all teachers participated in a series of parallel discussions. These sessions, led by full-time faculty focused on:

- Blackboard, UNITAMA & e-learning
- Research activities
- Extensive reading
- Teaching & textbooks
- Evaluation & assessment

After the meeting, teachers toured the ELF Study Hall 2015 and other areas of interest on the university campus.



Figure 5. CELF teachers gathered for the 2018 Teacher Orientation Meeting on March 28th. Retrieved from http://www.tamagawa.ac.jp/celf/news/detail_006.html

3.2 Blackboard CMS Training

As all teaching resources and administrative information for CELF classes are hosted on the university's Blackboard course management system (CMS), and the CELF is committed to training faculty to actively utilize this learning portal. The CELF staged two workshops at the start of the academic year (April 16th and 17th) which focused on managing classroom assignments, student assessment, and blended learning. In their review of CELF faculty's digital literacies and computer skills, Cote and Milliner (2018) established that CELF teachers had a relatively high degree of skills and most are confident about using technology in their ELF classrooms. Unfortunately, however, this level of confidence does not appear to be transferring over to the teacher's application of the Blackboard system. In their review of Blackboard usage logs, Milliner and Cote (2018) highlighted that CELF teachers tended to use the system in limited or unsophisticated capacities. To be more specific, most teachers were only using Blackboard for basic administrative functions (e.g., accessing textbook materials and creating class announcements) rather than practical applications that could promote student's use of English outside of the classroom (e.g., online quizzes, blogs, vlogs, digital feedback, embedded media, and online discussions). To mediate this concern, future Blackboard training will work to promote more sophisticated approaches to using the CMS and provide practical examples of how Blackboard is being used by CELF teachers to augment instruction and facilitate better learning outcomes in ELF classes.



Figure 6. A CELF workshop on the Blackboard course management system (CMS). Retrieved from http://www.tamagawa.ac.jp/celf/news/detail_006.html

3.3 ELF Pedagogy Workshops

Continuing the Center’s work to raise awareness and understanding of ELF-informed pedagogy, a variety of ELF-informed pedagogy workshops were staged in 2018.

3.3.1 ELF Workshop - Current thinking and research in ELF: A focus on pedagogy- May 25th and 28th, 2018

Dr. Tomokazu Ishikawa gave two talks on current thinking and research in ELF. He described important ideas and concepts relating to ELF research and concluded with a comment on the future directions for ELF research and pedagogy.



Figure 7. Current thinking and research in ELF: A focus on pedagogy. Retrieved from http://www.tamagawa.ac.jp/celf/news/detail_006.html

3.3.2 ELF Workshop -Using Internet Resources and Mobile Technology to Promote ELF Awareness- June 26th - 27th, 2018

Facilitated by Rasami Chaikul, this workshop focused on using internet resources and mobile technology to promote ELF awareness. Chaikul introduced a number of authentic online materials which can be used to enhance students' ELF awareness in the classroom. The practical, hands-on approach to the workshop enabled participants to gain valuable experience concerning the utilization of technology in the language-learning environment.

3.3.3 ELF Assessment Workshop November 16th & 19th, 2018

Led by Blagoja Dimoski and Paul McBride, two interactive workshops focusing on 'ELF Assessment' were staged in fall semester. Issues covered included: overall assessment in ELF classes, how to conduct speaking assessments, and how to use the Center's speaking and writing assessment rubrics more effectively.



Figure 8. Assessment workshop led by Blagoja Dimoski in November, 2018

3.3.4 Informal Discussion for CELF Teachers- December 6th and 8th, 2018

Paul McBride and Rasami Chaikul moderated two informal discussion sessions between CELF teachers that focused on sharing teaching ideas and any issues relating to the ELF classroom. Some of the issues discussed included dealing with unmotivated students, designs for effective group work, and the creative use of textbooks.



