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The Center for English as a Lingua Franca Forum

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The Center for English as a Lingua Franca Forum

The Center for English as a Lingua Franca Forum: Call for Articles

The Center for English as a Lingua Franca Forum is a refereed publication that seeks to promote critical reflection among English language teaching professionals from a wide range of professional contexts. Manuscripts are subject to blind reviews by two or more reviewers after initial screening by the editorial committee.

Aims of the Publication:

- To encourage critical awareness among language teaching professionals
- To encourage reflexive thinking among language teaching professionals
- To encourage a praxis of action and reflection among language teaching professionals
- To encourage language teaching professionals to empower themselves and in so doing empower their students
- To encourage sharing of teaching techniques among the CELF teachers
- To serve and support the professional development needs of the CELF teachers

Types of Articles:

Research article (1000 ~ 3000 words)
Teaching article (1000 ~ 3000 words)
Forum article (1000 words)
Center for English as a lingua franca reports (1000 words)
Book reviews (1000 words)
ELF classroom practices (1000 words)

Guidelines for Contributors:

Article contributions may include, but are not limited to, one or more of the following areas:
English as a lingua franca
Curriculum design and development
Teaching methods, materials and techniques
Classroom centered research
Testing and evaluation
Teacher training and professional development
Language learning and acquisition
Culture, identity and power in language education
Application of technology in the language classroom

Research articles: Research articles should come with a description of the research context and research questions, issues pertaining to the research context, relevant theories, qualitative or quantitative research data, detailed descriptions of research method including clear demonstration of attention to research ethics and commentary.

Teaching articles: Teaching articles should provide a description of the teaching context, relevant issues related to the teaching context, teaching theories and approaches appropriate to the context as well as comments reflecting pedagogical praxis.

Forum articles: From time to time, the editor may call for forum articles focusing on a particular theme or issue. Readers are also welcome to propose themes or issues for the forum in consultation with the editor. Contributors will be given the opportunity to engage with current issues from a given standpoint as well as with each other's opinions on the issue.

The Center for English as a Lingua Franca reports: From time to time, the Center will request a report from full-time faculty. The reports can focus on a variety of features or services within the ELF program. For example, student use of the tutor service, research projects, and faculty development.

Book reviews: Writers of book (textbook or other) reviews should first contact the editors with suggested titles before proceeding with the book review.

ELF classroom practices: Articles should be brief "take-away" descriptions of any activity, project, strategy or useful tool employed with varying degrees of success in the ELF classroom (i.e.,"teacher's toolbox").

How to submit your manuscript:
Please email your submissions to the editors with the title, "CELF Forum Submission".

email: celfforum@tamagawa.ac.jp

Issue 4 Foreword:

We are pleased to introduce the fourth issue of The Center for English as a Lingua Franca Forum.

In the 2023 Academic Year, CELF celebrated the 10th anniversary of the ELF program at Tamagawa University. To commemorate the occasion, we were honored to host Professor Heath Rose from the University of Oxford as the guest speaker at the 2023 CELF Forum.

In this edition, we continue to examine ELT pedagogy at CELF. Richard Marsh's paper on generative AI provides insights into classroom applications with implications for future workplace practices. Yuta Mogi's study on using Book Creator for multimodal textbook composition offers a fresh perspective on digital learning tools. Effective activities for teaching challenging phonemes in ELF contexts are presented in Vladimira Hanzlovska's article on minimal pairs and Paul McKenna introduces a two-phase approach to ESL writing assessment, ensuring that students' work reflects their own efforts while integrating technology meaningfully. Finally, Miso Kim and Rasami Chaikul report on recent faculty development and research at CELF.

We are grateful for the continued efforts of our contributors, reviewers, and editors. Your hard work and commitment are appreciated.

As we explore new perspectives on pedagogical implications of ELF, we look forward to another year of constructive development in research and teaching.

Paul McBride

Director, CELF

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Generative AI: Some practical classroom applications, limitations and a forewarning to the more insidious nature of those who seek to control it

生成型 AI: いくつかの実践的な教室への応用、制限、そしてそれを制御しようとする人々のより狡猾な性質に対する警告

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ABSTRACT

This paper aims to provide some constructive classroom applications for how to utilize generative AI and teach our learners the transferable skills they may require in the workplace of tomorrow. The paper also seeks to move past the conception of generative AI as a vehicle for cheating or as an essay generation application and views its use more holistically as part of the learning process. Some limitations will be discussed and how we can raise the awareness of our class about these and other, perhaps more troubling, concerns pertaining to the ownership of generative AI and how this vast sum of data may be harnessed in the future. The two practical classroom applications explained in section four of this paper, with some imagination and experimentation, can be applied to various other aspects of the writing process and when preparing for a speaking task/assessment. As such, I hope this article can inspire you to teach learners useful prompts so generative AI produces the most accessible, inspirational results possible. While at the same time raising their consciousness, empowering and reminding them that they are in control of generative AI and not slaves to it. We must remain mindful of the limitations and concerns presented in this paper if we are to guard against the many pitfalls its use may bring and the potentially nefarious direction it could ultimately lead us.

KEYWORDS: Generative AI, Academic honesty, Process writing, Privacy and copyright Issues, Power

1. INTRODUCTION

Generative Artificial Intelligence (GAI) and tools such as ChatGPT have been with us

for just over a year now (ChatGPT launched in November 2022), and in my experience our learners still have very little practical knowledge of how to use them effectively. I advise you to ask your class and try to get them to provide concrete examples for how they have actually made use of these tools and how they could be used to improve their English ability, and you may find their knowledge to be limited to essentially 'having a robot write my essay for me'. This article seeks to address this lack of practical know-how for Second Language learners and practitioners alike. To make it clear, I am not necessarily a fan of generative AI nor do I think any of the ideas presented in this paper must be applied in your classroom. The lesson and assessment ideas worked perfectly well before generative AI was introduced and, while perhaps they do enhance the process of the task, they are absolutely not an essential element of it. While I am certainly not an early adopter of technology, neither am I a Luddite who resists change and wishes to turn back the clock. We cannot fail to acknowledge the impact generative AI has had in such a short space of time. Unabated media attention (e.g., New York Times; Brooks, 2023; CBS; Walker, 2023; Sky News; Acres, 2023, etc.), vast financial investment from the biggest corporate behemoths in the tech industry (e.g., Microsoft Corp. is investing $10 billion in OpenAI, the parent company of ChatGPT, Bass, 2023) and the fact that ChatGPT broke records to reach 100 million registered users only two months after being made public (Hsu & Ching, 2023; Lim et al., 2023) has propelled generative AI into the spotlight. During this relatively short period there have already been various articles extolling the virtues of generative AI in the field of educational research (Alshater, 2022; Pack & Maloney, 2023), personalized and interactive learning (Baidoo-anu & Owusu Ansah, 2023) and how it can be harnessed to facilitate language acquisition (Kohnke et al., 2023). As such, it could be said that generative AI has become the most highly charged issue concerning academia in recent years (Liao et al., 2023). This paper hopes to add to the rapidly growing body of work pertaining to generative AI and its use in the classroom.

Artificial intelligence (AI) is not necessarily a new phenomenon and has been ubiquitous in most popular search engines, navigation software, autocorrect, and grammar-checking functions, and these are often inbuilt into most word processing platforms we use on our phone or pc. With the latest breakthrough and the development of generative AI technologies, there are those who acknowledge that not only should it have a place in our classrooms, but it certainly *will* have a place in our learners' working environments when they graduate and we must play our role in preparing them for this (Pretorius, 2023). This has also resulted in some more reactionary sentiments to ban the use of this technology entirely and use tools such as Turnitin or even the generative AI applications themselves to verify if the student's written work was generated artificially (Farrelly & Baker, 2023). If we use the instructions from my current institution as an example we can see that the Tamagawa University Centre as a Lingua Franca (CELF) 2023 Teacher Guidebook (2023, p. 4) states:

> 1-5. Academic Honesty: Plagiarism policy
>
> Plagiarism can be understood as the situation where a student falsely claims

> that their writing is their own when it is:
>
> a. done by other people, or done by language translation or other online software (e.g., ChapGPT).

While this does not cover the nuance and the plethora of different ways generative AI can be used during the writing process, it certainly does cover the 'having a robot write my essay for me' elephant in the room most students and laypeople are familiar with. I do, however, think the CELF handbook is sufficient as it justifies this slightly simplistic interpretation with the important caveat, "it is important for teachers to help their students be aware of what constitutes original work" (2023, p. 4). Some higher education institutions have gone one step further and introduced procedure where learners need to indicate at what stage of the writing process generative AI has been used (e.g., Monash University, 2023), but I feel that Tamagawa's policy of giving the teacher responsibility to decide what constitutes academic integrity is ultimately appropriate. This paper postulates that while there are certainly limitations to the use of generative AI and challenges to raise our learners' awareness of, this powerful new technology should not be viewed with inherent suspicion as a vehicle to foster *carte blanche* cheating, but, with proper direction, it can enrich our classes and inspire our students.

While the focus of this article is how to make our students aware of generative AI and its practical limitations, the crucial aspect of *who* owns these tools and the vast amount of data they harvest and for what potential reasons multinational corporations are so keen to be at the forefront of the 'age of generative AI' must also be posed to students. Throughout my research for this article I have read numerous papers and came across a very familiar story. Most academic papers have a very unquestioning attitude towards generative AI and treat it, albeit with some limitations which can be overcome, as simply a new tool like the word processor or the invention of spellcheck (Farrelly & Baker, 2023; Kohnke et al., 2023; Pretorius, 2023). The following quotation, in my opinion, seems to embody the vast majority of scholarly summation on the matter:

> Artificial intelligence (AI) has enhanced living, learning and working environments and become a part of daily life (in smart home appliances, chatbots and more), the new wave of generative AI tools based on Large Language Models (e.g. ChatGPT, DALL-E2) is set to revolutionise many domains (Kohnke et al., 2023, p. 2).

Most academic articles referenced in this paper do not acknowledge the power aspect behind it and for who this technology may benefit in the future. For me this is extremely worrying. I would like to believe that altruism and the 'greater good' is the main motivator for the private corporations who co-opted this vast slew of personal, often

copyrighted, information and the tech gurus who are the figureheads for it. It may be true that generative AI will reshape how we live, work, teach, and study and become as pervasive as the internet itself (Farrelly & Baker, 2023). We cannot stymie the course of history, but we can be aware of it and ever vigilant in defending our freedom against private corporations and those who seek to benefit from generative AI. Some may see a more insidious side to generative AI in that the wealthiest companies in history (e.g., Microsoft, Apple, Google, Meta, Amazon) are seizing the sum total of human knowledge that exists in digital form and walling it off inside privately-owned products with no democratic accountability to the general public and providing little transparency to their ambitions for it in the future (Klein, 2023). Raising our learners' awareness of this would seem essential as generative AI continues to gain prominence in society. As the internet falls into privately-owned hands and the ability to shape, analyse and manipulate it opens up the path to profitmaking and market domination, the ability to hold this power to account and be critical of it would seem of seminal importance.

