

# 2021 Report for FD and Research in the CELF

## ELF センター 2021 FDと研究活動レポート

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### **ABSTRACT**

*The world's situation has changed from facing COVID-19 pandemic to living with it. The Center for English as a Lingua Franca (CELF) at Tamagawa University is one of the very first English programs in which teachers from diverse backgrounds utilize the usage of English as a Lingua Franca (ELF) and try to enhance their students' ELF awareness. CELF Faculty Development (FD) provided various FD workshops, lectures, special seminars, and discussions to our teachers to promote diversity and inclusion and help enhance our teacher's professional development. This report will describe our faculty development activities and our faculty's research achievements.*

**KEYWORDS:** English as a Lingua Franca, ELF, Faculty development, Remote teaching, ELF research

## 1. INTRODUCTION

The Center for English as a Lingua Franca (CELF) was established in April 2014 in response to changes in English communication worldwide. The program emphasizes English use in intercultural and transcultural communication and incorporates the ELF-aware instruction into its program (Tamagawa Academy & University, 1996-2020). Teachers at the CELF, Tamagawa University are qualified teachers from diverse backgrounds from 23 different countries. These include Australia, Brazil, Bulgaria, Canada, China, Egypt, Finland, Germany, India, Ireland, Italy, Japan, Korea, Malaysia, New Zealand, Philippines, Russia, Slovakia, Spain, Thailand, UK, USA, and Vietnam. The teachers also speak various native languages, such as Arabic, Bulgarian, Chinese,

Czech, English, Finnish, German, Japanese, Korean, Portuguese, Russian, Slovakian, Spanish, Tagalog, Telugu, Thai, and Vietnamese (Tamagawa Academy & University, 1996-2020)

All CELF teachers are working together to provide a language learning environment where awareness of the use of the English as a Lingua Franca is emphasized. There were 16 CELF Faculty Development (FD) occasions this academic year. In this document we report on our FD initiatives as well as the academic achievements of our faculty.

## 1. THE 2021 CELF-ELTAMA FORUM FOR ENGLISH LANGUAGE TEACHING

The 2021 CELF-ELTama Forum for English Language Teaching was a collaborative effort between CELF and ELTama. The event was held online via ZOOM on August 21, 2021. This year featured a variety of sessions designed to promote discussion about research and practices related to ELF and English language teaching. This reciprocal event attracted approximately 70 participants.

**Table 1**

*CELF talks at the 2020 CELF-ELTama Forum for English Language Teaching*

Type of Talk & Title	Author(s)
Paper Presentation Towards translingual and transcultural ELT	Tomokazu Ishikawa
Paper Presentation Using word frequency lists in ELT	Brett Milliner
Paper Presentation Creating ELF-aware lessons using TED talks	Tiina Matikainen
Paper Presentation Students' boredom in class	Sachiko Nakamura
Presentation CELF Report	Rasami Chaikul

**Figure 1**

*The 2021 CELF-ELTama Forum on Saturday, August 21, 2021*



## 2. ONLINE ELF WORKSHOPS & TRAINING FOR CELF TEACHERS

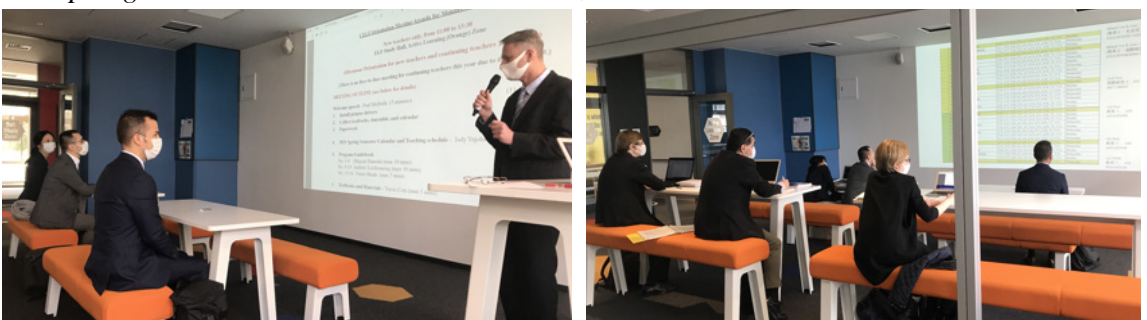
As a consequence of the COVID-19 pandemic many CELF FD events were held online throughout the academic year. This section reports on some of the thirty-one faculty development workshops, lectures, special seminars and online discussions held in 2021.

### 2.1 CELF Teacher Orientation

The CELF carried out Teacher Orientations each semester. The orientations were held on March 22 in the Spring and September 15 in the Fall semester. This year, due to the health regulations connected to COVID-19, only new teachers attended teacher orientations on campus while continuing teachers participated via Zoom. Each teacher orientation included a general briefing on the ELF program, textbooks and materials used in the program, class management, how to use technology, explanations about the academic calendar, faculty development, as well as important information on class management and grading, extensive reading, and how to orient new students to the program.