Figure 9. Participants at the informal discussion for CELF teachers on December 8th, 2018. Retrieved from http://www.tamagawa.ac.jp/celf/news/detail_002.html

3.3.5 Campus-wide University FD/SD Training Day- February 22nd, 2019

Andrew Leichenring, facilitated a two-hour workshop for full-time faculty and visitors entitled Introduction to teaching: The development of teacher identity in professional learning communities. Participants learned how identity is constructed, and the development of professional teacher identity.

3.4 Guest Speakers and Visiting Scholars

The center welcomed a couple of prominent scholars in the field of language education in 2018.

3.4.1 Dr. Nitida Adipattaranan -Teacher Education in Thailand: What Thai Students Study to Become an English Teacher- July 13, 2018.

The CELF was pleased to welcome Associate Professor Nitida Adipattaranan (Ph.D), Director of Doctor of Education Program in Curriculum, Teaching, and Learning Technology at the Faculty of Education, Chiang Mai University, Thailand, to our Center. Dr. Adipattaranan shared a talk titled ‘Teacher Education in Thailand: What Thai students study to become an English Teacher’. Various aspects of English language teaching and English teacher training were highlighted. The discussion after the presentation built a deeper understanding of teacher training in another expanding circle country.



Figure 10. Dr. Nitida Adipattaranan with her team from Chiang Mai University and ELF teachers and participants after her presentation at CELF on Teacher Education in Thailand: What Thai students study to become an English Teacher- July 13, 2018

3.4.2 Dr. Jana E. Moore -Working with Special Needs Students in the Language Learning Environment- October 10, 2018

On October 10, 2018, a special lecture was given by Dr. Jana E. Moore, the ELL Coordinator from Moanalua High School, Hawaii, USA, on ‘Working with Special Needs Students in the Language Learning Environment’. In attendance were Tamagawa University teachers and other staff, as well as participants from outside the university. The presentation on the special needs students in the language-learning environment proved to be an important issue for discussion between participants following her talk.



Figure 11. Dr. Jana E. Moore presents at CELF on October 10, 2018. Retrieved from http://www.tamagawa.ac.jp/celf/news/detail_006.html

3.4.3 Research and Faculty Development Special Winter Workshops 2019. Hosted by CELF, Dr. Tomokazu Ishikawa and JACET ELF SIG. The special winter workshops 2019 are a collaborative effort between the CELF (as hosts) and Dr. Tomokazu Ishikawa's Kakenhi (No. 18H05585), with additional support from the JACET ELF SIG.

Two ELF scholars were invited to share their insights and expertise on two occasions January and February 2019.



Figure 12. Dr. Fan Fang from Shantou University, China presents at CELF on January 18, 2019



Figure 13. Dr. Koun Choi from University of Cambridge, U.K. presents at CELF on February 12, 2019

3.4.4 Honorable Visitors to CELF

It was our pleasure to welcome Honorary Prof. Henry Widdowson and University Professor Barbara Seidlhofer from Vienna University to our Center for English as a Lingua Franca (CELF). The casual visit to the center was made after their plenary talks and panel discussions at the Diversity in CLIL in Plurilingual Communities of Practice Symposium at Sophia University and the 8th Waseda ELF International Workshop and Symposium on Applied Linguistics - Broadening a perspective at the Waseda University. The casual visit and informal discussion about ELF-related topics and issues marked an exciting opportunity to engage in professional conversations with two of the most distinguished eminences in the ELF field. After the discussion, a group photo in front of Professor Widdowson's quote found on the wall in the ELF Lounge was taken for the Tamagawa Academy magazine "Zenjin" and the CELF is looking forward to welcoming both professors to the center again in the future.



Figure 14. Professor Henry Widdowson and Professor Barbara Seidlhofer from Vienna University and Dr. Oda Masaki, the director of CELF, seen in front of Dr. Widdowson's message (1994, p. 384) to language learners, "Real proficiency is when you are able to take possession of the language, turn it to your advantage, and make it real for you."

4. CELF RESEARCH ACHIEVEMENTS

In 2018, CELF faculty were once again actively engaging with the academic community and working hard towards the expansion of academic knowledge and classroom teaching. In this section, we share the faculty's multifaceted achievements in academic research, both domestically and abroad.

