

A report on faculty development and research inside the Center for English as a Lingua Franca

ELFセンターのFD活動と研究報告

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ABSTRACT

The overarching philosophy of The Center for English as a Lingua Franca (CELF) is that the quality of our teaching will determine the success of our new English as a Lingua Franca (ELF) program. As a result of the hiring policy of the center, whereby teachers need not be native English speakers, a very diverse group of 45 teachers has been assembled. This diversity represents a valuable resource for faculty development as all teachers bring different cultural, educational, and language learning backgrounds (e.g., Ukraine, India, Korea, The Philippines, New Zealand, Ireland, and Turkey). In this report, we describe the variety of faculty training and development activities completed during the 2015 academic year and also share the center's research achievements.

KEYWORDS: ELF, Faculty Development, ELF Teacher Training, ELF Research

1. INTRODUCTION

The Center for English as a Lingua Franca (CELF) faculty development calendar during the 2015 academic year was a very eventful one. Faculty development in the ELF program represents a very interesting challenge as a large proportion of teachers are employed part-time and the teaching faculty comes from a wide range of cultural and professional backgrounds. The different faculty development initiatives extend to all faculty and part-time instructors are encouraged to participate in the events. This paper reports on the various faculty development events staged in 2015, before describing the academic achievements of the CELF in 2015.

2. THE 2015 ELF FORUM

The CELF staged an ELF Forum on Sunday, October 25th, 2015. The event featured two guest speakers, Dr. Nathanael Rudolph from Mukogawa Women's University and Dr. Ayako Suzuki from the Department of Comparative Cultures,

Tamagawa University. Dr. Rudolph talked about his study of English seminar students which found how conceptual and pedagogical shifts beyond essentialized categories of being and doing may result in tensions in the classroom. Dr. Rudolph concluded with a discussion on the potential implications for education seeking to move beyond essentialized approaches to identity. Dr. Suzuki reflected on her study of students participants' learning journals and post-course questionnaires from a first-year English class where she taught about the diversity of English and asked students to reflect on their values and the norms attached to English. Along with the invited speakers, a total of nine presentations were made by CELF faculty. A detailed description of the talks is presented in Table 1 below. The event was attended by 50 guests including the president of the university, Dr. Yoshiaki Obara, and members of the university's board of directors.

Table 1
Summary of speakers and presentation titles at the 2015 ELF Forum

Title	Author
Conceptualizing and approaching education for glocal interaction beyond essentialization: A focus on Japan	Dr. Nathanael Rudolph
Welcome to the messy world of English: Towards a more transformative approach to English	Dr. Ayako Suzuki
The Center for English as a Lingua Franca	Andrew Leichsenring, Brett Milliner, Paul McBride, & Blagoja Dimoski
Seven habits of a highly communicative ELF class	Arup Pandey
Being smart with your smartphone	Dara Langley
ELF awareness in the classroom	Corazon Kato
Redefining listening comprehension in an ELF context	Blagoja Dimoski
Training ELF teachers to create a more effective blended learning environment	Brett Milliner & Travis Cote
How do Japanese students acquire English skills?	Shigeko Shimazu
Using Google Forms for homework assessment and monitoring	Daniel Worden
Challenging the notion that ELF threatens academic standards	Paul McBride & Travis Cote
Film as an ELF text	Michelangelo Magasic



Figure 1. Dr. Nathanael Rudolph speaking at the ELF Forum on October 25th, 2015.

3. LOCAL ELF WORKSHOPS & TRAINING FOR CELF TEACHERS

Throughout the academic year, the CELF staged a number of informal training and workshop events for the faculty. Each event was held at the end of the work day between 17:00 and 19:00 and all members of the CELF faculty were invited to attend. A short report for each event is provided below.

3.1 ELF Teacher Orientation

Two weeks prior to the commencement of 2015 classes, an ELF faculty orientation was staged on March 25th. Along with a general briefing about class management and operations, teachers had opportunities to discuss a range of issues regarding the ELF curriculum, including:

- The Blackboard content management system
- ELF
- Extensive Reading
- Process Writing
- Textbooks

After the two-hour program, teachers were divided into smaller groups to tour the university's facilities and become acquainted with classroom audiovisual equipment.