**Figure 2**

*The spring Teacher Orientation on March 22, 2021*



## 2.2 Online Zoom FD Workshops

Due to COVID-19 related circumstances, CELF courses in 2021 were taught with in a mix of hybrid, online and face-to-face modalities. In addition to face-to-face classes on campus, teachers and students met online for lessons using a variety of video communications platforms such as Zoom and Microsoft Teams. To help teachers handle and convey the best possible education for CELF students, various up to date approaches to online teaching were presented in CELF FD meetings. These included talks on how to manage a class with Zoom, using Google® applications for online teaching, and hands on workshops and ideas for teaching ELF online. We wish to express our sincere gratitude to the specialists and experts who shared their knowledge and experience in this list of 2021 FD workshops.

CELF FD: Google Drive for Online Teaching

Date: May 24, 2021

Speaker: Rasami Chaikul

Participants: 9

CELF Hybrid Class FD Workshop/Discussion

Date: October 12th

Speaker: Rasami Chaikul

Participants: 7

CELF Extensive Reading and MReader

Date: October 18, 2021

Speaker: Brett Milliner

Participants: 10

Assessment and Unitama workshop

Date: December 20th, 2021

Speaker: Rasami Chaikul

Participants: 2

## 2.3 Blackboard CMS Training

Blackboard course management system (CMS) is implemented at Tamagawa University which hosts all of CELF teaching resources and administrative information. CELF FD held four Blackboard training sessions two times each semester.

CELF FD: Blackboard, Unitama, and Zoom Workshop

Thursday, April 8, 2021

Speaker: Rasami Chaikul

Participants: 12

CELF FD: Blackboard, Unitama, and Zoom Workshop

Friday, April 9, 2021

Speaker: Rasami Chaikul

Participants: 3

CELF FD: Blackboard Blog and Grade Center Workshop

Date: April 30, 2021

Speaker: Rasami Chaikul

Participants: 7

CELF Blackboard, Grade Center, and Zoom Classroom Workshop

Date: October 6th

Speaker: Rasami Chaikul

Participants: 5

#### 2.4 CELF Online TOEIC IP TEST FD Workshops

Due to the safety concerns relating to the pandemic, the TOEIC IP test was moved to an online test mode. A workshop and guidance for our teachers was provided by associate professor Brett Milliner on June 7, 2021, and nine teachers attended.

#### 2.5 CELF Online Tutor FD Workshop

The CELF provides opportunities for its students to experience using ELF in its tutor service. Students make a reservation online and talk to teachers from various cultural and linguistic. Associate professor, Rasami Chaikul, led a Tutor FD Workshop on April 26, 2021.

#### 2.6 ELF Assessment Workshop

CELF Assessment & Unitama FD Workshops were held in both the spring and fall semesters on July 16, and December 20, 2021.

#### 2.7 ELF Module Orientation

ELF modules were designed especially for our ELF-aware program and teachers were encouraged to trial the activities during the ELF program's orientation week. This year, associate professor Yody Yuri Yujobo demonstrated the ELF Modules at the CELF Teacher Orientation meeting.

#### 2.8 CELF FD Special Workshops

CELF FD also works to promote teacher research. This academic year, all FD special workshops and my share events provided a platform for our teachers to showcase their research and share their expertise. Many of these Special Workshops were conducted in a hybrid mode via Zoom and a face-to-face meeting.

CELFD: Microsoft Teams FD Workshop

Date: April 16, 2021

Speaker: Aldo Villarreal

Participants: 9

CELFD Special FD 1

Speaker: Sachiko Nakamura (Ph.D.) CELFD

Title: Student Engagement

Date: December 6, 2021

Participants number: 15 (6 via Zoom and 9 face-to-face)

CELFD Special FD 2

Speaker: Shun Morimoto (Ph.D.) College of Humanities, Tamagawa University

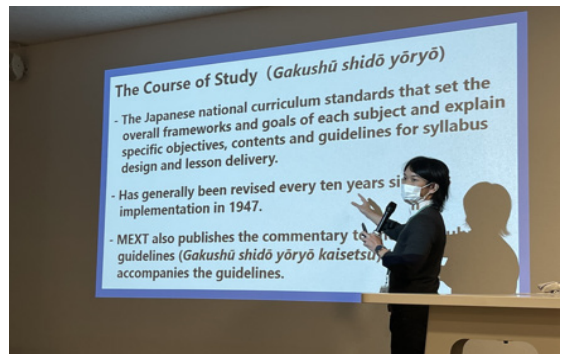
Title: "English Education at Primary and Secondary Schools in Japan under New Course of Study – Status Quo and Future Challenges"