2. LITERATURE REVIEW

It is clear from the literature that generative AI and its recent advances have significant implications for tertiary education and specifically language education (Pack & Maloney, 2023). This potential to revolutionize academic research and education in a variety of fields (Alshater, 2022) cannot be ignored. As our learners will almost certainly encounter generative AI in their future careers, and the reality that it will become ever integrated into their workplaces seems inevitable (Baidoo-anu & Owusu Ansah, 2023). This would seem to decree that using generative AI effectively will be a valuable skill in their future. We should try to avoid being blinded by a preoccupation with student misuse and cheating (Pack & Maloney, 2023) and embrace the plethora of uses it can have in our classroom, for example instantaneous feedback on student assignments, personalized learning experiences, generating lesson plans, and facilitating language acquisition (Hsu & Ching, 2023; Kohnke et al., 2023). As such, it is imperative that educators, technology experts, researchers, and policy makers compile their efforts to ensure generative AI tools are implemented to support the learning process in a safe and constructive manner (Baidoo-anu & Owusu Ansah, 2023).

At times the discourse surrounding generative AI is presumptive, about how it is taking the world by storm and "opening up new frontiers that will affect the way we learn, interact, and work with each other and thus require us to reimagine existing practices in order to be prepared for and stay relevant in the future" (Lim et al., 2023, p. 9). While I do not want to throw the baby out with the bath water, I certainly do not see it this way. Later on in this paper I will propose a few concrete examples of how generative AI can be of use in the classroom, but overall, from a personal point of view, I rarely feel generative AI is a necessity in either my private or professional life. We cannot deny that generative AI is here to stay and we need not be reactionary and attempt to impose a blanket ban on its use. Attempting to retreat back to pen and paper, heavily invigilated testing would be to the detriment of all and seeing generative AI only as a way to cheat would be missing the point. The academic integrity tech giant

Turnitin and even OpenAI, the company behind ChatGPT, have freely admitted that it is essentially impossible to reliably detect AI-generated writing (Farrelly & Baker, 2023). As such, I feel we should be able to proactively devise formative teaching assessments and methods which consider the process and development of our learners, such as a portfolio method of assessment, in which generative AI has limited, yet significant role to play. Overall, I would certainly agree with Hsu and Ching (2023) when they state that, "while generative AI can be a valuable tool, it is important to strike a balance and not overly rely on its capabilities" (p. 605). It should be viewed as a tool to enhance, inspire and support the learning *process*, not the creator of the final product.

3. LIMITATIONS

In the literature the limitations of using generative AI are numerous and significant; however, many of them are issues concerning the tool itself (i.e., the diversity of the data pool it analysed and the sometimes erroneous information it produces when prompted etc.). They are not necessarily wider concerns such as who owns these tools and for what possible purpose they may ultimately serve. Many of these limitations are relevant to our classroom, but in section five of this paper I will present some wider and, for me, more troubling concerns.

3.1 Generating Incorrect Information

One of the biggest problems with generative AI is that it makes mistakes and often even completely fabricates information or sources used to support its answers. In the field this phenomenon is branded 'hallucinating' (Baidoo-anu & Owusu Ansah, 2023). Therefore, it is crucial to explain to our learners that, at the time of writing, ChatGPT is only trained with information up to 2021 and any information requested of it after this date could potentially generate fabricated results. The key lesson from this is that I believe it should in no way be utilized to produce the final product of any task or assessment, but act as a muse and ideas generation tool during the process. These ideas and inspiration should not be accepted uncritically. We should raise our leaners consciousness to not expect generative AI to do our thinking for us, but to accept, discard, and *fact-check* the information it provides to us. We must not fall into a trap of trusting and relying on this technology, but remain ever vigilant and suspicious of it.

3.2 Bias

The next limitation to make our students aware of is more subtle and perhaps difficult for them grasp, but generative AI will only produce results based on the quality of data it is trained on (Farrelly & Baker, 2023). Therefore, it will be subject to the human biases of its creators (Pack & Maloney, 2023). This may possibly be difficult for students to identify in their L2, but certainly something they need to be mindful of when using generative AI in either their native or non-native language.

3.3 Lack of Human Interaction

Generative AI has a plethora of potential uses to aid our students' SLA, however, while

one day it may be a feasibility, the technology is not yet ready to replace educators entirely. To deliver tailored task-based classes which elicit student-centered ideas and seek to promote long-lasting intrinsic motivation in a similar vein to the method outlined in a previous edition of this journal (Marsh, 2022), would be above and beyond the capabilities of contemporary generative AI technology. As Baidoo-anu and Owusu Ansah (2023) confirm, "ChatGPT and other generative AI models are powerful tools, but they are not a replacement for human teachers and tutors" (p. 57). Generative AI has practical applications in the classroom, and this may exponentially increase in the future. However, it is the teacher who gives it a place and provides context for it, who educates students about the limitations of it and raises their awareness to be critical and sceptical of how it works and the information it provides.

3.4 Data Privacy

This is a troubling area and one that may have significant ramifications for the future ownership of online information. Granting profit-driven, private, democratically unaccountable corporations access to the sum total of our collective digitized culture and permitting them to collect, in a very opaque and unregulated fashion, all the data entered into these engines and how we interact with a very humanlike chatbot is, for me, a worrying thing indeed. To expect these organizations to act altruistically and not try to monetize this immense power and use it for their own self-interest is extremely optimistic. These concerns are also valid on both a micro and macro scale. As Microsoft owns 49% of OpenAI (Radsch, 2023), the parent company of ChatGPT, the immense amount of data one corporation will potentially own directly concerning you is quite astounding. As it is quite likely that personalized data will be entered as part of user queries and then used for generative AI training (Hsu & Ching, 2023), it is important we make students aware of this and remind them not to enter personal data unless they are comfortable with these activities (Pack & Maloney, 2023). Helping students to be mindful of these implications could be a crucial skill for every democratic citizen as we creep further into a digitized world where the footprint we leave behind today may well lead to increasingly targeted advertising in the short-term. However, this vast cache of our searches, photos, comments, and questions, basically our entire online existence, may well form something potentially more insidious in the future. While prognostication is futile and it is important to avoid dystopian clichés, allowing this inherently personal data to flow into private, unregulated hands, where profit and market domination is at the very core of their raison d'etre, this is something we should certainly not ignore.

4. PRACTICAL CLASSROOM APPLICATIONS

Unfortunately, the space available prevents me from mentioning as many applications for generative AI in as much detail as I would like. The key point would be to embrace, and to attempt to foster an understanding that generative AI has a vast amount of nuanced and versatile uses during the *process* of most tasks or assessments, but should certainly not be employed to simply generate the final product (Pretorius, 2023). Once this is fully accepted and internalized it should hopefully change the way generative AI

is viewed and allow it a, albeit limited, place in your classroom.

On one hand, it could be said that language instructors will require AI-specific digital competencies to effectively use generative AI in the classroom (Kohnke et al., 2023), however, as autodidactic as it may sound, I believe a lot can be achieved through prior experimentation and 'playing around' with different prompts and the results they generate. I feel it is important to try to see generative AI through the eyes of our learners. Using clear, concise, simple English which generate the most accessible results for our non-native students is the most desirable outcome. I feel it is very important to be quite prescriptive with learners, give concrete example commands, and show the results which will actually help them live in class. Learners may well be impressed and overawed by the copious native level prose it generates almost instantaneously, but this is not how I want them to use it. You must be clear about this and show real examples in the class.

4.1 Brainstorming during the Writing Process

I often have students write a short creative story as a process writing assignment. They often come up with excellent, original ideas; however, this takes creativity, rumination, and above all time. Generative AI can be used during the various different stages of this writing task, in particular brainstorming. Normally I have learners brainstorm 'genre', 'setting', 'characters' and 'other' as a class activity. Some students can come up with rich, detailed ideas quite quickly, while others take far more time and often produce more generic, or even bland, results. The ability to create and provide effective prompts that generate accessible responses is essential when supporting our learners to make better use of generative AI (Hsu & Ching, 2023). As such, the prompt 'give me an example of an interesting character', will result in an overly complex, dense piece of prose. This is an excellent example to highlight to the class that they have no ownership over this language and that this is not the kind of result we are looking to produce from generative AI. "Real proficiency is when you are able to take possession of the language, turn it to your advantage, and make it real for you" (Widdowson, 1994, p. 384). The follow-up prompt, 'make it far more simple [sic] for a language learner', will generate a far more English as a Lingua Franca (ELF) compatible result. To be honest, this still generates quite a lot of verbiage; however, it is far more accessible than the previous result. This is just one small example and the key point of this demonstration is the learners *must* understand that they are in control of generative AI, that the information it provides to them must be intelligible, and it is up to them to decide whether or not it shapes or contributes towards the development of their essay. Unfortunately there is no space in this article to list other example prompts or situations where generative AI can be supportive when brainstorming or generating ideas, but the key point is, the teacher must be able to impart the ability of formulating useful prompts and the students must be able to be critical of the results generative AI provides to them.

4.2 Research for a Speaking Task

As the above example in 4.1 demonstrates, generative AI can potentially have a plethora of uses in the writing process, it is also similarly well suited to supporting with speaking

tasks and assessments. In a previous issue of this journal I explained a debate assessment in detail (Marsh, 2020). Through the debate assessment, as with many speaking tasks, a research/ideas generation stage is essential. Again, careful prompting is a key skill with using generative AI to help support our students in this situation because often far too much native level output will usually be generated. Providing learners with key words to make the generative AI tool aware they are a non-native speaker and making sure they fact-check the information provided and convert it into English which is intelligible to them and can be used in a fluent, comprehensible fashion in the task/assessment itself is fundamental. The important message to convey to the class is that the results generative AI provides to them have no value in of themselves. It is how they verify this information, make use of it in a group, and make it real (e.g., ask questions about it, give their personal opinion about it, connect it to their own real-life experience, etc., which really matters). A common theme in this paper is that generative AI should not be used to produce the final product of any task or assessment, in this example, to then be read verbatim during the debate. It should provide the starting point (Pretorius, 2023) so students can process, fact-check, and be critical of and inspired by the information generative AI provides. With debate topics like 'single or married' or 'smartphones are good or bad', generative AI can provide a great deal of information and inspiration, but ultimately it is not the information, but how learners use it that counts.

5. MONOPOLY CAPITALISM AND WHY IT WANTS TO DOMINATE THIS EMERGING MARKET

Generative AI is a tool which does have a multitude of practical applications both inside and outside the classroom. We should, however, not forget that it is owned and controlled by private corporations who are motivated by the lure of ever-greater profits and cannot be trusted to regulate themselves against the potential harm unfettered AI could bring (Reich, 2023). In my opinion, this viewpoint is not made apparent enough in the academic literature. Generative AI is at times viewed quite uncritically by some scholars and often appraised only by what it does, not who is behind it and how they may benefit from it. I feel this quote reflects this quite unassuming attitude, "I believe that, in a similar way to when word-processing software first introduced a spell-checker, generative AI will become part of our everyday interactions in a more digitally-connected and inclusive world" (Pretorius, 2023, p. 3). While this may be factually accurate, it paints a very pragmatic picture where generative AI is simply a useful tool to help us improve our lives. I do not believe this goes far enough, and I think if we cannot assess generative AI more critically, then we are doing our students a disservice. Firstly, generative AI has made use of countless copyrighted and privately-owned images and internet resources. As such, many artists are currently pursuing the matter through court (Center for Artistic Inquiry and Reporting, 2023; Chen, 2023). This issue also relates to us and our classroom as the prompts we enter and the intentional or unintentional personal information generative AI collects from us and our students today will help train the next version when it is released in the future. We must be aware of this and encourage our students to take this matter seriously. Microsoft, Alphabet

(Google's parent company), Apple, Amazon, and Meta have failed to address existing harms perpetuated by their platforms, from rampant disinformation and manipulation to addiction and surveillance capitalism (Radsch, 2023). We already live in societies in which power is exercised by a few to the detriment of the majority, and this technology may well provide a means of consolidating this power (Malik, 2023). These are some of the great number of reasons why many senior academics signed the petition to pause AI development (Future of Life Institute, 2023). I would implore you to consider more seriously the aspect of power and ownership behind these flashy new tools and make some attempt to encourage your learners to think in the same critical fashion.