Figure 2. The ELF Teacher Orientation on March 25th, 2015.

3.2 Blackboard CMS Training

All teaching resources and administrative information for CELF classes are available on the university Blackboard course management system (CMS) and the ELF center's teachers have been noted as the heaviest user group on the campus (Cote & Milliner, 2015). However, usage statistics revealed that only two-thirds of the CELF faculty are actively utilizing the system to manage such tasks as classroom assignments, student assessment and flipped learning (Cote & Milliner, 2015). To bridge this gap, as well as train new teachers, the CELF staged 2 workshops in the spring semester which focused on basic functions of the Blackboard system, and 2 workshops in the fall semester which focused on creating and managing online testing using the Blackboard focusing on creating and managing online testing. Throughout 2015, CELF faculty investigated how teachers in the program used the CMS and those findings directed current and ongoing research into how the teachers might be trained to more effectively use the system.

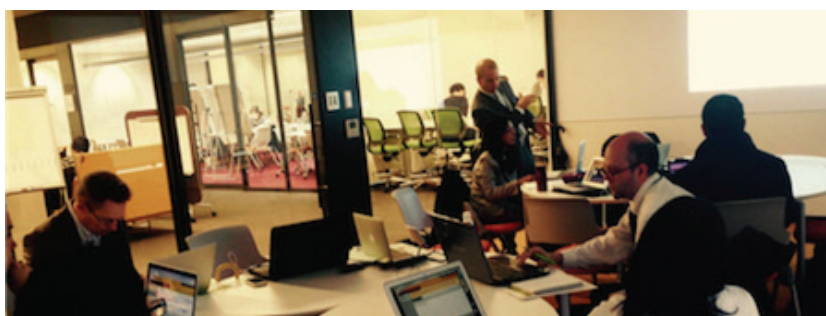


Figure 3. A Blackboard CMS training on April 20th, 2015.

3.3 ELF Pedagogy Workshops

In 2015, through a variety of ELF pedagogy workshops, CELF faculty have continued their work raising awareness and understanding of ELF-informed pedagogy. These workshops appeared to have a positive impact on the teacher's approaches in the classroom. Survey data from CELF faculty revealed that most teachers are now considering the implications of ELF for their teaching (Leichsenring, McBride, Ogane & Milliner, 2015). Moreover, submissions from teaching faculty to *The Center for ELF Journal* (see section 5), along with presentations at the ELF Forum, indicate that more teachers are taking an active role in ELF research. These shifts in teaching approaches are also being observed in our research on student perceptions of ELF classes. A comparison of student perceptions about ELF after the spring and fall semesters in the 2014 academic year (Okada, Milliner, Leichsenring, McBride, Cote & Ogane, 2015) indicated that in the fall semester more students seemed to understand what ELF was and its implications for them as ELF users. In the following sections, a report for each ELF pedagogy workshop is provided.

3.3.1 ELF Speaking Activities Workshop- April 28 and 29, 2015

Presented by Paul McBride and Andrew Leichsenring, a workshop on language awareness and creating appropriate speaking activities for the CELF program was staged. The speakers discussed the way in which linguacultural norms in ELF are negotiated rather than set. Other topics included the effective use of ELF through information gap, code-switching, jigsaw reading, communication strategies, and student PowerPoint presentations.

3.3.2 ELF Assessment Workshop - June 22 and 23, 2015

Paul McBride, Takanori Sato, Blagoja Dimoski and Brett Milliner led a lecture and discussion event concerning assessment for ELF classes. Issues covered in these sessions included overall assessment in ELF classes, how to conduct speaking assessments, and suggested timelines for scheduling course assessments throughout the term.