Date: January 11, 2022

Participants: 25 (12 online via Zoom, 13 face-to-face)

### Figure 3

*Left: Special lecture on Student Engagement by Sachiko Nakamura (Ph.D.) on December 6. Right: Special lecture by Shun Morimoto (Ph.D.) on "English Education at Primary and Secondary Schools in Japan under New Course of Study – Status Quo and Future Challenges"*



## 2.9 CELFD Discussion Sessions

In addition to hosting lectures and workshops, the CELFD also acts as a space for teachers and faculty members to meet, discuss ideas, and share knowledge. Two My Share and Discussion FD sessions were held focusing on the topics of online classes and remote teaching. In these sessions many teachers shared their tips on how to conduct an effective online class on June 18. In Fall semester (1/17/2022), the session also focussed on assessment and grading.

### 3. CELF RESEARCH ACHIEVEMENTS

Similar to 2020, researchers in the field faced a range of unique challenges relating to the pandemic. Conferences were predominantly staged online, and the continuing online classes made it difficult to collect data for classroom research projects. Still, the CELF faculty managed to engage with the academic community on a number of fronts. These included presenting in online conferences, publishing research articles, and working as volunteers for different academic societies and publications.

#### 3.1 Academic Presentations

In 2021 CELF faculty made 32 presentations at various international and domestic conferences.

##### 3.1.1 Domestic Presentations

The CELF made 10 presentations at conferences within Japan (see Table 2). Some of the noteworthy talks included Tomokazu Ishikawa being an invited panelist at *The JALT PanSIG 2021*, Miso Kim being an invited presenter at *The JACET 60th Commemorative International Convention*, and Satomi Kuroshima presenting at *The Fourth JAAL in JACET Conference*.

**Table 2**

*Summary of CELF faculty’s domestic presentations (n = 10)*

Type, Title, & Event	Author(s)
Invited plenary panellist Local and global perspectives: Plurilingualism and multilingualism <i>JALT PanSIG 2021</i>	Tomokazu Ishikawa
Poster English as a Lingua Franca SIG <i>JACET 60th Commemorative International Convention</i>	Paul McBride & Tomokazu Ishikawa
Paper presentation Reconceptualising intercultural and transcultural communicative competence <i>JACET 60th Commemorative International Convention</i>	Tomokazu Ishikawa
Invited co-ordinator AILA Affiliate symposium – New forms of international academic collaboration: Prospects and possibilities for ELT in Asia <i>JACET 60th Commemorative International Convention</i>	Tomokazu Ishikawa

Invited presentation Designing translingual and transmodal online classes: Continuing English as a Lingua Franca (ELF) education in online spaces <i>JACET 60th Commemorative International Convention</i>	Miso Kim
Paper presentation Towards translingual and transcultural ELT <i>2021 CELF-ELTama Forum for English Language Teaching</i>	Tomokazu Ishikawa
Paper presentation Using word frequency lists in ELT <i>2021 CELF-ELTama Forum for English Language Teaching</i>	Brett Milliner
Paper presentation Creating ELF-aware lessons using TED talks <i>2021 CELF-ELTama Forum for English Language Teaching</i>	Tiina Matikainen
Paper presentation Students' boredom in class <i>2021 CELF-ELTama Forum for English Language Teaching</i>	Sachiko Nakamura
Paper presentation Working toward group accomplishment through a proposal sequence: Conversation analysis of a college English learning activity <i>4th JAAL in JACET</i>	Satomi Kuroshima

### 3.1.2 International Presentations

Similar to in 2020, international travel restrictions prevented faculty from attending any international conferences in person. The ELF Center was, however, represented at twelve international events. Among the different presentations listed in Table 3, Jody Yujobo, Miso Kim, Blagoja Dimoski, Satomi Kuroshima, Tricia Okada, and Rasami Chaikul presented at the *AsiaTEFL 2021* conference in India. Satomi Kuroshima made group presentations at the *17th International Pragmatics conference* and *The 116th Annual Meeting of the American Sociological Association (ASA)*. The CELF was also represented at the very prestigious *AILA World Congress 2021* (Netherlands) by Tomokazu Ishikawa, Jody Yujobo, and Ayako Suzuki.