4.1 Academic Presentations

In 2018 CELF faculty presented their research both domestically and internationally on 62 separate occasions. Information pertaining to these presentations is shared in the following sections.

4.1.1 Domestic Presentations

In all, CELF faculty made 41 presentations across Japan consisting of an invited workshop and panel presentations, numerous paper and poster presentations (see Table 2). Of particular note, Blagoja Dimoski was invited to lead a workshop on developing effective classroom materials and activities from lingua franca research at Bunko University in Hiroshima, and Paul McBride and Tomokazu Ishikawa were invited panelists at the Aichi University Forum. Brett Milliner was also an invited panelist at JALT CALL 2018 in Nagoya.

The CELF also values collaborative research, not only among colleagues with the same affiliation but also with non-affiliated researchers. This is evidenced by CELF faculty’s extensive involvement in collaborative research projects with scholars from outside of Tamagawa University. These included collaborations with researchers affiliated with Waseda University, Keio University, University of California Los Angeles (UCLA), Rikkyo University, Sophia University, Tokai University, Hiroshima Jogakuin University, Okayama University, Tokyo Medical University, Kogakuin University and Musashino University.

Table 2

Summary of CELF faculty's domestic presentations (n=41)

Location	Type, Title, & Event	Author(s)
Sendai	Presentation The Discourse of ‘Quality Assurance’ in ELT <i>The 57th JACET International Convention</i>	Masaki Oda
Sendai	Symposium Discussant “Assuring Quality Outcomes in English Education” The 5th AILA East Asia Symposium at <i>The 57th JACET International Convention</i>	Panelists: Junkyu Lee Shaoquian Luo, Atsuko Watanabe Discussants: Haemon Lee Xingwei Miao Masaki Oda Chair: Chitose Asaoka
Fukuoka	Invited Talk 『ネイティブスピーカー主義後の大学英語教育：プログラムの設計と運営を中心に』 大学英語教育学会九州沖縄支部、第190回東アジア英語教育研究会 <i>Seinan Gakuin University</i> 西南学院大学	Masaki Oda

Tokyo	Plenary Anything el(f) to do?: ELF program for the next five years <i>2018CELF- ELTama Forum</i>	Masaki Oda
Tokyo	Presentation English as a lingua franca: A paradigm shift in English language policy at a university in Japan <i>JACET Language Policy SIG</i>	Rasami Chaikul
Tokyo	Presentation The power of growth mindset in language learning: Enhancing perseverance of university students <i>PLL3</i>	Mitsuko Imai
Nagoya	Panel Discussion Navigating Language Development: How Are Learners Evolving with Language Learning Technology? <i>JALT CALL 2018</i>	Brett Milliner, Blair Barr & Daniel Hougham
Nagoya	Presentation Computer-assisted language testing and learner mindsets <i>JALT CALL 2018</i>	Brett Milliner & Blair Barr
Hokkaido	Presentation 「問題なし」評価による応答をすること <i>The 44th Annual Meeting of the Japan Society of Health and Medical Sociology</i>	Satomi Kuroshima
Ibaraki	Poster Presentation Discursive transfer in connecting events in Japanese/English bilingual children's narratives <i>LinguaPax Asia International Symposium</i>	Yuri Jody Yujobo, Satomi Mishina-Mori, & Yuki Nagai
Tokyo	Presentation Japanese learners' self-perceptions of their L2 English user identity development <i>International Conference on Education, Psychology and Learning, ICEPL Summer 2018, Tokyo</i>	Andrew Leichsenring