3.3.3 ELF Pronunciation Training Workshop - October 27 and 28, 2015

Pronunciation training aimed at improving learners' intelligibility while at the same time exposing them to a variety of accents is recommended in the ELF classroom (Jenkins, 2000; Mackenzie, 2014). In his ELF Pronunciation Training Workshop, Takanori Sato lectured teachers on ELF pronunciation research and how it can inform teachers in their approach to pronunciation training.



Figure 4. The October 28th ELF Pronunciation Training Workshop.

Issues addressed included goals of pronunciation teaching in ELF-aware pedagogy as well as specific core pronunciation features which, according to Jenkins (2000), may affect intelligibility in ELF communication and opposing non-core features which tend to play a minimal role in the overall process (see Figure 5).

Core and Non-core: Summary	
Core Feature	Non-core Feature
<ul style="list-style-type: none"> • Individual consonant sounds • Consonant clusters • Vowels (length) • Nuclear stress placement 	<ul style="list-style-type: none"> • /θ/, /ð/, and dark /ɨ/ • Exact vowel quality • Intonation • Word stress • Rhythm • Weak forms • Connected speech features

Figure 5. Slide from the Pronunciation Training Workshop (Sato, 2015).

3.4 Guest Speakers

The CELF values and maintains professional relations with prominent scholars in the field of language education and related fields. The Center also dedicates itself to keeping these experts and the vital body of knowledge they possess accessible to the teaching community through their ties to the CELF. To this end, the CELF was honored to host events featuring two esteemed guest speakers in 2015.

3.4.1 Dr. Isabel Martin, Ateneo de Manila University-Periphery ELT: Myths about English in the Philippines - July 6, 2015

Dr. Isabel Martin's open lecture was attended by members of the CELF, teachers and students from other departments in Tamagawa University and teachers from other universities. In her lecture, Dr. Martin discussed issues related to English language ownership in a global context and delved into certain myths and fallacies, stemming from the American colonial period, which she asserted have led to adverse effects on present-day English language and literature education in public schools in the Philippines.



Figure 6. Photo from Dr. Isabel Martin's (center) talk.

3.4.2 Dr. John Fanselow, Teacher's College, Columbia University - October 28, 2015

The CELF faculty were invited to observe one of Michael Seko's ELF classes under the guidance of Dr. Fanselow. Part-time instructor, Michael Seko, demonstrated a

series of teaching practices and classroom management techniques recommended by Dr. Fanselow to engage students and promote greater language awareness. In a post-observation discussion with CELF faculty, Dr. Fanselow reflected on learning outcomes observed in Mr. Seko's lesson and discussed their implications for language education, both in ELF contexts and in the profession as a whole.

3.5 Research Guidance for Full-time Faculty - July 8, 2015

The Director of CELF, Dr. Masaki Oda, gave a lecture on professional development for CELF teachers. Dr. Oda described the actions the faculty need to take to progress in their academic careers and also gave a detailed explanation of the Japan Society for the Promotion of Science Research Program (科研費). The full-time instructors learned about grant writing, and the necessary steps (e.g., writing research budgets and application types) researchers need to take to secure a research grant. We hope that we can report on research grants successfully received by the CELF faculty in the upcoming years.

3.6 YOJALT Edtech My Share Event - May 25, 2015

In collaboration with Yokohama JALT, the CELF co-sponsored a micro conference which introduced technology use in the English language classroom. The event attracted 30 teachers from the Tokyo area with several CELF faculty members, both full and part-time, making presentations. This event strengthened the CELF's relationship with local academic societies and provided a bridge between CELF teachers and larger professional support organizations. In addition, the event gave CELF teachers an opportunity to discuss teaching ideas and present their research in a professional forum.

4. STUDENT & TEACHER FEEDBACK

4.1 ELF Student Questionnaire

At the end of the spring and fall semesters in 2015, the CELF administered online questionnaires using SurveyMonkey (<www.surveymonkey.com>). Students were asked to complete the survey on either their smartphone or personal computer during class time. The survey asked students about textbooks, teaching approaches, the Blackboard system, the TOEIC test, ELF awareness, the CELF tutor service and extensive reading. The response rate in the spring was 72% (1879 students) and 96% (1941 students) in the fall. Survey results were utilized for curriculum planning (e.g., textbook evaluations, tutor system planning, and teacher training) and all teachers received a report for each of their ELF classes.