**Table 3**

Summary of CELF faculty's international presentations (n=22)

Location	Type, Title, & Event	Author(s)
Winterthur, Switzerland	Panelist Beginning to explain: Nanka-prefaced responsive and initial actions in Japanese conversation <i>17th International Pragmatics Conference (IPrA)</i>	Satomi Kuroshima & Makoto Hayashi
Groningen, The Netherlands	Paper presentation English as a Lingua Franca research in Japan as a ground for English medium instruction <i>AILA World Congress 2021</i>	Tomokazu Ishikawa
Taipei, Taiwan	Invited talk Towards transcultural ELT through telecollaboration <i>ETA-ROC 30th International Symposium and Book Fair on English Teaching</i>	Tomokazu Ishikawa
Athens, Greece	Invited plenary panelist ELF awareness in EFL pedagogy: How does ELF change EFL? <i>First International Conference on ELF-Aware Practices for Inclusive Multilingual Classrooms (ENRICH-2021)</i>	Nicos Sifakis (Organiser), Fan Fang, Tomokazu Ishikawa, Enric Llurda, Domingos Sávio Siqueira, and Henry Widdowson
Athens, Greece	Paper presentation English as a multilingua franca and transcultural ELT <i>First International Conference on ELF-Aware Practices for Inclusive Multilingual Classrooms (ENRICH-2021)</i>	Will Baker & Tomokazu Ishikawa
Dong A, Vietnam	Invited talk Reconceptualising intercultural and transcultural competence and awareness <i>English Language &amp; Culture Studies open seminar</i>	Tomokazu Ishikawa
Singapore	Invited plenary talk Towards teaching English within multilingualism <i>56th RELC International Conference (MEXT Short-term Expert Dispatch Program)</i>	Tomokazu Ishikawa

Singapore	Invited panelist (tbc) <i>56th RELC International Conference (MEXT Short-term Expert Dispatch Program)</i>	Tomokazu Ishikawa
Hong Kong (the University of Hong Kong)	Invited keynote speaker ELF to Unsettle Students' Ideas of English for Global Citizenship Development <i>e-Sociolinguistic Symposium 23</i>	Ayako Suzuki
National Institute of Technology Goa and Surathlkal; Goa, India	Invited keynote Re-Connecting with ZENJIN (Whole Person) Principles and Sustainable Learning Strategies for developing the next global human resources during the COVID-19 Pandemic <i>International Conference on Sustainable Learning: Strategies and its consequences in digital India</i>	Yuri Jody Yujobo
Groningen, The Netherlands	Paper presentation Referent re-introduction in bilingual narratives: A qualitative analysis of crosslinguistic influence (Kaken 19K00615) <i>AILA World Congress 2021</i>	Satomi Mishina-Mori, Yuki Nakano, Yuri Jody Yujobo
University of Warsaw, Poland	Paper presentation Referent re-introduction as the locus of crosslinguistic influence: An investigation on referential choice in Japanese-English bilingual children (Kaken 19K00615) <i>13th International Symposium on Bilingualism</i>	Satomi Mishina-Mori, Yuki Nakano, Yuri Jody Yujobo
Groningen, The Netherlands	Poster Impacts of study abroad on university students' understanding of English as a lingua franca <i>AILA World Congress 2021</i>	Ayako Suzuki
USA	Paper presentation Invoking shared knowledge in proposal sequences for collaborative activities <i>American Sociological Association (ASA) 116th Annual Meeting</i>	Satomi Kuroshima
USA, Baltimore	Paper presentation "Normally speaking": A normalization device to resist heteronormativity <i>American Sociological Association (ASA) 116th Annual Meeting</i>	Satomi Kuroshima, Sachie Tsuruta, Katsumi Harima

New Dehli, India	Paper presentation Creating Interdisciplinary Synergies through teaching Social Issues known as “Wicked Problems” <i>AsiaTEFL 2021</i>	Yuri Jody Yujobo
New Dehli, India	Paper presentation Understanding first-contact encounters in online communication among ELF users: Pre-pandemic observations of transcultural and strategic language use <i>AsiaTEFL 2021</i>	Blagoja Dimoski, Satomi Kuroshima, Yuri Jody Yujobo, Tricia Okada, Rasami Chaikul
Athens, Greece	Paper presentation ‘Translanguaging’ Gestures and Onomatopoeia as a Resource for Repairing the problem with Speaking <i>First International Conference on ELF-Aware Practices for Inclusive Multilingual Classrooms (ENRICH-2021)</i>	Satomi Kuroshima, Blagoja Dimoski, Tricia Okada, Yuri Jody Yujobo, Rasami Chaikul
Athens, Greece	Paper presentation English is our language, too: Raising intercultural awareness and Philippine English <i>First International Conference on ELF-Aware Practices for Inclusive Multilingual Classrooms (ENRICH-2021)</i>	Tricia Okada
Athens, Greece	Paper presentation What’s Wrong with ELF? Students’ Difficulties in Understanding ELF <i>First International Conference on ELF-Aware Practices for Inclusive Multilingual Classrooms (ENRICH-2021)</i>	Ayako Suzuki
New Dehli, India	Symposium Facilitating student participation in online and offline classrooms <i>AsiaTEFL 2021</i>	Miso Kim
Online	Roundtable discussion Emotion regulation <i>International Association for the Psychology of Language Learning (IAPLL) Online Roundtable Event</i>	Sachiko Nakamura