6. CONCLUSION

There may be some who view generative AI as an existential threat to the institution of higher education or that we are presently witnessing the birth of the technology which will consign us to garbage receptacle of history and make our jobs an anachronism. I have always felt eliciting ideas from the class and encouraging student-centered lessons to emerge from the learners themselves is the backbone of every good classroom, and for now at least, I believe the teacher plays an indispensible role in this. For better or for worse, generative AI is here to stay and this paper offers some ideas for how to implement it in ways which can highlight to our leaners that it has a plethora of uses besides 'cheating' or 'doing our work for us'. Importantly, introducing generative AI into our classroom will help students become more familiar with the advantages and disadvantages of this technology before entering the world of work, where it will potentially become ubiquitous in the years to come. Also, raising issues of power and the use of private data, including their own, is something I have not seen too much of in the literature, and, in my opinion, is something that needs far more scrutiny in academic circles and also in our classroom.

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The use of Book Creator for multimodal textbook composition

ブッククリエイターを活用したマルチモーダル教科書作成の試み

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ABSTRACT

There has been an increasing interest in using multimodal composition as a crucial part of English language teaching for the digital era (Kessler, 2023), as it can help prepare learners for a world in which messages are increasingly available through multimodal means that involve more meaning-making resources (e.g., word, image, sound, video) than traditional language-based writing (Kress, 2014). This article explores one implementation of digital multimodal composition in a course in English for teachers at a university in Japan. The study's goal was to learn about students' perspectives on using Book Creator, an IT tool to construct digital, multimodal books, which were to be used for their micro lesson. From the analysis of the author's classroom observation and the students' comments in online questionnaires, by and large, students had a favorable perception of Book Creator, which fostered the development of their multimodal skills and their eagerness to collaboratively produce digital books with their peers. However, some challenges were also reported by students regarding incorporating multimodal communication in the English classroom. To conclude, this paper gives recommendations for teachers wishing to embrace multimodal composition in their English language teaching.

KEYWORDS: English language teaching, Multimodal composition, Book Creator, collaborative learning, Higher education in Japan

1. INTRODUCTION

The increasing prevalence of digital media, characterized by multimodality, or the inclusion of various modes of communication such as sound, images, and gestures, has become highly significant in the lives of people worldwide (Jewitt, 2014; New London Group, 1996). In light of this situation, numerous experts in the field of English language teaching (ELT) argue that educational institutions in the digital age should help prepare students to develop multimodal literacies (e.g., Kessler & Marino, 2023;

Shin et al., 2021), since engaging with multimodal literature significantly transforms the process of reading. Contrary to working with a conventional text that consists of letters and sentences, multimodal materials require the processing of multiple modes and the recognition of the interconnections between these modes, ranging from image, sound, gesture, gaze, posture, and so on (Kress, 2017).

To respond to this call, the author opted to use Book Creator (https://bookcreator.com), a software that enables users to create, read, and share multimodal digital books, for his English for teachers' course at a university in Japan. As Japan's Ministry of Education (hereafter MEXT) has been promoting the integration of Information and Communication Technology in education (MEXT, 2021), utilizing and developing multimodal, digital textbooks is an increasingly common practice for teachers. I felt that using this IT tool can provide a sense of challenge and authenticity to students, ultimately fostering greater motivation and academic success. Furthermore, the 'real-time collaboration' feature in Book Creator could encourage collaborative learning, which may enhance learners' interaction, reading comprehension, and writing skills through writing and revising drafts, reading for research, and peer reviewing (Royer & Richards, 2007).

As this was my initial experience with the integration of Book Creator into my teaching, I was curious to see students' perceptions of the use of the IT tool. Moreover, although there have been brief accounts of Book Creator being utilized in English classroom at Japanese universities (e.g., Rakshandehroo, 2023), to the best of my knowledge, little investigation has been conducted specifically into students' responses and perceptions of this digital platform. Therefore, students' insights can be beneficial for teachers to understand and address affordances and challenges students might encounter in applying Book Creator and further develop multimodal pedagogy in English as a foreign language (EFL) in Japan's higher education.

The study's research objectives were: (1) What are the students' responses to the use of Book Creator, and (2) How do students perceive Book Creator as nurturing multimodal skills and English writing and reading skills? This article first briefly describes the general features of Book Creator, the course content and participants, procedures for conducting multimodal composition tasks, and methods and methodologies. This is then followed by discussing the benefits and challenges students faced in using the tool, and suggestions for incorporating digital multimodal composition tasks into EFL lessons.

2. BOOK CREATOR

Book Creator is a tool that enables users to create, read, and share digital books. As of November 30th, 2023, it is available via the web browser or App Store for iPad. It is a teacher-led tool, and students need to be added to the virtual library in order to be able to create, share, and read books. A teacher can join the tool with either a free membership (up to 40 books in one library) or with a paid membership (unlimited libraries with 1000 books) in which users can use a real-time collaboration feature that enables anyone who has access to the library to edit the book simultaneously.

Students can also use either a QR code or a code given by the teacher to sign in to join a specific library. Upon signing in, users are led to a virtual library where they are allowed to create and read books. There are two types of layouts provided: traditional layouts and comic book layouts. Both types provide three different forms of layout: portrait, square, and landscape (Figure 1). After selecting the layout, the user is taken to the book's cover page. As shown in Figures 2 and 3, a variety of design options are available to users, including background colors, comics, paper, borders, and patterns, and these options can be accessed through the use of a pen, creating a textbox, importing voice or video recordings, and inserting images. Lastly, students with an access code are permitted to read and comment on the books shared in Book Creator's virtual library.

Figure 1

Choose a book shape

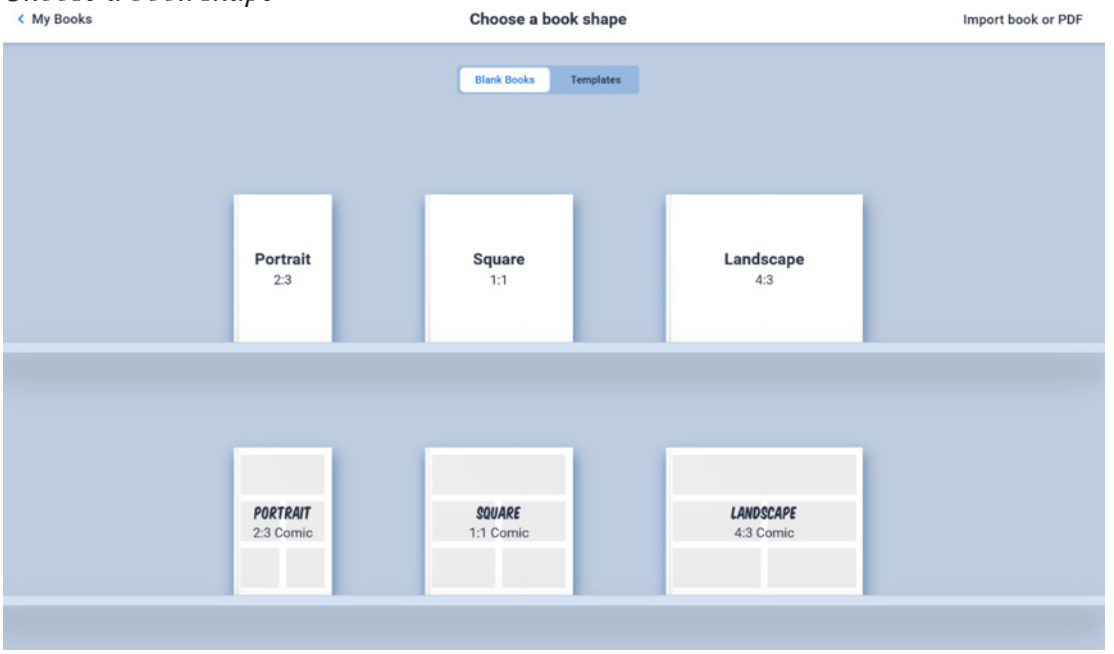


Figure 2

Cover page and media options

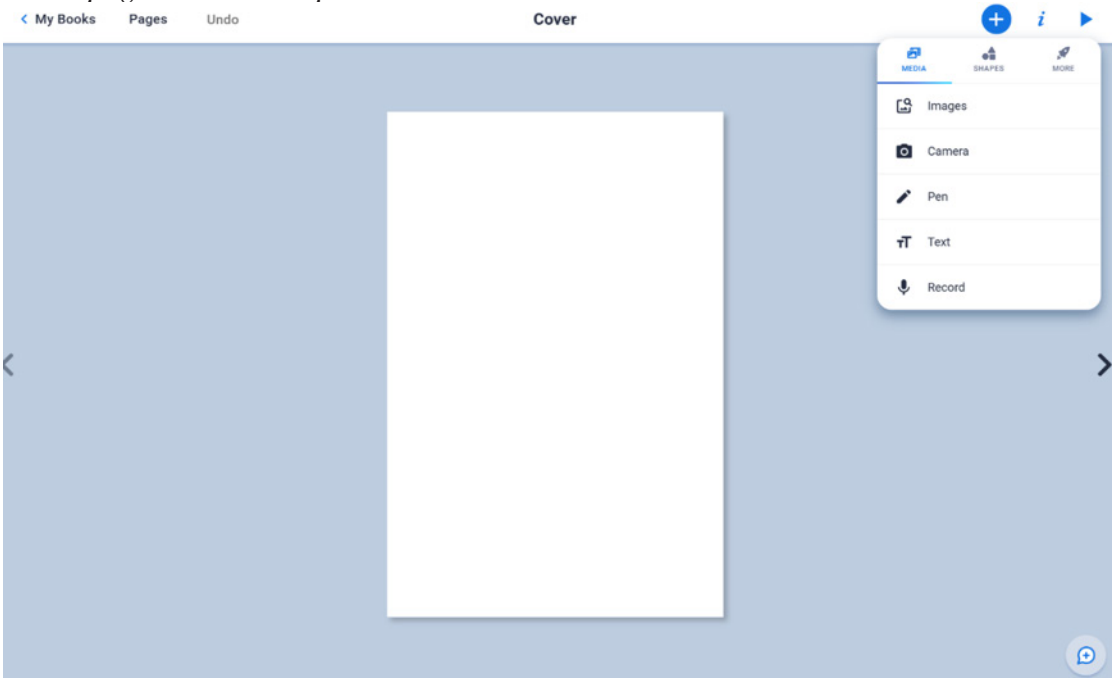
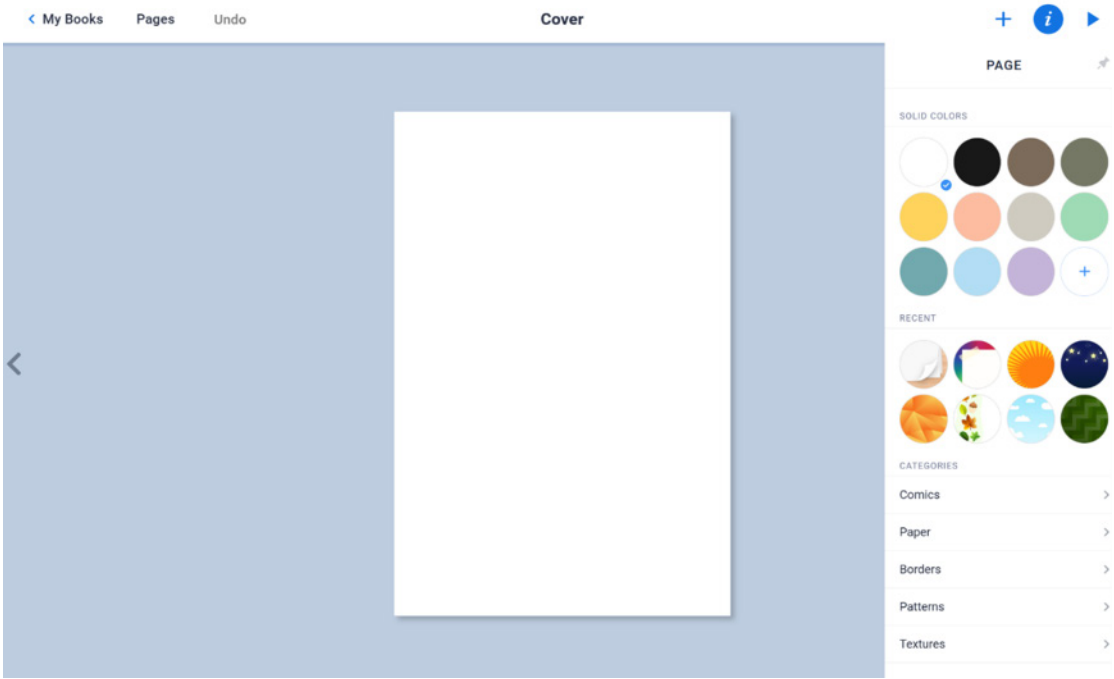