4.2 CELF Teacher Questionnaire

At the end of the spring and fall semesters in 2015, CELF faculty were requested to complete an online questionnaire that asked them to reflect on their experience

teaching ELF classes. The survey included questions on textbooks, teaching approaches, the Blackboard system, the TOEIC test, ELF awareness, and the quality of support teachers are receiving in the CELF program. Survey results are used for program planning (e.g, textbooks and teacher training) and research purposes (e.g., Leichsenring, McBride, Ogane & Milliner, 2015; Okada, Milliner, Ogane, Leichsenring, Imai, Cote & McBride, 2015).

5. JOURNALS & PUBLICATIONS

The Center worked on three journal publications in 2015.

- The Journal of Saitama City Educators Volume 5, Number 5.
- The Center for ELF Journal Volume 2, Issues 1 and 2.

These publications represent a valuable opportunity for faculty to reflect on and refine their teaching approaches. Each publication is described in detail in the following section.

5.1 The Journal of Saitama City Educators Volume 5, Number 5

In collaboration with The Journal of Saitama City Educators, the CELF edited one journal issue, which contained work from full and part-time faculty. A summary of the authors and the titles of their articles are listed in Table 2 below. All articles can be accessed at: <http://goo.gl/xlV6yq>

Table 2

The Journal of Saitama City Educators Volume 5, Number 5. Authors and article titles.

Title	Author
Using streaming video in the classroom: The evolution of feature films as an effective tool for learning English	Michelangelo Magasic
Practical methods in measuring 21st century skills and global competency	Yuri Jody Yujobo
NeuroELT: An introduction	Sharon Ishizaki
Cognitive overload in vocabulary lessons	Arup Pandey
Comparison of three learner dictionaries	Kaori Aono

5.2 The Center for ELF Journal Volume 2

The CELF also published two issues of The Center for ELF Journal, a double-blind peer-reviewed journal with an international review team.

With this publication, the CELF is aiming to:

- Promote more reflective teaching practices in ELF classes
- Provide a context for the sharing of active learning ideas for the ELF classroom
- Promote higher levels of scholarship among faculty
- Encourage ELF scholarship
- Provide professional development opportunities for CELF teachers

The editorial team is also working to develop the profile of these journal issues online so that more scholars can see the work of the CELF and enable our faculty to be cited by other studies. All Center for ELF Journal Issues can be accessed at: <http://www.tamagawa.ac.jp/celf/research/>

6. CELF RESEARCH ACHIEVEMENTS

The CELF faculty has also been very active in research activities in 2015. Focusing on ELF and a range of other fields connected with English language teaching, the following sections report on these endeavours.

6.1 Academic Presentations

Full-time faculty of the CELF made presentations on a wide spectrum of academic themes in 2015, both in Japan and abroad. They include a keynote presentation, a panel discussion, posters and presentations reflecting multiple research interests relevant to the CELF and the wider academic community. The following sections report in more detail on the events attended and the titles and authors of 44 academic presentations (18 internationally) made by the CELF in 2015.

6.1.1 Domestic Presentations

A combined total of 26 presentations were made domestically by full-time faculty of the CELF in 2015 (see Table 3). Notably, papers were presented at national-level conferences and related events held by prominent organizations including the Japan Association for Language Teaching (JALT), The Japan Association of College English Teachers (JACET), The International Academic Forum (IAFOR), and the International Education for Sustainable Development Alliance (INTESDA), in addition to special interest groups and affiliations of the aforementioned organizations. Also listed are presentations made at the ELF Forum and an event co-hosted by the CELF at Tamagawa University.