Kyoto	<p>Presentation Integrating ELF within EFL: A focus on literacy <i>First JACET Summer (#45) and English Education (#6) Joint Seminar</i></p>	Tomokazu Ishikawa & Paul McBride
Toyohashi	<p>Invited Panel Presentation EFL and ELFing: Friends, foes or ‘frenemies’? <i>Aichi University Forum (IRHSS)</i></p>	Tomokazu Ishikawa
Toyohashi	<p>Invited Panel Presentation Overcoming ideological inertia with ELF-aware teaching practices <i>Aichi University Forum (IRHSS)</i></p>	Paul McBride
Tokyo	<p>Poster Presentation シミュレーション教育実践における学習達成の効果とその基盤 —会話と動線の分析から— <i>The 50th Annual Meeting of Japan Society for Medical Education</i></p>	Satomi Kuroshima
Sendai	<p>Presentation On the use of a membership categorization device in ELF contexts <i>The 57th JACET International Convention</i></p>	Satomi Kuroshima
Sendai	<p>Presentation The effect of positive psychology in SLA: From fixed mindset to a growth mindset <i>The 57th JACET International Convention</i></p>	Mitsuko Imai
Sendai	<p>Presentation ELF (English as a Lingua Franca) SIG The 57th JACET International Convention</p>	Paul McBride & Miyuki Takino
Tokyo	<p>Research Report Power, knowledge, surveillance, and ELF-informed pedagogy <i>2018CELF- ELTama Forum</i></p>	Paul McBride
Tokyo	<p>Research Report English-within-multilingualism in CELF classrooms <i>2018CELF- ELTama Forum</i></p>	Tomokazu Ishikawa

Tokyo	Research Report Training for, simulating, and assessing ELF-type interactions in the classroom <i>2018CELF- ELTama Forum</i>	Blagoja Dimoski
Tokyo	Presentation Listening strategy training for the ELF classroom <i>2018CELF- ELTama Forum</i>	Blagoja Dimoski
Tokyo	Presentation L2 learners' perceptions: Listening to music while reading in class <i>2018CELF- ELTama Forum</i>	Andrew Leichsenring
Tokyo	Research Report Japanese learners' self-perceptions of their L2 English user identity development <i>2018CELF- ELTama Forum</i>	Andrew Leichsenring
Tokyo	Presentation Useful activities for reviewing coursework in the classroom <i>2018CELF- ELTama Forum</i>	Blagoja Dimoski
Tokyo	Research Report CELf Report <i>2018CELF- ELTama Forum</i>	Blagoja Dimoski, Rasami Chaikul, Tomokazu Ishikawa, Paul McBride, Yuri Jody Yujobo & Satomi Kuroshima
Saitama	Poster Presentation Telling stories in the socially non-dominant language: An analysis of referring expressions among Japanese-English simultaneous and successive bilinguals <i>JSLs 2018 (Japan Society for Language Sciences) 20th Annual International conference</i>	Yuri Jody Yujobo, Satomi Mishina-Mori, Yumiko Kawanishi & Yuki Nagai
Osaka	Presentation (Kakenhi) 購買活動における「価値」概念の記述のされ方 —会話分析と行動経済学による一考察— 日本認知学会第35回大会 <i>The 35th Annual Meeting of the Japanese Cognitive Science Society</i>	Satomi Kuroshima, Yutaka Kayaba & Takanobu Omata

Kyoto	<p>Presentation</p> <p>Assessing students English from an ELF perspective: Developing an ELF oriented speaking rubric</p> <p>全国英語教育学会第44回京都研究大会</p> <p><i>JASELE Conference 2018</i></p>	Rasami Chaikul, Ito Yasuko, Tsuchihira Taiko
Tokyo	<p>Panel Presentation</p> <p>日本の応用言語学とJAAL-in-JACETの今後の役割</p> <p><i>The Japan Association for Applied Linguistics (JAAL) in JACET</i></p>	Masaki Oda
Tokyo	<p>Poster Presentation</p> <p>Language minorities: Education and language issues</p> <p><i>The Japan association of applied linguistics (JAAL) in JACET SIG Conference 2018</i></p>	Rasami Chaikul, Toshiko Sugino & Michiko Sasaki
Fukuoka	<p>Presentation</p> <p>Talking with L1/L2 English speakers: Japanese L2 English users' self-perceptions</p> <p><i>International Symposium on Education, Psychology and Social Sciences</i></p>	Andrew Leichsenring
Shizuoka	<p>Presentation</p> <p>Factors of perseverance in bilingual education</p> <p><i>JALT 2018 International Conference</i></p>	Mitsuko Imai
Shizuoka	<p>Presentation</p> <p>Exploring curriculum design on world instructional development standards</p> <p><i>JALT 2018 International Conference</i></p>	Yuri Jody Yujobo
Shizuoka	<p>Presentation</p> <p>Diversity and ELF awareness: Thai teaching English</p> <p><i>JALT 2018 International Conference</i></p>	Rasami Chaikul
Hiroshima	<p>Presentation</p> <p>Migrant Voices of Filipinos Teaching in Japan</p> <p><i>The 4th Philippine Studies Conference in Japan</i></p>	Tricia Okada