Figure 3

Cover page and design options



3. METHODOLOGY

The data for this paper were collected from two classes (T1 and T2) of students taking the author's course for English for teachers for first-year students at a private university in Japan. The course consisted of 15 weekly lessons lasting 100 minutes, and the students were from five faculties: agriculture, arts, education, engineering, and humanities. Data were collected over a period of 2 months, during which the students devoted their time and effort to their final project of conducting a micro lesson with the digital textbook they had designed. A total of 47 (T1: 22, T2: 25) students volunteered to take part in the study. Students provided informed consent for researchers to observe and take notes on their composition processes and analyze their textbooks, reflection papers, and responses to online questionnaires. Microsoft Teams questionnaires were distributed to students upon the completion of the project, in which 38 students (81%) filled out their names together with 8 questions asking their perceptions of using the book-creating application (see Appendix A). Students' questionnaire responses, reflection papers, and the author's observation notes were analyzed using qualitative content analysis (Selvi, 2020) to identify recurring themes that provided a range of perspectives on the use of multimodal composition tasks in the courses. Students' answers written in Japanese were translated by the author, and pseudonyms were used.

4. TEACHING STEPS

Teaching students how to create multimodal textbooks can be structured in three stages: pre-production, production, and post-production.

4.1 Pre-production

Following a brief lecture on multimodality, I introduced the features of Book Creator to my students. The students experimented with various features and familiarized themselves with the settings before starting on the assigned tasks of making digital textbooks. Students were given the choice of choosing the topics from the covered units in the textbook or supplementary materials and formed groups of four to five based on their departments and school subjects they wish to teach. When assigning this task, to help them with better idea expansion, I provided writing guidelines, a sample textbook I authored, and an assessment rubric. I made it clear to students that this assignment was graded mainly for participation, creativity, and meeting the required number of pages, types, and modes, which I believe allowed students to enjoy and alleviate their concerns over linguistic accuracy.

Regarding the design of textbooks, it is probable that students will combine or edit existing materials to produce something new, what is referred to as a 'mash-up' (Kessler, 2013) or 'remix' (Hafner, 2015). Hence, it was imperative for me to instruct my students in proper referencing and the use of Creative Commons licenses.

4.2 Production

The production stage is where the text is composed or produced. With the

implementation of Book Creator, the class became a student-centered one, and they became active learners as they were required to be decision-makers and content planners in order to produce the textbook. Meanwhile, they were welcome to reach out to me for assistance if they encountered any problems with the group project. While I guided the learning process and provided necessary information, I encouraged peers to provide feedback and help each other at different phases of the production.

Most importantly, when producing textbooks, I advocated using their most proficient language–Japanese to achieve depth in their ideas through oral discussions and the drafting of an outline or storyboard. Subsequently, they could refine their ideas with their group members or teacher using English.

4.3 Post-production stage

After students completed their textbooks, students in groups used their textbooks to give micro lessons ranging from 15 to 20 minutes as the final stage of the project. I gave feedback through the comment function in Book Creator and also instructed students on how to provide critical and constructive comments and replies that did not offend or harm their classmates, and that these online discussions were also included in the assessment.

Finally, students wrote a reflection paper of at least 150 words based on their digital textbook, its production process, and presentation at the micro lesson. In this assignment, they could critically analyze their digital textbook making experience and discuss its personal and professional implications. At this stage, I offered timely and constructive feedback, while allocating some class time for peer-review of approximately 40 minutes.

5. FINDINGS

Table 1 presents the summary of the questionnaire responses, and it can be seen that the students' responses to the implementation of the Book Creator to design digital textbooks were well-received. In particular, all students expressed enjoyment in using the tool (Question 1). Similarly, questions 2 and 3 indicated that the majority of participants (90 & 89%, respectively) were able to create and share their own digital books with relative ease, which led some of them to consider adopting Book Creator in their future teaching. For instance, in Question 9 of the survey, Nami (T1) noted, "I think even elementary school students can use this. I would like to use this when I become an elementary school teacher." In addition, 37 students (98%) favored the platform as a beneficial source to develop digital skills (Question 5), which could also help them prepare to teach in a digital world, as Yuya (T2) commented in the final open-ended question in the survey, "As our society is becoming increasingly digitalized, I think knowing how to make and use digital books and developing IT-based teaching methods are very good and practical."

Table 1

Summary of Students' Answers in the Online Questionnaire

	Strongly agree	Agree	Disagree	Strongly disagree
1. It was fun to use Book Creator.	16(42%)	22 (58%)		
2. It was easy to use Book Creator.	11 (29%)	23 (60.5%)	4 (10.5%)	
3. If I were a teacher, I want to use Book Creator in my class.	10 (26%)	24 (63%)	3 (8%)	1 (3%)
4. Book Creator helped improve my multimodal skills.	13 (34%)	25 (66%)		
5. Book Creator helped improve my digital skills.	12 (32%)	25 (66%)	1 (2%)	
6. Book Creator helped improve my English writing skills.	5 (13%)	27 (71%)	6 (16%)	
7. Book Creator helped improve my English reading skills.	7 (18.5%)	26(68.5%)	5 (13%)	

Furthermore, my observations were in line with the above survey results. Despite the novelty of using IT tools, students were in awe of the features they could use in Book Creator to nurture multimodal skills through working with classmates collaboratively. And almost all students hardly had any major difficulties operating the platform, some verbally reporting that the layouts and buttons are very simple and intuitive. Although some obstacles were experienced by students with limited digital literacy, students shared their areas of competence. While some pupils were particularly skilled in crafting content through words, others demonstrated expertise in choosing appropriate images or videos and integrating different modes.

In terms of developing multimodal skills, all participants were in favor (Question 4) of using Book Creator (100%), as it gave students more options on ways to represent their ideas and intended messages. Figures 4 and 5 come from a digital textbook on "flame reaction" designed by students who are aspiring to be science teachers. In his reflection paper, Seiji (T2) commented on how creating multimodal texts offered possibilities for fostering advanced cognitive processes and facilitating group discussion, which provided students with the opportunity to engage in careful consideration on how they could attract the attention of their audience, who do not necessarily share the same academic background:

Figure 4
Students' Textbook Cover

Figure 5
Textbook Page with a YouTube Video

"First, our groups' textbook was pretty much words. But then we realized that because our lesson was on flame reaction, we thought that some classmates might not understand. Not all have knowledge or interest in science. So, it was great that we were able to also add a YouTube video that shows a flame reaction. I think people have a hard time understanding the flame reaction if it is only words. We were very happy when the audience enjoyed our lesson."

On the negative side, however, I witnessed some students encountering difficulty when making each group member's design cohesive into one final project. Takuya (T1) noted in his questionnaire, "My pages were low-quality, with mostly text and not artistic, which was a bit embarrassing. And I felt sorry for my members who took so much time and effort trying to put all of it into one good textbook." Other constraints revolved around students' unease with using Book Creator, as they were not accustomed to expressing ideas in multiple modes using the online platform. A few students, particularly those who enjoyed and excelled at formal writing and reading, were discontented by Book Creator, which can be exemplified in Yuko's (T2) remarks, "Book Creator allows me to make creative and artistic work, but does not really help

me in learning academic writing skills or reading skills." These dissatisfactions may have prompted some students to select 'disagree' as their response to questions 6 (16%) and 7 (13%) or choose not to participate in the online questionnaire (19%). Finally, as the project progressed, certain students, like Takuya (T1), expressed concerns over the assessment of their work.

6. DISCUSSION

The findings underscore a number of contemporary issues that need to be taken into account when assigning students to create and share multimodally composed digital textbooks for ELT: careful attention and scaffolding; planned implementation; and assessment.

Firstly, educators should be cognizant of what students do as they express ideas in multiple modes and scaffold students' processes so that nobody feels discouraged or excluded from the project. One strategy that could have been effective, particularly for a student like Takuya, would have been to constantly remind learners that not everyone possesses aesthetic skills and enthusiasm for illustration; thus, illustration should be viewed as just one mode of expression, which can be conveyed through a simple emoji or picture, not necessarily a meticulous and elaborate illustration.

Secondly, multimodal composition tasks should not be used indiscriminately, and if they were to be used, they should be tailored to the needs and levels of students. For instance, a multimodal composition task may not be well-suited for a class consisting of students who are eager to improve their academic writing or reading skills.

Finally, a key role for any teacher is to clearly announce to their students how they assess their students' work. As mentioned earlier, I did my best to communicate with students that what I value most is "process"—whether students have managed to follow the instructions and cooperatively worked with their peers—rather than the technical quality of the "product" (Hafner & Ho, 2020). Yet, further classroom practice and research are needed into how teachers can fairly and effectively grade multimodal collaboratively crafted texts.

7. CONCLUSION, LIMITATIONS, AND FUTURE RESEARCH

The findings reveal that students, in general, perceived Book Creator positively, not only to practice multimodal composition but also to express their creativity and develop collaborative skills. As a whole, Book Creator seems to be a useful educational technology for the English language learning classroom.