Table 3
 ELF faculty's domestic presentations (n=26)

Location	Title & Event	Author
Kobe	Multiple Assessment Strategies and Rubrics for 4c's of 21st century skills <i>Asian Conference on Language Learning. IAFOR</i>	Yuri Jody Yujobo
Tokyo	Making the most of core smartphone apps <i>YOJALT: Mytech share 2015. JALT Yokohama Chapter</i>	Brett Milliner
Tokyo	Interactive learning through PowerPoint <i>YOJALT: Mytech share 2015. JALT Yokohama Chapter</i>	Blagoja Dimoski
Fukuoka	Extensive reading on smartphones and extensive reading management with Xreading® <i>JALT CALL 2015. JALT CALL Sig</i>	Brett Milliner & Travis Cote
Fukuoka	Using the Technology Acceptance Model to Foster University Foreign Language Teachers adoption of the Learning Management System <i>JALT CALL 2015. JALT CALL Sig</i>	Brett Milliner & Travis Cote
Fukuoka	Form Technology for Teachers: An investigation of Google Forms and SurveyMonkey. <i>JALT CALL 2015. JALT CALL Sig</i>	Brett Milliner
Gunma	Implementing a mobile-based extensive reading component: A report on student engagement and perceptions <i>2015 JACET Summer Seminar. JACET</i>	Brett Milliner
Kagoshima	Students Assenting to ELF <i>JACET National Conference 2015. JACET</i>	Paul McBride
Kagoshima	Native speakers and the learning of English at Japanese Universities <i>JACET National Conference 2015. JACET</i>	Masaki Oda
Kagoshima	Teaching culture in English classes in East Asia <i>JACET National Conference 2015. JACET</i>	Masaki Oda

Tokyo	Validity argument for the EIKEN can-do questionnaire interpretations <i>Japan Language Testing 19th Annual Conference. JLTA (Japan Language Testing Association)</i>	Takanori Sato (2nd author)
Tokyo	The Center for English as a Lingua Franca <i>The ELF Teachers Forum. CELF, Tamagawa University</i>	Andrew Leichsenring, Brett Milliner, Paul McBride, & Blagoja Dimoski
Tokyo	Redefining listening comprehension in an ELF context <i>The ELF Teachers Forum. CELF, Tamagawa University</i>	Blagoja Dimoski
Tokyo	Training ELF teachers to create a more effective blended learning environment <i>The ELF Teachers Forum. CELF, Tamagawa University</i>	Brett Milliner & Travis Cote
Tokyo	Challenging the notion that ELF threatens academic standards <i>The ELF Teachers Forum. CELF, Tamagawa University</i>	Paul McBride & Travis Cote
Tokyo	What counts in second language oral communication ability: The perspective of ELF users <i>5th Waseda ELF International Workshop</i>	Takanori Sato
Tokyo	Some ELF-aware principles and practices for teaching pre-intermediate learners <i>5th Waseda ELF International Workshop</i>	Paul McBride
Fukuoka	Towards Social Justice in Urban Food System Policy <i>Second Asian Conference on the Social Sciences and Sustainability. INTESDA</i>	Jesse Hsu
Shizuoka	Practical tasks to raise strategic competence <i>JALT International 2015. JALT</i>	Blagoja Dimoski
Shizuoka	Aligning assessments for diverse blended learners <i>JALT International 2015. JALT</i>	Yuri Jody Yujobo

Shizuoka	Fostering global human resource development through Service Learning <i>JALT International 2015. JALT</i>	Yuri Jody Yujobo
Shizuoka	Small talking in the classroom <i>JALT International 2015. JALT</i>	Ethel Ogane
Shizuoka	Language Learners' Voices through Drama Techniques <i>JALT International 2015. JALT</i>	Tricia Okada
Shizuoka	Raising learners' awareness of autonomy <i>JALT International 2015. JALT</i>	Mitsuko Imai
Oita	Curating the Street: Urban Construction Fence Art as Semiotic Texts <i>Oita Text Forum 7. The Center for International Education & Research of Oita University; and the Oita Text Forum</i>	Jesse Hsu
Yokohama	The new Google Educators training for language teachers <i>YOJALT: Myshare 2015. JALT Yokohama Chapter</i>	Brett Milliner

6.1.2 International Presentations

Full-time faculty of the CELF presented research and engaged in professional dialogue in international settings spanning the globe. Research themes and issues addressed reflect the diverse nature of professional interests in the CELF and their contributions to academia on the international stage. Table 4 provides details of the CELF faculty's international presentations during the 2015 academic year.