### 3.2 Academic Publications

Table 4 (below) reports on the different publications made by CELF faculty in 2021. First and foremost, we wish to congratulate Tricia Okada on successfully defending her Ph.D. thesis titled *The migration pathways and gender performance of Transpinay*

*entertainers in Japan*. Tomokazu Ishikawa, Sachiko Nakamura, and Satomi Kuroshima all published book chapters. What is perhaps different from previous years, a significant number of research articles were published in first-quartile (Q1<sup>1</sup>) ranked academic journals. Ayako Suzuki published her research in *ELT Journal*. Brett Milliner, Blagoja Dimoski, and Sachiko Nakamura published in *Language Teaching Research*. Tokokazu Ishikawa published in *Asian Englishes* while Sachiko Nakamura also published in *System* and *The Journal of Psycholinguistic Research*. These achievements are a reflection of the dedicated research culture inside the CELF, and faculty's reputation within the larger academic community. Lastly, we would like to congratulate Tomokazu Ishikawa on publishing his first textbook *Transcultural Communication Through Global Englishes: An advanced textbook for students* with Professor Will Baker. We encourage all teachers to consider using this textbook in their future English classes.

**Table 4**

*Summary of publications by CELF faculty (n=21)*

Type (○=Peer-reviewed) & Reference	Author(s)
Chapter ○ Kuroshima, S., Hyeri Kim, S., Hayano, K., Shin Kim, M., Lee, S. (2021). When OKAY is repeated. In E. Betz, A. Deppermann, L. Mondada, & M. Sorjonen (Eds.). <i>OKAY across Languages</i> . John Benjamins Publishing Company. <a href="https://doi.org/10.1075/slsi.34">https://doi.org/10.1075/slsi.34</a>	Satomi Kuroshima, Stephanie Hyeri Kim, Kaoru Hayano, Mary Shin Kim and Seung-Hee Lee
Research article ○ Milliner, B., & Dimoski, B. (2021). The effects of a metacognitive intervention on lower-proficiency EFL learners' listening comprehension and listening self-efficacy. <i>Language Teaching Research</i> . <a href="https://doi.org/10.1177/13621688211004646">https://doi.org/10.1177/13621688211004646</a>	Brett Milliner & Blagoja Dimoski
Report Chaikul, R., & Milliner, B. (2020). A report on research at the Center for English as a Lingua Franca 2020. <i>The Center for English as a Lingua Franca Forum, 1</i> , 49-62. <a href="http://doi.org/10.15045/ELF_0060112">http://doi.org/10.15045/ELF_0060112</a>	Rasami Chaikul & Brett Milliner
Research article ○ Milliner, B. (2021). Reading fluency training for elementary-level EFL learners: The effects of combining timed-reading, repeated-oral-reading, and extensive-reading. <i>Reading in a Foreign Language, 33</i> (2), 191-211. <a href="http://hdl.handle.net/10125/67400">http://hdl.handle.net/10125/67400</a>	Brett Milliner

1 All journal rankings were retrieved from <https://www.scimagojr.com>

Textbook	
Baker, W., & Ishikawa, T. (2021). <i>Transcultural communication through Global Englishes: An advanced textbook for students</i> . Routledge.	Will Baker & Tomokazu Ishikawa
Chapter ○	
Ishikawa, T. (2021). Translanguaging and English-within-multilingualism in the Japanese EMI context. In Tsou, W. & Baker W. (Eds.), <i>English-medium instruction translanguaging practices in Asia: Theories, frameworks and implementation in higher education</i> (pp. 39-57). Springer. <a href="https://doi.org/10.1007/978-981-16-3001-9_3">https://doi.org/10.1007/978-981-16-3001-9_3</a>	Tomokazu Ishikawa
Article ○	
Ishikawa, T., & Baker, W. (2021). Multi-, inter-, and trans-? ‘Confusing’ terms for ELF researchers. <i>The Center for English as a Lingua Franca Forum, 1</i> , 21-30. <a href="https://doi.org/10.15045/00001564">https://doi.org/10.15045/00001564</a>	Tomokazu Ishikawa & Will Baker
Article ○	
Ishikawa, T. (2021). Reconceptualising intercultural and transcultural communicative competence. <i>Proceedings of the JACET 60th Commemorative International Convention</i> , 127-128.	Tomokazu Ishikawa
Research article ○	
Ishikawa, T. (2022). English as a multilingua franca and trans-theories. <i>Englishes in Practice, 5</i> (1).	Tomokazu Ishikawa
Research article ○	
Kuroshima, S., Dimoski, B., Okada, T., Yujobo, J. Y., & Chaikul, R. (2022). Navigating boundaries through knowledge: Intercultural Phenomenon in ELF interactions. <i>Englishes in Practice, 5</i> (1).	Satomi Kuroshima, Blagoja Dimoski, Tricia Okada, Jody Yuri Yujobo, & Rasami Chaikul
Article	
Borlongan, A. M., & Ishikawa, T. (2021). English in Japan and Japanese English: Introduction to the special issue. <i>Asian Englishes, 23</i> (1), 1-2. <a href="https://doi.org/10.1080/13488678.2021.1882804">https://doi.org/10.1080/13488678.2021.1882804</a>	Ariane Macalinga Borlongan & Tomokazu Ishikawa
Research article ○	
Ishikawa, T. (2021). Global Englishes and ‘Japanese English’. <i>Asian Englishes, 23</i> (1), 15-29. <a href="https://doi.org/10.1080/13488678.2020.1858579">https://doi.org/10.1080/13488678.2020.1858579</a>	Tomokazu Ishikawa