Tokyo	Presentation ELF & ELT: Where are we now? <i>8th Waseda ELF International Workshop and Symposium</i>	Tomokazu Ishikawa
Tokyo	Presentation The initial stages of planning and developing resources for teaching and assessing communication strategies in ELF-informed pedagogy <i>8th Waseda ELF International Workshop and Symposium</i>	Blagoja Dimoski, Yuri Jody Yujobo, Satomi Kuroshima, Okada Tricia, & Rasami Chaikul
Hiroshima	Invited Workshop Developing effective classroom materials and activities from lingua franca research <i>The Faculty of Global and Community Studies, Shudo University, Hiroshima</i>	Blagoja Dimoski
Fukuoka	Presentation L2 learners' preferences: Listening to background music while reading <i>International Symposium on Language, Linguistics, Literature, and Education (ISLLE)</i>	Andrew Leichsenring
Tokyo	Presentation Applied Linguistics, Language Policy and Academic Discourse: A Reflection <i>JACET Language Policy SIG</i>	Masaki Oda

4.1.2 International Presentations

During 2018 CELF faculty presented their individual and collaborative research projects to international audiences in numerous locations around the world, including in Europe, Asia, Oceania, and North America. In total, 21 international presentations were made during this period (see Table 3). Among them, individual and group presentations were made by Paul McBride and Yuri Jody Yujobo at the Asia TEFL conference in Macau, while Blagoja Dimoski, Tomokazu Ishikawa and Paul McBride all presented at the ELF11 conference in London. The director of CELF, Dr. Masaki Oda, was invited to give a plenary and lead a workshop at the ICE3LT International Conference in Yogyakarta, Indonesia.

Table 3

Summary of CELF faculty's international presentations (n=21)

Location	Type, Title, & Event	Author(s)
Macau, China	Presentation Exploration into curriculum design and the challenges for primary to tertiary English programs <i>The 16th Asia TEFL International Conference</i>	Yuri Jody Yujobo
Macau, China	Presentation Language tests in the news <i>The 16th AsiaTEFL, 1st MAAL & 6th HAAL 2018 International Conference</i>	Masaki Oda
Yogyakarta, Indonesia	Invited Lecture Language testing, politics & mass media <i>Universitas Negeri Yogyakarta</i>	Masaki Oda
Yogyakarta, Indonesia	Plenary Groundless beliefs: Language learners and mass media <i>ICE3LT International Conference</i>	Masaki Oda
Yogyakarta, Indonesia	Invited Workshop Learner beliefs: Planning your own research <i>ICE3LT International Conference</i>	Masaki Oda
Surakarta, Indonesia	Invited Workshop Designing Research Project in ELT <i>Universitas Sebelas Maret</i>	Masaki Oda
Macau, China	Symposium Rethinking “correctness”. In M. Oda (Chair) Issues in Academic Writing Instruction. <i>The 16th Asia TEFL International Conference</i>	Paul McBride
London, UK	Presentation Power, knowledge, surveillance, and ELF-informed pedagogy <i>ELF11</i>	Paul McBride
London, UK	Presentation Training for, simulating, and assessing ELF-type interactions in the classroom <i>ELF11</i>	Blagoja Dimoski