Table 4
ELF faculty's international presentations (n=18)

Location	Title	Author
Beijing, China	Teaching the Effective Use of ELF in "Homogeneous" Classrooms <i>ELF 8, ELF</i>	Paul McBride & Andrew Leichsenring
Padova, Italy	Training ELF teachers to create a blended learning environment: encouraging CMS adoption and implementation <i>EUROCALL 2015, EUROCALL</i>	Travis Cote & Brett Milliner

Padova, Italy	One year of extensive reading on mobile devices: Is it time for schools to stop buying paperbacks? <i>EUROCALL 2015, EUROCALL</i>	Travis Cote & Brett Milliner
Bali, Indonesia	Assessing ELF Proficiency in Project-Based Learning <i>TEFLIN 2015, TEFLIN</i>	Tricia Okada, Yuri Jody Yujobo, Ethel Ogane, Brett Milliner, Takanori Sato
Bali, Indonesia	The Discourses of Proper ‘Assessments’ in ELT: How Can Teachers Deal with Them Critically? <i>TEFLIN 2015, TEFLIN</i>	Masaki Oda
Nanjing, China	Assaying and Extrapolating from the Challenges of Launching an ELF Program <i>Asia TEFL 2015, Asia TEFL</i>	Masaki Oda & Glenn Toh
Nanjing, China	Challenging the notion that ELF might destroy our standards <i>Asia TEFL 2015, Asia TEFL</i>	Paul McBride & Travis Cote
Daejeon, Korea	Increasing CMS adoption: Using TAM locally to explore faculty views and usage in a campus-wide ELF program <i>GLoCALL 2015, GLoCALL</i>	Travis Cote & Brett Milliner
Daejeon, Korea	Comparing two online approaches to extensive reading (ER) management: M-Reader® and Xreading® <i>GLoCALL 2015, GLoCALL</i>	Travis Cote & Brett Milliner
Melbourne, Australia	The Journey of Transpinay Entertainers in Japan <i>Asian Migration and Rooted Transnationalism, International Workshop, Monash Asia Institute, Monash University</i>	Tricia Okada
Melbourne, Australia	Re-imagining the Use of English in Universities <i>Philosophy of Education Society of Australasia (PESA) 45th Annual Conference</i>	Paul McBride

Singapore	Displacing NES-NNES dichotomy <i>TESOL Regional conference on excellence in language instruction: Supporting classroom teaching and learning, TESOL international</i>	Masaki Oda
Phnom Penh, Cambodia	Exploring the effectiveness of proactive listening and dialogical speech in an ELF-Informed framework <i>12th Annual CamTESOL Conference on English Language Teaching, Cam TESOL</i>	Blagoja Dimoski, Yuri Jody Yujobo, & Mitsuko Imai
Phnom Penh, Cambodia	Voices from Teaching Speaking through Drama Techniques <i>12th Annual CamTESOL Conference on English Language Teaching, Cam TESOL</i>	Tricia Okada
Phnom Penh, Cambodia	Teacher Identity and Migration of Filipino English Teachers in Japan <i>12th Annual CamTESOL - UECA Regional ELT Research Symposium, Cam TESOL</i>	Tricia Okada
Phnom Penh, Cambodia	Learning to Small Talk <i>12th Annual CamTESOL Conference on English Language Teaching, Cam TESOL</i>	Ethel Ogane
Hong Kong, China	A journey to become an applied linguist: Disciplinary knowledge and professional development <i>Chinese University of Hong Kong</i>	Masaki Oda
Hong Kong, China	Adaptation or adoption?: Legitimizing 'proper' assessment for ELT in Japan <i>University of Hong Kong</i>	Masaki Oda

6.2 Publications

Research activities undertaken by faculty of the CELF throughout 2015 culminated in the publication of 26 academic papers. The body of work ranged from research or practice-oriented journal articles to book chapters. A majority of these articles were peer-reviewed and many were published internationally. Table 5 below lists the different articles published along with their references.