Research article ○	
Suzuki, A. (2021). Changing views of English through study abroad as teacher training. <i>ELT Journal</i> , 75(4), 397-406. <a href="https://doi.org/10.1093/elt/ccab038">https://doi.org/10.1093/elt/ccab038</a>	Ayako Suzuki
Research article ○	
Kuroshima, S., & Ivarsson, J. (2021). Toward a praxeological account of performing surgery: Overcoming methodological and technical constraints. <i>Social Interaction. Video-Based Studies of Human Sociality</i> , 4(3). <a href="https://doi.org/10.7146/si.v4i3.128146">https://doi.org/10.7146/si.v4i3.128146</a>	Satomi Kuroshima & Jonas Ivarsson
Article	
Milliner, B., & Shimono, T. (2021). ERJ interview with Torrin Shimono. <i>Extensive Reading Japan</i> , 14(1), 3-5.	Brett Milliner & Torrin Shimono
Doctoral thesis ○	
Okada, T. (2021). The migration pathways and gender performance of Transpinay entertainers in Japan. [Doctoral dissertation, Waseda University]	Tricia Okada
Article	
Milliner, B. (2022). Create your own vocabulary levels test with VocabLevelTest.org. <i>The Language Teacher</i> , 46(1), 33-35.	Brett Milliner
Chapter ○	
Reinders, H., & Nakamura, S. (2021). Engagement. In S. Mercer & T. Gregersen (Eds.), <i>The Routledge handbook of the psychology of language learning</i> . Routledge. <a href="https://doi.org/10.4324/9780429321498">https://doi.org/10.4324/9780429321498</a>	Hayo Reinders & Sachiko Nakamura
Research article ○	
Nakamura, S., Darasawang, P., & Reinders, H. (2021). A practitioner study on the implementation of strategy instruction for boredom regulation. <i>Language Teaching Research</i> . <a href="https://doi.org/10.1177/13621688211010272">https://doi.org/10.1177/13621688211010272</a>	Sachiko Nakamura, Pornapit Darasawang, & Hayo Reinders
Research article ○	
Nakamura, S., Darasawang, P., & Reinders, H. (2021). The antecedents of boredom in L2 classroom learning. <i>System</i> , 98, 1-15. <a href="https://doi.org/10.1016/j.system.2021.102469">https://doi.org/10.1016/j.system.2021.102469</a>	Sachiko Nakamura, Pornapit Darasawang, & Hayo Reinders

Research article ○  Nakamura, S., Reinders, H., & Darasawang, P. (2022). A classroom-based study on the antecedents of epistemic curiosity in L2 learning. <i>Journal of Psycholinguistic Research</i> , 1–16. <a href="https://doi.org/10.1007/s10936-022-09839-x">https://doi.org/10.1007/s10936-022-09839-x</a>	Sachiko Nakamura, Pornapit Darasawang, & Hayo Reinders
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### 3.3 Contributions to Academic Societies

Compared to previous years (see Chaikul & Milliner, 2019, 2020, 2021), there was a significant increase in engagement from CELF faculty with a range of academic organizations and publications in 2021. As reported in Table 5 below, CELF faculty fulfilled 100 voluntary roles.

**Table 5**

*Summary of contributions by CELF faculty to academic societies in 2021 (n=100)*

Society	Position	Name
JACET	International Participants Liaison Section Member	Paul McBride
Asia TEFL	Member of the Asia TEFL ELF research network	Paul McBride
JACET ELF SIG	Steering Committee Member	Paul McBride
JACET Kanto	Vice President	Paul McBride
JACET Kanto Journal	Journal Editor	Paul McBride
JACET ELF SIG	Reviewer	Paul McBride
Englishes in Practice	Editorial board member	Paul McBride
Englishes in Practice	Reviewer	Paul McBride
The CELF Forum	Reviewer	Paul McBride
IAFOR Journal of Education	Senior Reviewer	Andrew Leichsenring
IAFOR Journal of Education: Language learning in education	Reviewer	Andrew Leichsenring
Englishes in Practice	Reviewer	Andrew Leichsenring
The CELF Forum	Reviewer	Andrew Leichsenring