London, UK	Presentation English-within-multilingualism in 'monolingual' university classrooms <i>ELF11</i>	Tomokazu Ishikawa
London, UK	Invited Plenary Panel New voices and new faces in ELF <i>ELF11</i>	Tomokazu Ishikawa
Suzhou, China	Presentation Japanese university students and digital literacies: Preparing for the study abroad context <i>GLoCALL 2018</i>	Travis Cote & Brett Milliner
Loughborough University, UK	Presentation Perception in the work of identification of human anatomy: A case of medical reasoning in surgical operations <i>5th International Conference on Conversation Analysis (ICCA)</i>	Satomi Kuroshima
Philadelphia, US	Presentation Perception in the work of identification of human anatomy: A case of medical reasoning in surgical operations <i>113th Annual Meeting of the American Sociological Association (ASA)</i>	Satomi Kuroshima
Toronto, Canada	Presentation Mobile bodies: The gender performance and migration experience of Filipino trans women entertainers in Japan <i>XIX International Sociological Association (ISA) World Congress of Sociology</i>	Tricia Okada
Honolulu, US	Presentation Methods to enhance classroom management and promote learning autonomy <i>The IAFOR International Conference on Education</i>	Blagoja Dimoski

Wollongong, NSW Australia	Presentation Teacher Development in a Multicultural English Language Program <i>Applied Linguistics Association of Australia 2018 Conference @ University of Wollongong</i>	Masaki Oda
Adelaide, Australia	Presentation Exploring business and ELF-informed curriculum development for global competence <i>ACTA Conference 2018 English Language Learning in a Mobile World</i>	Yuri Jody Yujobo
Phnom Penh, Cambodia	Presentation Materials for improving ELF-informed communication strategies and BELF (Business) competence <i>The 15th Annual CamTESOL Conference on Language Learning</i>	Yuri Jody Yujobo
Southampton, UK	Presentation EMF awareness: A pedagogic application of EMF, transculturality, and transmodality <i>University of Southampton's Centre for Global Englishes Seminar</i>	Tomokazu Ishikawa
Singapore	Presentation ELF-aware pedagogy: Speaking and critical writing utilizing Internet videos <i>54th RELC International Conference and 5th Asia-Pacific LSP and Professional Communication Association Conference</i>	Paul McBride

4.2 Academic Publications

In 2018, CELF faculty published their research and shared teaching ideas across a range of domestic and international publications. Most publications were peer-reviewed, appearing in books (as chapters), journals, conference proceedings, and in other forms. We wish to highlight Tomokazu Ishikawa's review published in the highly respected *ELT Journal* and his contributions to the 2018 Waseda Working Papers in ELF. Also, Travis Cote and Brett Milliner published their review of English language teachers' digital literacies in the *European Journal for teaching English with technology*. And lastly, we want to congratulate Dr. Masaki Oda on publishing chapters in the recently released books (1) *Criticality, Teacher Identity, and (In)equity in English Language Teaching: Issues and Implications*, and (2) *English-Medium Instruction from an English as a Lingua Franca Perspective: Exploring the Higher Education Context*.

Table 4

Summary of publications by CELF faculty (n=18)