Table 5
 ELF faculty's publications (n=26)

Peer-reviewed	Reference	Author
✓	Toh, G. (2015). 'A Tale of Two Programs': Interrogating 'open(closed)ness' and 'cultural diversity' through critical observations of two Japanese University English language programs. <i>Policy Futures in Education</i> , 13(7), 900-916. doi:10.1177/1478210315578064	Glenn Toh
✓	Leichsenring, A., McBride, P., Ogane, E., & Milliner, B. (2015). English as a lingua franca: Towards changing practices. In P. Clements, A. Krause, & H. Brown (Eds.), <i>JALT2014 Conference Proceedings</i> . Tokyo JALT, 378-385.	Andrew Leichsenring, Paul McBride, Ethel Ogane, & Brett Milliner
✓	Milliner, B. (2015). Class blogging in the EFL classroom. <i>Frontiers of Language and Teaching</i> , 6, 1-11.	Brett Milliner
✓	Dimoski, B. (2015). Student Nameplates for Classroom Management and Beyond. <i>The Center for ELF Journal</i> , 1(1), 83-95.	Blagoja Dimoski
✓	Okada, T., Milliner, B., Ogane, E., Leichsenring, A., Imai, M., Cote, T., & McBride, P. (2015). A report for the center for English as a lingua franca (CELFL) for academic year 2014-2015. <i>The Center for ELF Journal</i> , 1(1), 9-24.	Tricia Okada, Brett Milliner, Ethel Ogane, Andrew Leichsenring, Mitsuko Imai, Travis Cote & Paul McBride
	小田眞幸(2015). Book Review「日本人と英語」の社会学 寺沢拓敬著『新英語教育』, 552号, p.44.	Masaki Oda
✓	Leichsenring, A. (2015). A Teacher's Exploratory Inquiry of Language Awareness: Language Learner Perceptions from Oral Presentation. <i>The Center for ELF Journal</i> , 1(1), 41-52.	Andrew Leichsenring
	Cote, T., & Milliner, B. (2015). A report on the micro-conference on tourism English education. <i>The Journal of Tamagawa University College of Tourism and Hospitality</i> , 2, 93-97.	Travis Cote & Brett Milliner
	Toh, G. (2015). Dialogizing 'the known': experience of English teaching in Japan through an essay of derivatives as a dominant motif. In D. J. Rivers (Ed.), <i>Resistance to the known: counter-conduct in language education</i> (pp. 144-167). Houndmills. Palgrave-Macmillan.	Glenn Toh