Nevertheless, I acknowledge several limitations within the present study. Foremost among these limitations is that the sample is small—only two classes in a university—and that this inquiry is based on participants' replies to a questionnaire and reflection papers, and classroom observations by the author are somewhat subjective points of view. Another limitation is that the author's students are the participants, which may limit students from expressing negative thoughts or trying to present themselves in a positive light to the researcher (Dornyei, 2007). A questionnaire administered by

a different teacher could have elicited more critical responses. Notwithstanding, as a case study within one tertiary institution, the insights gained from this study can offer implications for educators interested in adopting multimodal composition in their respective contexts.

Future research in this area could include a larger number of participants with different levels, such as junior high school students, in various contexts, like Thailand. Additionally, different research methods, such as interviews and pretest and posttest assessments to measure students' writing and reading comprehension skills, could be used. Conducting the research for more than one cycle could also ensure more reliable data to provide guidance and suggestions for teachers.

It should also be noted that Book Creator could support nurturing awareness of English as a Lingua Franca (ELF) and bi/multilingualism. At the time of writing, users have the option to have a book read aloud to them by a virtual assistant in one of 27 languages (including Japanese) and various dialects of English, such as Irish, Indian, and South African English. While the current study did not use this function, it is a worthy area to explore in future teaching. For instance, to raise students' awareness and comprehension of diverse speakers of English, teachers can utilize this feature while assigning students to write reflective essays or lead a discussion on different varieties of English. In a similar vein, teachers could also implement an ELF-integrated project by having students make digital books on Englishes spoken not only from inner-circle countries, but also from the outer and expanding circles (Kachru, 1985).

In my view, Book Creator has the potential to lead to beneficial developments in students' multimodal skills and collaborative learning. If nothing else, I hope the study provokes further discussion of multimodal IT tools and their pedagogical practices, which, in turn, may encourage teachers to integrate multimodal learning into their own repertoire of teaching practices.

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APPENDIX A
Microsoft Teams Questionnaire

2. It was fun to use Book Creator. （Book Creatorを使うのは楽しかったです。） *

- ◯ Strongly agree (非常にそう思う)
- ◯ Agree (そう思う)
- ◯ Disagree (そう思わない)
- ◯ Strongly disagree (まったくそう思わない)

3. It was easy to use Book Creator. （Book Creatorは使いやすかったです。） *

- ◯ Strongly agree (非常にそう思う)
- ◯ Agree (そう思う)
- ◯ Disagree (そう思わない)
- ◯ Strongly disagree (まったくそう思わない)

4. If I were a teacher, I want to use Book Creator in my class. （もし私が先生なら、Book Creatorを授業で使いたいです。） *

- ◯ Strongly agree (非常にそう思う)
- ◯ Agree (そう思う)
- ◯ Disagree (そう思わない)
- ◯ Strongly disagree (まったくそう思わない)

5. Book Creator helped improve my multimodal skills. （Book Creatorは私のマルチモーダルスキル向上に役立ちました。） ＊マルチモーダルスキルとは、文字だけでなく、映像やイラストなども使用しながら物を作ったり、人とコミュニケーションをするスキルです。 *

- ◯ Strongly agree (非常にそう思う)
- ◯ Agree (そう思う)
- ◯ Disagree (そう思わない)
- ◯ Strongly disagree (まったくそう思わない)

6. Book Creator helped improve my digtial skills. （Book Creatorは私のデジタルスキル向上に役立ちました。） ＊デジタルスキルとは、デジタルデバイス（コンピューターやインターネット）といったテクノロジーを有効に活用するスキルです。 *

- ◯ Strongly agree (非常にそう思う)
- ◯ Agree (そう思う)
- ◯ Disagree (そう思わない)
- ◯ Strongly disagree (まったくそう思わない)

7. Book Creator helped improve my English writing skills. （Book Creatorは私の英語ライティングスキル向上に役立ちました。） *

- ◯ Strongly agree (非常にそう思う)
- ◯ Agree （そう思う）
- ◯ Disagree (そう思わない)
- ◯ Strongly disagree (まったくそう思わない)

8. Book Creator helped improve my English reading skills.（Book Creatorは私の英語リーディングスキル向上に役立ちました。） *

- ○ Strongly agree (非常にそう思う)
- ○ Agree (そう思う)
- ○ Disagree (そう思わない)
- ○ Strongly disagree (まったくそう思わない)

9. What do you think about using Book Creator? What do you think are the advantages and disadvantages of Book Creator? (Open ended)（Book Creatorを使ってみての感想はどうでしたか？Book Creatorの利点と欠点は何だと思いますか？（自由形式） *

回答を入力してください

Minimal pairs in the context of teaching English as a Lingua Franca in Japan

日本の共通語としての英語教育における ミニマルペアについて

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ABSTRACT

In a world where English is a dominant communication medium, the need to sound like a native speaker is diminishing. Accents are unique tokens of every speaker's expression, and they should be embraced as such. However, situations where a conveyed message is misunderstood are not uncommon, especially when English is used as a lingua franca. They often occur when a phoneme typical for English has either a significantly different quality or is completely absent in the speaker's native language. This article discusses a series of activities using minimal pairs—two words varying by a sound typically difficult to distinguish. The tasks have been formulated based on isolating such challenging phonemes observed during daily interactions with Japanese speakers of English. They aim to enhance students' ability to distinguish these sounds as speakers, as well as listeners.

KEYWORDS: Minimal pairs, Challenging phonemes, Japanese speakers of English, ELF pronunciation

1. INTRODUCTION

The way we pronounce, and in a broader sense, our diction are subtle, yet arguably the most personal, intimate, substantiations of our cultural identity, and temperament. The aim of using language is to communicate our needs and thoughts. As long as the message is received and understood, language serves its purpose. Problems may arise when the intelligibility of the message is compromised. In spoken language, and especially among speakers of English as a lingua franca (henceforth ELF), the characteristics of our native tongue may interfere with the intelligibility of what is communicated. Perceiving and producing sounds inherent to a foreign language "can be effortful if these sounds do not occur in the native language or have a different

phonological status" (Hazan, 2005, p. 361). Targeting young adult and adult learners at the pre-intermediate to intermediate level, the activities in this article aim to improve the intelligibility of their spoken expression.

2. INTELLIGIBILITY, ACCOMMODATION AND THE COMMON CHALLENGES FOR JAPANESE SPEAKERS OF ENGLISH

The term intelligibility was introduced by Munro and Derwing (1995) and is defined as "the extent to which the speaker's intended utterance is actually understood by a listener" (p. 76). Their study focused on non-native accents of exchange students as perceived by their native-speaking counterparts.

Jenkins (2001) departs from the native and non-native dichotomy and puts the term intelligibility into a global context. She also reminds us that communication is a two-way street where successful reception of a message does not only depend on the speaker but also on the listener's readiness to accommodate the ways the language is spoken. Traditionally, the term accommodation referred to the "adjustments speakers make for affective reasons" and attempts to liken their speech to their partner in communication "in order to be liked" (Jenkins, 2005, p. 144). In ELF contexts, however, accommodation indicates the conscious "effort….to adjust [the speakers'] pronunciation in order to be a more intelligible interlocutor" (Jenkins, 2005, p. 145). Jenkins' research has mostly focused "on the segmental phonological features that affect mutual intelligibility" (Sewell, 2010), and she proposed the so-called Lingua Franca Core (Jenkins, 2001, henceforth LFC), which in practice can be understood as a set of guidelines for teaching English pronunciation to speakers of other languages. In accordance with the LFC, the following aspects of pronunciation should be paid attention to maximise intelligibility (Davies & Patsko, 2013):

1. most consonant sounds
2. consonant clusters
3. vowel distinctions, length and diphthongs
4. tonic stress

So how do the principles outlined by Jenkins translate into the context of English spoken by Japanese speakers? Leveraging experience in and beyond the EFL classroom, alongside insights from existing research (e.g., Riney & Anderson-Hsieh, 1993; Smith, 2012; Tsubota et al., 2004), I have identified five crucial aspects that Japanese speakers of English frequently find challenging, potentially hindering the intelligibility of their spoken communication:

1. consonants: liquid consonants [r] and [l]; voiced plosives [b] and [v]; voiced fricatives [ð] and [z]; voiceless fricatives [f] and [h], [s] and [□], [θ] and [s]
2. most consonant clusters and consonants, especially in mid- and final word positions—the tendency to insert an additional vowel (e.g., *helpful*

is likely to be pronounced as *heɾupuhuɾu*, desk as *desuku*)

3. vowel sounds: [ɑ:] and [ɜ:], [æ] and [ɑ:], [əʊ] and [ɔ:]
4. weak (unstressed) vowels—[ə] sound is less common
5. tonic stress—the perceived unpredictability of stress placement of English words

The pronunciation characteristics of Japanese speakers of English, especially on the segmental level, have been investigated by several scholars over the past three decades (e.g.,Ohata, 2004; Riney, 1993; Saito, 2007; Saito & Lyster, 2011). However, while the attention to these issues has been mostly theoretical or empirical, the present paper outlines several practical approaches contributing to the improvement of intelligibility and are specifically designed for Japanese speakers of English.

3. MINIMAL PAIRS

From the above breakdown of challenging aspects of pronunciation, two of them, namely the consonant and vowel sound quality, can be approached through minimal-pair activities. Minimal pairs are defined as two words in a language which differ in only one phonological element and have a different meaning (Roach, 2000).

Mispronunciation of these near homophones may cause the clarity of the message to be compromised. This is particularly the case if minimal pairs are of the same word category (e.g., verb: play - pray). A set of activities based on minimal pairs containing 'difficult' phonemes is introduced in the following section.

4. MINIMAL-PAIR ACTIVITIES

First minimal-pair pronunciation tasks were formulated as term assignments in 2020, during the early months of the COVID-19 restrictions, when students and teachers needed to adjust to the sudden shift to remote learning. In the following academic years, with the circumstances allowing instruction to take place in classrooms again, pairwork and groupwork minimal-pair activities were created to suit the characteristics of learning face-to-face. It should be noted that none of my courses has been specifically focused on pronunciation, so their implementation represents an addition to the curriculum.

4.1 At-home Assignments

These assignments are designed to be suitable for self-learning, i.e. with minimal need for real-time interaction with the course teacher. Each material covers one pair of 'challenging' sounds; namely [ʃ]/[s], [r]/[l], [b]/[v], [θ]/[s], [ð]/[z] and [f]/[h].

Firstly, each material introduces the selected pair of phonemes–their names, how they are typically articulated in English and why they might be difficult for Japanese speakers of English. Having familiarised themselves with the way these sounds are pronounced, students proceed to three tasks, two of which (the second and

the third one) are submitted in the form of voice recordings.

As task one, students are asked to watch two videos (URL embedded in the document) where a voice coach introduces the chosen phonemes and practices them on several isolated words (not necessarily minimal pairs). The students are instructed to practice the words along with the coach. For this part, British pronunciation standards are applied.

Next, the students are asked to read, listen to and practice sentences intentionally rich in both 'difficult' sounds. When they feel they have practised them enough, they record their voices. The voice recording, the link to which is embedded in this part, is made by an ELF speaker (the author herself).