Extensive Reading Japan	Copy Editor	Brett Milliner
The Journal of Extensive Reading	Copy Editor	Brett Milliner
Englishes in Practice	Editor-in-Chief	Brett Milliner
Reading in a Foreign Language	Reviewer	Brett Milliner
International Review of Applied Linguistics in Language Teaching—IRAL	Reviewer	Brett Milliner
International Journal of Listening	Reviewer	Brett Milliner
JACET Kanto Journal	Reviewer	Satomi Kuroshima
Journal of Pragmatics	Reviewer	Satomi Kuroshima
The Japanese Association of Sociolinguistic Sciences	Reviewer	Satomi Kuroshima
The Japanese Association of Sociolinguistic Sciences	Treasurer	Satomi Kuroshima
JACET	Research promotion committee	Satomi Kuroshima
JACET Journal	Reviewer	Satomi Kuroshima
Studies in Pragmatics 語用論研究	Reviewer	Satomi Kuroshima
Special Committee for the JACET 61st Anniversary Commemoration Week (JACET 2022)	Publishers Section Member	Satomi Kuroshima
The Japanese Society for Artificial Intelligence, Special Interest Group on Spoken Language Understanding and Dialogue Processing (SLUD)	Executive Board Member	Satomi Kuroshima
Japanese Association for Ethnolinguistics and Conversation Analysis	Communication Director	Satomi Kuroshima
American Sociological Association (ASA)	EMCA Section Book Awards' Committee	Satomi Kuroshima



Special Committee for the JACET 60th Anniversary Commemoration Week (JACET 2021)	Publishers Section Member	Satomi Kuroshima
Englises in Practice	Editorial Board Member	Satomi Kuroshima
Englises in Practice	Editorial Board Member & Assistant Handling Editor	Tomokazu Ishikawa
Englises in Practice	Reviewer	Tomokazu Ishikawa
The CELF Forum	Reviewer	Tomokazu Ishikawa
JACET	Executive Committee Member	Tomokazu Ishikawa
JACET	Chair & Steering Committee Member	Tomokazu Ishikawa
JACET	Steering Committee Member (AILA & JAAL in JACET Coordinator)	Tomokazu Ishikawa
JACET	Associate Chair & Steering Committee Member for the JACET Seminar	Tomokazu Ishikawa
JACET International Conference Committee (JACET2022)	Co-chief, Public Relations Section	Tomokazu Ishikawa
Special Committee for the JACET 60th Anniversary Commemoration Week (JACET2021)	Chief, International Participants Section	Tomokazu Ishikawa
First International Conference on ELF-Aware Practices for INclusive Multilingual Classrooms (ENRICH-2021)	Scientific Committee Member	Tomokazu Ishikawa
Cambridge Elements in Intercultural Communication	Editorial Board Member	Tomokazu Ishikawa
Asian Englishes	Invited Guest Co-Editor	Tomokazu Ishikawa
Journal of English as a Lingua Franca	Reviewer	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
JAAL in JACET	Steering Committee Member (Academic Exchange)	Tomokazu Ishikawa
JACET ELF SIG	Public Relations Committee Chair; Membership Administration Committee Vice Chair	Tomokazu Ishikawa
JACET ELF SIG Journal	Reviewer	Tomokazu Ishikawa
JACET Journal	Reviewer	Tomokazu Ishikawa
JACET Kanto Journal	Reviewer	Tomokazu Ishikawa
JAAL in JACET Proceedings	Reviewer	Tomokazu Ishikawa
JACET ELF SIG – ELF Research Group Waseda	International Workshop Series Organising Committee Member	Tomokazu Ishikawa
AILA ELF ReN	Working Committee Member	Tomokazu Ishikawa
FIEP JAPAN	Director of Public Relations	Rasami Chakul
JACET 2021 Conference	Steering Committee Member	Rasami Chaikul
Engishes in Practice	Reviewer	Rasami Chaikul
The CELF Forum	Reviewer	Rasami Chaikul
Engishes in Practice	Assistant Handling Editor	Rasami Chaiku
Special Committee for the JACET 60th Anniversary Commemoration Week (JACET 2021)	International Participants Liaison Section Member	Yuri Jody Yujobo
Engishes in Practice	Reviewer	Yuri Jody Yujobo
The CELF Forum	Reviewer	Yuri Jody Yujobo
The 9th JACET English Education Seminar	Program Book Section Leader	Yuri Jody Yujobo
Engishes in Practice	Reviewer	Blagoja Dimoski