Type (○=Peer-reviewed) & Reference	Author(s)
Article Milliner, B., & Dimoski, B. (2018). A report on faculty development and research at the Center for English as a Lingua Franca. <i>The Center for English as a Lingua Franca Journal</i> , 4, 56-81. Retrieved from http://www.tamagawa.ac.jp/celf/research/pdf/celf_journal_final4_06.pdf	Brett Milliner & Blagoja Dimoski
Book Chapter ○ Oda, M., & Toh, G. (2018). Significant encounters and consequential eventualities: A joint narrative of collegiality marked by struggles against reductionism, essentialism and exclusion in ELT. In B. Yazan & N. Rudolph (Eds.), <i>Criticality, Teacher Identity, and (In)equity in English Language Teaching: Issues and Implications</i> (pp. 219-216). Cham: Springer.	Masaki Oda & Glenn Toh
Book Chapter Oda, M. (2019). Beyond Global English(es): university English program in transition. In K. Murata (Ed.), <i>English-Medium Instruction from an English as a Lingua Franca Perspective: Exploring the Higher Education Context</i> (pp. 259-270). London: Routledge. 259-270.	Masaki Oda
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<p>Article (○) Cote, T., & Milliner, B. (2018). A survey of EFL teachers digital literacy: A report from a Japanese university. <i>The Journal of Teaching English with Technology</i>, 18(4), 71-89.</p>	<p>Travis Cote & Brett Milliner</p>
<p>Article Milliner, B.(2018). Foreword to special issue-JALT Yokohama Technology MyShare. <i>Accents Asia</i>, 11(1), 1-1. Retrieved from http://www.issues.accentsasia.org/issues/10-2/Milliner%20.pdf</p>	<p>Brett Milliner</p>

4.3 Contributions to Academic Societies

In addition to publishing and presenting, faculty members of the CELF were also active volunteers across a range of academic organizations. Faculty fulfill a total of 40 voluntary positions (compared to 24 in 2017; see Milliner & Dimoski, 2018) in domestic and international, academic societies and their affiliates, making contributions in a variety of roles and capacities including board member, director, editor, Ph.D examiner, reviewer, treasurer, vice president, and many more (see Table 5).

Table 5

Summary of contributions by CELF faculty to academic societies in 2018 (n=40)

Society	Position	Name
Asia TEFL	Vice President for Membership	Masaki Oda
JACET	Director of Academic Affairs	Masaki Oda
Journal of Language and Identity in Education	Editorial Board Member	Masaki Oda
Critical Inquiry of Language Studies	Reviewer	Masaki Oda
Asian Englishes	Reviewer	Masaki Oda
AILA Language Policy Research Network	Advisory Committee Member	Masaki Oda
TEFLIN Journal	Reviewer	Masaki Oda
Lingua Pedagogia (Universitas Negeri Yogyakarta)	Editorial Board Member	Masaki Oda
University Technology Sydney	Ph.D. External Examiner	Masaki Oda
University of Southern Queensland	Ph.D. External Examiner	Masaki Oda
Department of Sociology, Indiana University-Purdue University, USA	External Evaluator (for Academic Promotion)	Masaki Oda
JACET Kanto Journal	Journal Editor	Paul McBride
JACET ELF SIG	Contributor to SIG Website	Paul McBride
JACET Kanto Journal	Journal Editor	Mitsuko Imai
International Conference on Education, Psychology and Learning, ICEPL Summer 2018	International Committee member	Andrew Leichsenring
The International Academic Forum, Journal of Language Learning	Reviewer	Andrew Leichsenring
JALT Post Conference Publication	Copy Editor	Andrew Leichsenring
The Language Teacher (JALT)	Copy Editor & Proofreader	Andrew Leichsenring
The International Academic Forum, Journal of Language Learning	Reviewer	Andrew Leichsenring

Cambridge University Press	Textbook Advisory Panel Member	Andrew Leichsenring
Proceedings of the fourth Extensive Reading World Congress	Proofreader	Brett Milliner
The Journal of Extensive Reading	Copy Editor	Brett Milliner
JALT CALL	Treasurer	Brett Milliner
JALT Yokohama	Publications Chair	Brett Milliner
Accents Asia Journal	Special Issue Editor	Brett Milliner
Intersubjectivity in Action Conference 2017	Scientific Committee Member	Satomi Kuroshima
Journal of Pragmatics	Reviewer	Satomi Kuroshima
The Japanese Association of Sociolinguistic Sciences	Treasurer	Satomi Kuroshima
Englises in Practice (De Gruyter)	Editorial Board Member	Tomokazu Ishikawa
International Journal of Applied Linguistics	Reviewer	Tomokazu Ishikawa
Language and Intercultural Communication	Reviewer	Tomokazu Ishikawa
Journal of Multilingual and Multicultural Development	Reviewer	Tomokazu Ishikawa
JACET	Seminar Committee Member	Tomokazu Ishikawa
JAAL in JACET	Academic Exchange Committee Member	Tomokazu Ishikawa
JACET ELF SIG	Steering Committee Member; Public Relations Committee Chair; Membership Administration Committee Vice Chair	Tomokazu Ishikawa
JACET ELF SIG Journal	Reviewer	Tomokazu Ishikawa
JACET Kanto Journal	Reviewer	Tomokazu Ishikawa