Lastly, the students access two or three links embedded in the document with several isolated minimal pairs grouped based on language proficiency levels. Students are usually asked to practice the first two or three proficiency levels (elementary - pre-intermediate - intermediate). These minimal pairs are pronounced in American English. For an example of an at-home assignment, see Appendix A.

4.2 In-class Activities

In this section, the three most frequently used classroom activities are introduced. They are created as either pair or group activities, allowing students not only to practice the challenging sounds synchronously but also with the possibility of immediate feedback. While the main focus of the home assignments is the production of sounds, during the in-class activities, both production and reception are practised equally.

4.2.1 Student-led Dictation

With this activity, minimal pairs are trained in the context of complete sentences. Students take turns reading out short sentences containing a word which has a minimal pair. The minimal pairs are intentionally chosen to be of the same word category (e.g., noun, verb), and therefore could easily misunderstood.

One student reads a sentence and a comprehension question which follows it. The rest of the class answer the question. Students can be given the possible options as prompts on the blackboard or projected on a screen.

Examples:

> There is a pile of <u>glass</u> outside the door. → What is outside the door?
> GLASS - GRASS
>
> Don't disturb her now. She is <u>praying</u>. → What is she doing?
> PLAYING – PRAYING
>
> John wears a fancy uniform, but he is not a <u>pilot</u>. → What is he not?
> PILOT - PIRATE

4.2.2 Voice Assistant

This activity tends to be popular with students because it allows them to use their smartphones in class. Students work with digital voice assistants on their smartphones (e.g., Google Assistant, Siri, etc.), asking them to show images of words that are minimal word pairs. They instruct the voice assistant to display images of one word of the pair, and then the other. If the voice assistant can distinguish between these words and display different images, the pronunciation is probably intelligible. This activity can be done individually, or as a pair/group activity, depending on the size of the class. In preparation for this activity, students ideally should change their language settings on their smartphones before the lesson.

Examples:

[ɑ:] and [ɜ:]

SHOW ME…

AN IMAGE OF A CARD	-	AN IMAGE OF CURD
AN IMAGE OF A FARM	-	AN IMAGE OF A FIRM
AN IMAGE OF A BARD	-	AN IMAGE OF A BIRD

4.2.3 Road Trip

This is a dynamic activity which can be done in pairs or groups. It challenges the students to navigate a journey through ten pairs of fictitious 'UK-like' place names all of which are minimal pairs. They are arranged as stops on a road trip with two possible final destinations (in this case, an actual city in England). One student receives a worksheet with highlighted words. This student describes the road trip pronouncing the highlighted words to the partner or the rest of the group. Other students receive a sheet with the same place names without highlighting. Their task is to mark the stops on the road trip as they hear them from their classmate. For an example of this activity, see Appendix B.

5. CONCLUSION

A substantial body of research (e.g., Gilakjani et al., 20011; Saito, 2007; Saito & Lyster, 2011) coupled with observations from pedagogical practice, suggests that pronunciation presents a significant challenge for language learners and is often relegated to a secondary position in instructional priorities. While lexis and grammar can usually be learnt through continuous efforts and practice, pronunciation often hinges on the characteristics of the speaker's native tongue, as well as individual predispositions to imitate new sounds.

In a world where English has become the bond that brings people of diverse language backgrounds together, we ought to abandon the idea that sounding like a

native speaker is necessary. Learners should be encouraged to do their best to maximise their intelligibility while being continuously reminded that, ultimately, accents are unique and valuable. The present article has sought to outline several activities which encourage the learner to make conscious efforts to distinguish sounds which are typically difficult to produce. They are meant to be a stimulating addition to an ELF course curriculum. Students report finding the activities both useful and enjoyable, particularly appreciating the interactive and dynamic approach. This engagement has demonstrably led to better memory retention, evidenced by improved pronunciation and increased confidence in spoken communication.

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APPENDIX A
(At-home Assignment)

[r] & [l]

Officially, these two sounds are called liquid consonants. The sounds [r] and [l] may seem quite similar. However, in the English language, there is a difference between these two sounds.
Some languages only have one liquid consonant. The Japanese language has only one liquid consonant [ɾ]. That's why it can be extremely difficult for Japanese speakers to distinguish between the English sounds [r] and [l].

1. Watch these two videos and try to practice the words along with the voice coach.
BBC Learning English - Pronunciation / The Sounds of English: Other Consonants - 6
BBC Learning English - Pronunciation / The Sounds of English: Other Consonants - 5

2. Next, listen to these ten sentences. Practice saying these sentences. Once you have practised enough and feel good about it, record your voice saying the sentences. Submit your recording.

https://drive.google.com/file/d/1IBjENsKlI0AiYnYBeR2Aj6uv0Ap_IVG0/view?usp=sharing

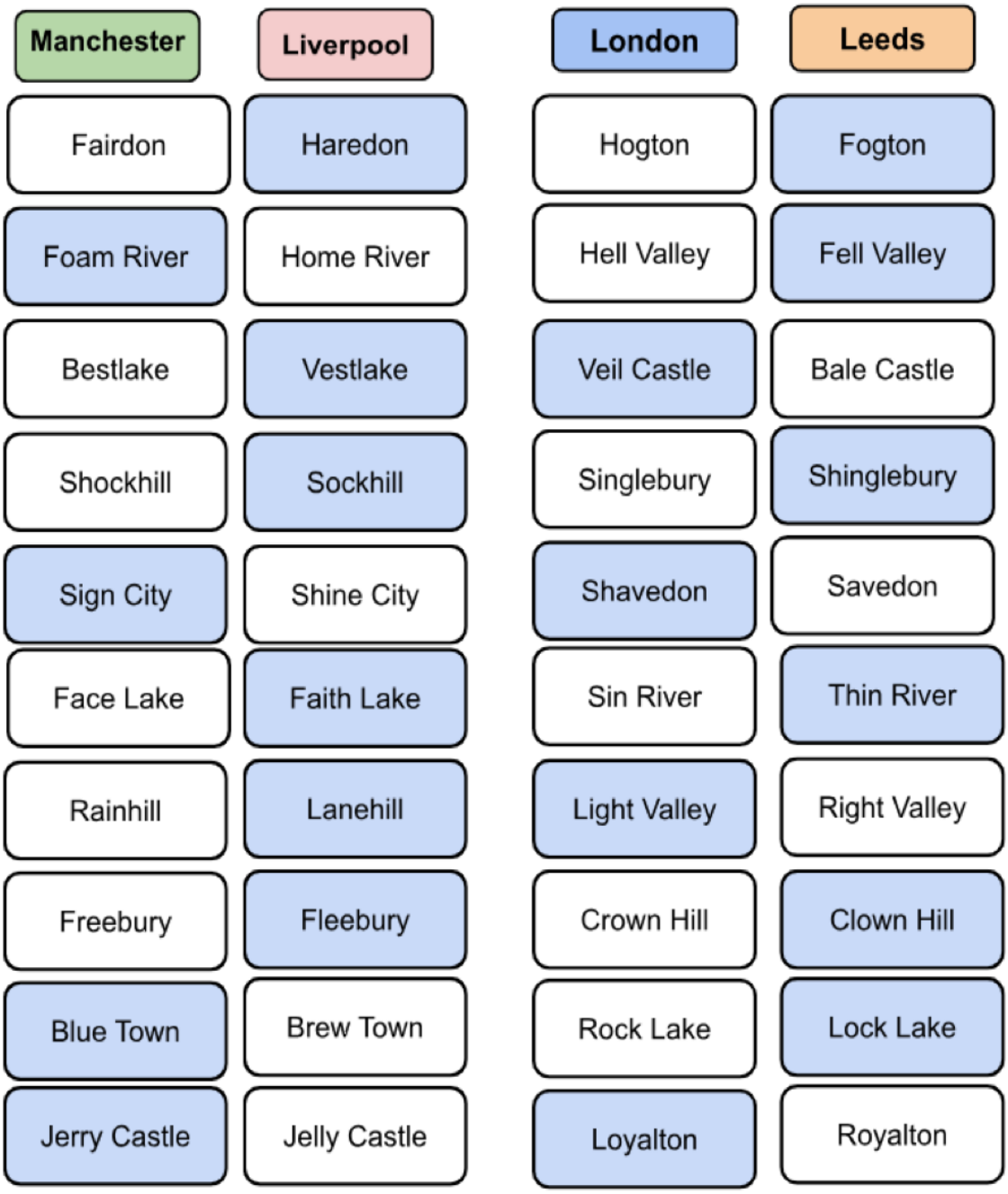
1. Please, collect only the correct information.
2. All the rhinos arrived alive.
3. A load of firewood dropped on the road.
4. All the chickens were trapped in her lap.
5. Press the light button on the right.
6. She tripped on a curb and ripped her lip.
7. Throw away the liquid and get rid of the lid.
8. The long answer is the wrong one.
9. There is a fly in my fried pork bowl.
10. Don't walk barefoot. I saw some glass in the grass.

3. The link below offers an excellent list of the so-called 'minimal pairs' of [r] and [l]. A minimal pair is two words which are different in only one sound, e.g. rice-lice.

https://www.englishclub.com/pronunciation/minimal-pairs-l-r.htm

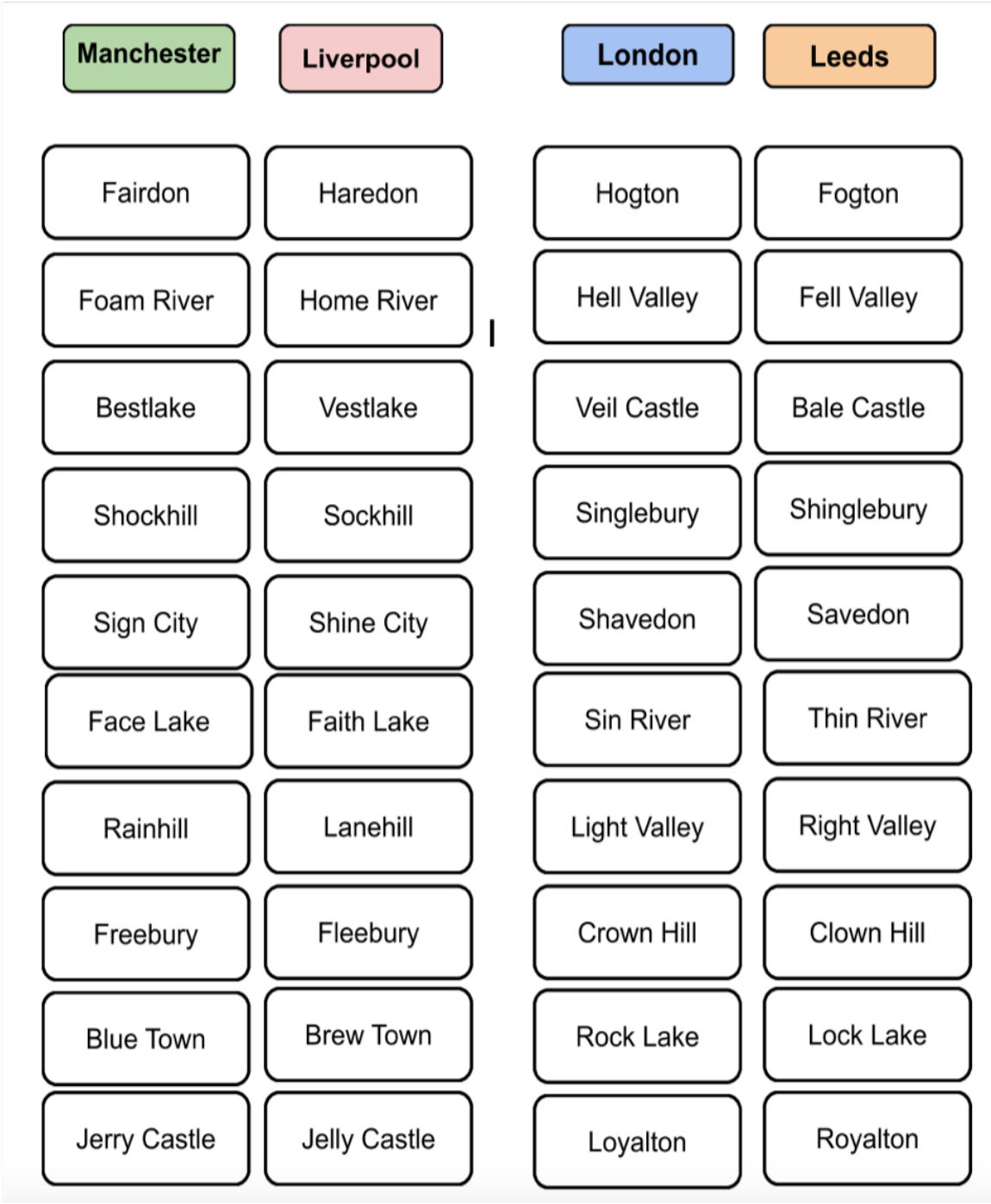
Have a look at all of them. Listen to all of them. Practice all of them. Once you have practiced enough and feel good about it, record your voice saying the "Elementary" and "Pre-Intermediate" pairs only. Submit your recording.