The CELF Forum	Reviewer	Blagoja Dimoski
Special Committee for the JACET 60th Anniversary Commemoration Week (JACET 2021)	International Participants Liaison Section Member	Blagoja Dimoski
Englises in Practice	Handling Editor	Travis Cote
Englises in Practice	Reviewer	Travis Cote
The CELF Forum	Reviewer	Travis Cote
JACET Kanto	Branch Executive	Ayako Suzuki
JACET Kanto Journal	Editor-in-Chief	Ayako Suzuki
Special Committee for the JACET 60th Anniversary Commemoration Week (JACET 2021)	Academic Exchange Section Member	Ayako Suzuki
Englises in Practice	Editorial Board Member	Ayako Suzuki
JACET Academic Affairs Committee	Steering Committe Member	Ayako Suzuki
JACET Teaching Materials SIG	Chair	Ayako Suzuki
Englises in Practice	Reviewer	Tiina Matikainen
The CELF Forum	Reviewer	Tiina Matikainen
JALT Journal	Reviewer	Tiina Matikainen
Englises in Practice	Reviewer	Miso Kim
The CELF Forum	Reviewer	Miso Kim
Asia-Pacific Education Review	Reviewer	Miso Kim
The Modern Language Journal	Reviewer	Miso Kim
Asia TEFL	Publicity Committee Member	Miso Kim
Asia TEFL	Director of Facebook	Miso Kim
Englises in Practice	Reviewer	Tricia Okada
The CELF Forum	Reviewer	Tricia Okada
Journal of Homosexuality	Reviewer	Tricia Okada

Englishes in Practice	Reviewer	Sachiko Nakamura
The CELF Forum	Reviewer	Sachiko Nakamura
Language Teaching Research	Reviewer	Sachiko Nakamura
Journal of Language and Education	Reviewer	Sachiko Nakamura
Studies in Second Language Learning and Teaching	Reviewer	Sachiko Nakamura
JALT Postconference Publication	Content Editor	Sachiko Nakamura
Innovation in Language Learning and Teaching	Reviewer	Sachiko Nakamura
JALT Journal	Copy Editor	Sachiko Nakamura
JALT Postconference Proceedings	Copy Editor	Sachiko Nakamura

### 3.4 Research Grants Received by CELF Faculty

Members of CELF faculty are involved in a total of 11 research projects funded by Grants-in-Aid for Scientific Research through the Japan Society for the Promotion of Science (JSPS Kakenhi). From the list of projects reported below (Table 6) we want to congratulate Satomi Kuroshima on securing a new grant for a project titled, *Disfluency as deviance from and a resource for interaction order*. We look forward to learning from the different research outputs that this and other projects will generate in the coming years.

#### **Table 6**

*Summary of research grants received by CELF faculty in 2021 (n=11)*

Grant	Type	Length	Project	Recipient
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2020～03-31-2023	Intersectionality of the Transgender and Transnational Lives of Transpinay Entertainers in Japan	Tricia Okada (Primary investigator)
JSPS Kakenhi	Grants-in Aid for Scientific Research (C)	04-01-2020～03-31-2024	相互行為における行為の構成——原発避難地域における日常活動の基盤 Action formation in the interaction: Routine grounds of everyday activities for the evacuation area of a nuclear power plant	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (A)	04-01-2017～03-31-2022	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 Scientific Research (B)	04-01-2019~03-31-2023	多言語ビジネス環境での共通語としての英語使用実態調査とグローバル人材育成教育 [Research on the realities of the use of ELF in multilingual business settings and implications for the development of global human resources]	Tomokazu Ishikawa (Co-Investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2019~03-31-2022	日英継続バイリンガルの談話能力の発達—国際バカロレア校生徒のナラティブ研究 Development of Japanese-English simultaneous and late successive bilingual discourse skills- Narrative study on international baccalaureate students	Jody Yuri Yujobo (Co-Investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2019~03-31-2023	内部被曝検査通知における医療従事者と来院者の相互行為分析 (Conversation analysis of the internal exposure test result consultation)	Satomi Kuroshima (Primary-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	07-18-2018~03-31-2022	性同一性障害の診断を例にした精神医学的診察の会話分析 (Conversation analysis of psychiatric consultation on “Gender Identity Disorder”)	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2021~03-31-2024	社会的相互行為における「逸脱」と「資源」としての非流暢性 Disfluency as deviance from and a resource for interaction order	Satomi Kuroshima (Co-investigator)

#### 4. CONCLUDING REMARKS AND PLANS FOR 2022

This document presented a review of the various faculty development lectures and workshops staged throughout the 2021 academic year. Even though almost all FD

initiatives took place online, we are confident that they prompted many conversations between our diverse faculty, and perhaps more importantly, they helped faculty grow as teaching professionals. The CELF is also very proud it could maintain its strong research record during another year of unique challenges.

## REFERENCES

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