✓	Oda, M. (2015). The Discourses of Proper ‘Assessments’ in ELT: How Can Teachers Deal with Them Critically? In Hamied, F. A. et al. eds. <i>Developing Indigenous Models of English Language Teaching and Assessment</i> . (pp.191-202). Denpasar; Udayana University Press.	Masaki Oda
	Toh, G. (2015). Teaching English for academic purposes in a Japanese setting: problematizing and dialogizing essentialist constructions of language pedagogy, culture and identity. In M. A. Peters & T. Besley (Eds.), <i>Paulo Freire: the global legacy</i> (pp. 335-350). New York: Peter Lang.	Glenn Toh
	Toh, G. (2015). Teaching English for academic purposes in a Japanese setting: problematizing and dialogizing essentialist constructions of language pedagogy, culture and identity. In M. A. Peters & T. Besley (Eds.), <i>Paulo Freire: the global legacy</i> (pp. 335-350). New York: Peter Lang.	
✓	Toh, G. (2015). Countering essentialist conceptualizations of content knowledge in a Japanese CLIL situation. <i>ELTWorldOnline.com, Special Issue on CLIL</i> , 1-16. Retrieved from http://blog.nus.edu.sg/eltwo/2015/04/27/countering-essentialist-conceptualizations-of-content-knowledge-in-a-japanese-clil-situation/	Glenn Toh
✓	Yujobo, Y.J. (2015). Multiple Assessment Strategies and Rubrics for the 4Cs of 21st Century Skills. The Asian Conference on Language Learning. <i>The International Academic Forum</i> . p.273-284.	Yuri Jody Yujobo
✓	Milliner, B., & Flowers, S. (2015). Form technology for language teachers: How do you like your monkey?. <i>The Language Teacher</i> , 39(3), 24-27. Retrieved from http://jalt-publications.org/tlt/departments/tlt-wired/articles/4475-form-technology-language-teachers-how-do-you-your-monkey	Brett Milliner & Simeon Flowers (Tokai University)
✓	Sato, T., & Ikeda, N. (2015). Test-taker perception of what test items measure: a potential impact of face validity on student learning. <i>Language Testing in Asia</i> , 5(10).doi:10.1186/s40468-015-0019-z	Takanori Sato & Naoki Ikeda (University of Melbourne)
✓	Milliner, B. (2015). Using smartphones in the language classroom: Making the most of core smartphone apps. <i>Accents Asia</i> , 8(1), 9-11.	Brett Milliner
✓	Toh, G. (2015). English in Japan: indecisions, inequalities, and practices of relocalization. In R. Tupas (Ed.), <i>Unequal Englishes: The politics of Englishes today</i> (pp. 111-129). London: Palgrave MacMillan.	Glenn Toh

✓	Cote, T., & Milliner, B. (2015). Implementing and managing an online extensive reading program: Students performance and perceptions. <i>The IALLT Journal</i> , 45(1), 70-90.	Travis Cote & Brett Milliner
✓	Okada, T., Ogane, E., Milliner, B., Yujobo, Y. J., & Sato, T. (2015). Assessing ELF proficiency in project-based learning. The 62nd TEFLIN International Conference: <i>Proceedings for Teaching and Assessing L2 Learners in the 21st Century</i> (pp. 202-210). Denpasar: Udayana University Press.	Tricia Okada, Ethel Ogane, Brett Milliner, Yuri Jody Yujobo, & Takanori Sato
✓	Milliner, B., & Cote, T. (2015). Mobile-based extensive reading: An investigation into reluctant readers. <i>International Journal of Computer Assisted Language Learning and Teaching</i> , 5(4), 1-15. doi:10.4018/IJCALLT.2015100101	Brett Milliner & Travis Cote
	Milliner, B., & Cote, T. (2015). Comparing two approaches to extensive reading (ER) management in the Tamagawa ELF program: M-Reader and Xreading. 玉川大学の教師教育リサーチセンター 年報 第5号, 115,123.	Brett Milliner & Travis Cote
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7. CONCLUDING REMARKS AND PLANS FOR 2016

In 2015, ELF classes expanded to become a campus-wide program reaching over 2500 students. The teaching faculty has also increased to over 40 full and part-time teachers from diverse cultural and educational backgrounds. This situation represents an exciting opportunity for the ELF Center. We hope that by (a) providing effective staff orientation meetings, (b) leading workshops on Blackboard and e-learning, (c) providing lectures on ELF- informed pedagogy, and (d) collaborating with academic societies to host practical teaching events, our program can improve and provide more effective language instruction.

In 2016, we are planning to review and revise assessment practices in ELF classes, increasing the promotion of active learning, e-learning, blended-learning and more informed ELF teaching practices. The CELF will also publish our third issue of the Center for ELF Journal and stage another ELF Forum in late 2016. The CELF is also very excited about hosting the JALT CALL 2016 conference, one of the largest educational technology conferences in Asia. The CELF will also be collaborating with the recently formed JACET ELF SIG.

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