APPENDIX B
(Road Trip - highlighted sheet)



APPENDIX B

(Road Trip - non-highlighted sheet)



ESL writing assessment in an AI world: A two-phase approach

AIの世界におけるESLライティング評価：二段階のアプローチ

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ABSTRACT

Advancements in translation software and the application of machine learning through neural networks have sparked a revolution in language education. However, they also pose challenges to traditional homework and assessment methods. The advent of machine translation provides ESL students with the ability to generate English texts without relying on English language skills. This emerging reality challenges the credibility of English writing assessments. This paper suggests an innovative approach to writing tasks and assessment, aiming to ensure that the evaluated work genuinely reflects students' own efforts while allowing them to incorporate technology in a way that enriches rather than hinders learning. The proposed method has two phases. Students write a first draft without access to technology. In the subsequent technology-assisted phase, students transcribe their handwritten work as a first draft and create a second draft using machine translation to address errors in grammar, spelling and word-choice. Finally, students are tasked with highlighting the disparities between the two drafts.

KEYWORDS: Machine translation, AI, ESL, Writing, Assessment

1. INTRODUCTION

In recent years, English as a second language (ESL) educators have struggled with the following conundrum: what should be done about students using machine translation tools (MT) in writing assignments? If a student is to receive credit, how can the assessor know whether a submission is actually the student's own work? Since the advent of Google Neural MT (GNMT) in 2016, machine learning via neural networks has been incorporated into MT, which is surprisingly accurate, even for longer, more complex sentences (Wu et al., 2016). It has therefore become possible for a student

to complete a piece of writing completely in their native language, pass it through an MT application, and produce a passable, grammatically accurate English text. This is to say, English assignments can be produced without actually using English. Chen (2020) reported that 69% of learners translated whole paragraphs or texts with Google Translate in a writing assignment. This finding will not be surprising to the majority of language educators. Students have been using MT in writing assignments for some time, and research has borne this out.

Over the past decade, students have extensively used MT in writing assignments. According to Jolley and Maimone (2015), 97.66% of post-secondary intermediate L2 Spanish learners have used MT, with 74.11% being frequent users. Farzi (2016) found that 84% of university ESL learners frequently used MT, whereas O'Neill (2019) reported that as many as 87.7% of university learners used MT for graded assignments.

As for how MT is used, some research suggests that higher level students use MT to check shorter sections of text (Chandra & Yuyun, 2018; Clifford et al., 2013; Farzi, 2016; Jin & Deifell, 2013; Jolley & Maimone, 2015; Kol et al., 2018; Larson-Guenette, 2013), whereas lower level students tend to translate longer sections, or even entire texts (Chen, 2020; Stapleton, 2005; Wuttikrikunlaya et al., 2018). McCarthy (2004) wrote about the then popular MT application Babelfish, in use among his translation students. He presented 12 strategies which he devised with his students to deal with Babelfish translations being submitted as homework assignments. One strategy involved educating students on the ethics and shortcomings of using Babelfish.

Another strategy was to not have the homework count toward the final grade. When it came to summative assessment, strategies ranged from "grading Babelfish translations as any other", to designing translation assignments optimized for easy detection of Babelfish use, to delivering harsher penalties for transgressions. Of particular relevance to this paper is
"Solution 4: Eliminate assignments and [...] require all translations to be done under exam conditions[...] Merit: This successfully neutralises the Babelfish factor" (ibid, p. 35). With MT use in assignments being regarded as inevitable, best practices in the effective and ethical use of MT have been called for (Baker, 2013; Benda, 2014; Case, 2015; Eriksson, 2021; Jolley & Maimone, 2015; Stapleton & Ka Kin, 2019). The current writer agrees, hence the proposal outlined here.

2. PROPOSAL

The first step of the current proposal involves having students write a first draft on paper under exam conditions without access to the Internet or MT software, similar to McCarthy's (2004) Solution 4 above. When the draft is completed, the student takes a photo of the writing, and the teacher collects it for the first phase of assessment.

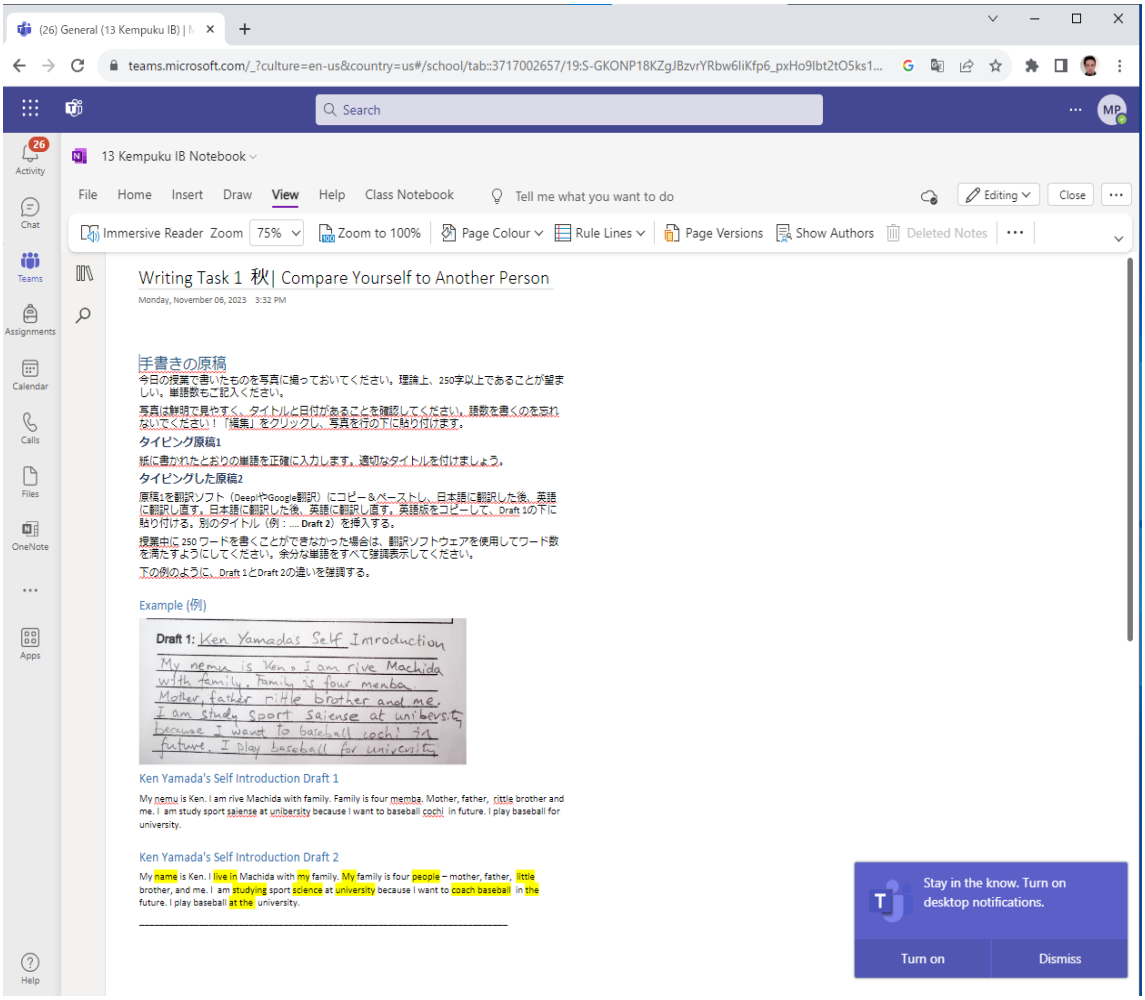
The student then pastes the photo into a document and types up the draft as it is from the photo (including errors). It has been my practice to provide a document file for this purpose via an LMS such as Google Classroom[1] or Microsoft Teams, as shown in

1 https://edu.google.com/workspace-for-education/classroom/

Figure 1. The document lists complete instructions for what the students are expected to do, as well as an example.

Figure 1

Screenshot of Microsoft Teams LMS with document listing instructions and an example of how to complete the two drafts



After draft 1 has been typed, it is copied and pasted into an MT application such as Deepl[2] or Google Translate[3] and translated into the student's native language, where it can be checked for meaning. Rewording or other minor adjustments can be made at this stage. The English output of the MT software, which is essentially free of grammar and spelling errors, is pasted into the document as draft 2 and titled as such. For the final stage, students are required to highlight where the second draft differs from the first. This step requires students to demonstrate that they have paid attention to errors in grammar, spelling, and word-choice. Any new content added would, of course, need to be highlighted.

A rubric is used for assessment (see Table 1, which is aimed at lower-level

2 https://www.deepl.com/translator/

3 https://translate.google.com/

students). The first draft, which is handwritten and unassisted by technology, is assessed according to the criteria of content and organization, vocabulary and lexis, and grammar. The second draft is assessed for process and presentation. I have set the weighting of these criteria as 3:2:2:3, respectively. Obviously, this can be adjusted to suit particular requirements.

Table 1

Rubric for writing assessment. The criteria are aimed at lower level students.