Eighth Waseda ELF International Workshop & Symposium (Jan. 2019)	Scientific Committee Member; Volume Co-editor	Tomokazu Ishikawa
International Lake District Conference on English Linguistics, Teaching and Literature (Burdur)	Scientific Committee Member	Tomokazu Ishikawa
FIEP JAPAN	Board Member & Public Relations Chair	Rasami Chakul

4.4 Research Grants Received by CELF Faculty

Reported in Table 6 below, members of CELF faculty are involved in a total of eight research projects funded by Grants-in-Aid for Scientific Research through the Japan Society for the Promotion of Science (JSPS Kakenhi). We want to congratulate Blagoja Dimoski (primary investigator), and co-investigators Yuri Jody Yujobo, Satomi Kuroshima, Rasami Chaikul, and Tricia Okada for securing funding for their project which aims to develop resources for teaching and assessing communication strategies in ELF-informed pedagogy, and Dr. Masaki Oda (principal investigator) who secured funding for his project that aims to investigate the development of university-level English programs after native speakerism. In addition, we applaud Tomokazu Ishikawa on securing funding for his project titled: English and transcultural education towards a multilingual global society in a 'monolingual' context. The CELF has already started to benefit from Tomokazu's project with Koun Choi (University of Cambridge) and Dr Fan Fang (Shantou University, China) visiting the CELF to provide public workshops in early 2019.

Table 6

Summary of research grants received by CELF faculty (n=8)

Grant	Type	Length	Project	Recipient
JSPS Kakenhi	Grants-in Aid for Scientific Research (C)	04-04-2016 ~03-31-2019	同時バイリンガルナラティブにおける言語間相互作用の	Yuri Jody Yujobo (Co-Investigator)
JSPS Kakenhi	Grants-in Aid for Scientific Research (C)	04-01-2018 ~03-31-2022	「ネイティブスピーカー主義」後の大学英語教育プログラムの開発	Masaki Oda (Principal Investigator)

JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2017 ~03-31-2020	原発避難からの帰還地域における希望と不安の社会論理	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (A)	04-01-2017 ~03-31-2021	日常場面と特定場面の日本語会話コーパスの構築と言語・相互行為研究の新展開	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2018 ~03-31-2022	Developing resources for teaching and assessing communication strategies in ELF-informed pedagogy: An empirical approach based on learners' communicative competence	Blagoja Dimoski (Primary Investigator) & Satomi Kuroshima, Yuri Jody Yujobo, Tricia Okada, Rasami Chaikul (Co-investigators)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2018 ~03-31-2022	英語授業内活動における認識性交渉の会話分析とタスクデザインの提案	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2017 ~03-31-2021	若者の就労支援活動における相互行為の分析	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grant-in-Aid for Research Activity Start-up	08-24-2018 ~03-31-2020	単一言語的環境下での多言語グローバル社会に向けた英語及び異文化教育 [English and transcultural education towards a multilingual global society in a 'monolingual' context]	Tomokazu Ishikawa (Primary Investigator)

5. CONCLUDING REMARKS AND PLANS FOR 2018

In this report, we have described the different faculty development lectures and workshops staged throughout the 2018 academic year. We hope that these initiatives have promoted

the fluid exchange of ideas between our diverse faculty and promoted their growth as teaching professionals. The CELF has also published and presented extensively, and secured a number valuable research grants this year, which all points towards a very bright future for research in the CELF in 2019.

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