	Excellent	Good	Fair	Poor
Content & Organization	Goes beyond the required word count. Topic(s) are appropriately expanded. Details provide clarity and interest. Ideas are well organized. Includes a range of transitions and discourse markers.	Meets the required word count (or close enough). Topic(s) are covered. Includes some detail, but points could be more fully expanded. Ideas are somewhat organized. Includes transitions and discourse markers.	Attempts to cover the topic. Lack of detail. Barely meets, or is less than the required word count. May contain only basic transitions or discourse markers.	Does not meet the required word count. Ideas are basic, or vague and lack detail. The ideas are not organised.
Vocabulary & Lexis	Uses a wide range of vocabulary to add interest. Spelling is mostly accurate. May contain paraphrasing.	Uses sufficient vocabulary to get meaning across. May include errors in spelling or word-choice. There is some range.	Vocabulary is basic and used repetitively but gets meaning across. Noticeable lack of range. May contain basic errors in spelling or word choice.	Vocabulary is very basic. Errors in spelling and word-choice predominate.
Grammar	Good control of simple forms. Uses a range of grammatical forms to add interest. Attempts complex forms.	Sufficient control of simple forms, despite some errors. Shows some range. Some sentences extended beyond a single clause.	Most sentences contain only one clause. Repetitive sentence structures. Contains basic grammar errors.	Uses only basic grammatical forms. Grammatical errors predominate.

Process & Presentation	Submitted on time. Meets requirements. 2nd draft meets word count & is sufficiently error-free. Differences between drafts are highlighted accurately. Title, introduction paragraph, body paragraphs, conclusion all present. Formatting is correct.	Submitted on time. Meets most of the task requirements.	Attempts to meet some requirements, but missing important components OR submitted late.	Submitted late without valid reason. Does not meet the task requirements.

3. ADVANTAGES

The proposed two-phase approach to ESL writing assessment offers the following advantages.

- It removes the opportunity to 'cheat' from the students and removes the burden of identifying and dealing with cheating from the assessor.
- A clear distinction is made between the student's own work and work that is assisted by technology. Credit is awarded accordingly.
- It reduces the tedious and time-consuming work of spelling and grammar correction for the educator.
- Students are incentivized to notice and address their own errors as the accuracy with which students identify discrepancies between the drafts (errors) becomes an instrument for assessment.
- Lower level students who lack the language resources to write a strong first draft can make up ground by completing the process (particularly highlighting the differences between drafts) and presenting their work well.

4. CRITICISMS

Writing the essay under exam conditions takes away valuable class time and unfairly penalizes students who do not perform well under exam conditions and/or who require more time (McCarthy, 2004). A general counterargument is, to quote Thomas Sowell (2000, p.784), "There are no solutions, but only trade-offs." The proposal outlined addresses a specific issue—how to assess or award credit for student writing. The advantages and disadvantages of this proposal have to be weighed against the cost of the alternatives, namely trusting the students not to use translation software with its

potential risks of awarding cheaters or going to the troublesome task of identifying cheaters and dishing out appropriate penalties. Having said that, a flexible approach is called for, and it has been my practice to give some students more time, for example, to meet a minimum word count. I have also provided targeted vocabulary lists with example usages, as some lower level students have insufficient vocabulary to write at length.

5. CONCLUSION

The current paper has discussed the issue of MT use in student assignments. The rise of AI presents similar, potentially more alarming issues. ChapGPT, for example, can produce a piece of writing on practically any topic in seconds in response to a prompt. This has prompted one commentator to state, "An education system that depends on summative written assessment to grade student abilities may have reached its apotheosis" (Sharples, 2022, p. 1125). The proposal outlined here, however, may provide a way forward. The method can be generalized as consisting of a technology-unassisted phase and a technology-assisted phase. Credit is awarded separately for linguistic competence in the unassisted phase, and technological competence, presentation and self-reflection in the assisted phase. Furthermore, this process could be developed to include more than one cycle of unassisted and assisted writing in an iterative process.

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A report on faculty development and research at the Center for English as a Lingua Franca 2023

ELF センター 2023 FDと研究活動レポート

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ABSTRACT

The Center for English as a Lingua Franca (CELF) at Tamagawa University was established in 2014 to offer transmodal and transcultural ELF classes to students across various disciplines. The ELF program has expanded greatly, serving more than 2,800 students from 2019 onwards across all eight Tamagawa colleges, and implementing the new program by offering 17 ELF courses in 2023. In addition, CELF specializes in ELF research, promoting faculty members' academic achievements, hosting an annual forum for ELF teaching, and publishing two journals. To support the Center's commitment to ELF, CELF Faculty Development (FD) provided diverse workshops and lectures to its faculty members. This report describes the FD activities and research achievements in 2023.

KEYWORDS: English as a Lingua Franca, ELF, Faculty development, Professional development, ELF research

1. INTRODUCTION

The Center for English as a Lingua Franca (CELF) is committed to practising ELF-aware pedagogy and transcultural English use (Tamagawa Academy & University, 1996-2020). Teachers at the Center for English as a Lingua Franca, Tamagawa University are qualified teachers from 17 different countries as of 2023, which includes Australia, Brazil, Canada, Finland, Germany, Ireland, Japan, Malaysia, Philippines, Russia, Slovakia, South Korea, Spain, Thailand, United Kingdom, United States, and Vietnam. The faculty speaks a variety of first languages, including Czech, English,

Finnish, German, Japanese, Korean, Malay, Portuguese, Russian, Slovak, Spanish, Tagalog, Thai, and Vietnamese. The diversity brought by the faculty members greatly enriches the ELF-aware pedagogy at the Center. In the following, we provide a report on our FD activities and CELF faculty members' research achievements.

2. THE 2023 CELF FORUM

The 2023 CELF Forum was held on September 8th, 2023. This year's event commemorated the 10th anniversary of the ELF program at Tamagawa. The theme this year was *English as a medium of instruction (EMI) and English as a Lingua Franca (ELF): Future directions for teaching and research*. This year's event featured two plenary talks by Professor Heath Rose (University of Oxford), titled *Global Englishes: Future directions for research and practice* and *English medium instruction in Japan: Local challenges with global relevance*. Professor Rose's talks sparked engaging discussions on how to implement EMI instruction in a Japanese context and provided valuable insights on Global Englishes. This year's event attracted approximately 40 participants, and also included a series of paper presentations, leaving practical implications and ideas for implementing ELF pedagogy.

Table 1
CELF talks at the 2023 CELF Forum

Type of Talk & Title	Presenter(s)
Plenary Talk Global Englishes: Future directions for research and practice	Heath Rose
Plenary Talk English medium instruction in Japan: Local challenges with global relevance	Heath Rose
Paper Presentation A review of studies exploring English as a Second Language (L2) teacher qualities from tertiary learners' perspectives	Andrew Leichsenring
Paper Presentation ELFJ Corpus: A resource for ELF researchers and its potential applications in ELF-aware pedagogy	Blagoja Dimoski
Paper Presentation Decentering effects of English as a Lingua Franca in Japan	Paul McBride
Paper Presentation Assessing writing in the emerging AI landscape	Paul McKenna

Paper Presentation Developing autonomy with MOOCs in a classroom	Robert Stevenson
Paper Presentation Empowering holistic learning: Integrating EMI-STEAM-PBL approaches in language education	Yuri Jody Yujobo
Paper Presentation Using student pairings to create enjoyable and meaningful classroom conversation	John Rockelman
Paper Presentation Pronunciation challenges and their correction through minimal-pair activities in the context of teaching English as a Lingua Franca in Japan	Vladimira Hanzlovska
Presentation (CELF Report) CELF Report	Miso Kim & Rasami Chaikul

Figure 1

The CELF Forum's plenary speaker, Professor Heath Rose (September 8, 2023)

3. ELF WORKSHOPS & PROFESSIONAL DEVELOPMENT SESSIONS FOR CELF TEACHERS

The mission of CELF is to promote the use of English as a global language of communication across different cultures. In keeping with its mission, CELF provides its faculty with various professional development opportunities to help them improve their ELF pedagogy and keep them updated with the latest developments in the field of ELF. The opportunities include but are not limited to faculty development workshops, lectures, special seminars, and discussions covering a wide range of topics, such as online materials, activity ideas, lesson planning, and learning management system (LMS) training and grading. In the 2023 academic year, 11 workshops, discussion sessions, and various other training sessions were provided.

3.1 CELF Teacher Orientation

CELF provides Teacher Orientation at the beginning of each academic year. In 2023, the orientations were held on March 17 in the Spring semester. The orientation included a welcome speech from the director and Dr. Ayako Suzuki's special talk on ELF. This year, we had a special session to introduce the new curriculum, explain the new courses, and provide support for teaching them. Following the introduction was a discussion session for new and continuing teachers, sharing ideas and activity plans for the new curriculum. The orientation equipped teachers with the tools and resources needed to implement the changes in their classrooms successfully.

Figure 2

The spring semester Teacher Orientation (March 17, 2023)

3.2 Faculty Development Workshops

CELF faculty development workshops are designed to provide teachers with the skills and knowledge necessary to implement ELF-aware pedagogy effectively. Especially in the 2023 academic year, there were significant changes: the implementation of the new curriculum and the advent of AI. In accordance with these changes, the CELF FD held two workshops on how to teach the new curriculum and another on how to use AI tools to increase student engagement and prepare for lessons. These workshops are not unidirectional; they always encourage active participation and feedback from all attendees. By doing so, CELF teachers get hands-on opportunities to experiment with new techniques, tools, and activities in collaboration with their colleagues. These collaborative FD workshops foster a supportive and innovative community for professional growth. The list of those workshops is below:

Ideas for teaching ELF communication for teachers (ENG105)
Date: April 24
Time: 15:30 - 16:30
Meeting: in-person (ELF 301)
Speaker: Jody Yujobo
Participants: 13

ChatGPT and AI-powered tools for teaching
Date: May 8
Time: 15:30 - 16:30
Meeting: in-person (ELF 301)
Speaker: Miso Kim
Participants: 9

Ideas for teaching BELF
Date: October 10
Time: 17:00 - 18:00
Meeting: in-person (ELF 301)
Speakers: Keiko Yuyama, Jody Yujobo
Participants: 11

3.3 Blackboard, UNITAMA, and Microsoft Teams Help Desk

CELF offers training on learning management systems (LMS) every semester, which includes BlackBoard, UNITAMA, and Microsoft Teams. The training is designed to enhance teachers'utilization of these important digital tools. A group of experienced teachers work with new teachers in a one-to-one setting at the Help Desk events, rather than formal training to further engage the teachers. During the events, CELF teachers walk teachers through the various features and functionalities of the LMS, including grading, creating assignments, uploading online tests, and communicating with students.

CELF Modules, Bb, Unitama, Teams Help Desk
Date: April 10 & 11
Time: 12:30 - 13:30
Meeting: in-person (Teachers' Lounge)
Speaker: Miso Kim, Yuta Mogi, Rasami Chaikul, Satomi Kuroshima, Jody Yujobo
Participants: 12 (April 10), 12 (April 11)

CELF Modules, Bb, Unitama, Teams Help Desk
Date: September 25 & 26
Time: 12:30 - 13:30
Meeting: in-person (Teachers' Lounge)
Speakers: Miso Kim, Yuta Mogi, Rasami Chaikul, Satomi Kuroshima, Jody Yujobo
Participants: 5 (September 25), 13 (September 26)

3.4 CELF Tutor FD Workshop
CELF provides a tutoring service for students who want to practice English with tutors from different cultural and linguistic backgrounds. To better assist our new tutors, CELF provides tutor workshops at the beginning of each academic year.

CELF Tutor workshop
Date: April
Meeting: in-person (Teachers' Lounge)
Speaker: Rasami Chaikul
Participants: 2

3.5 ELF Grading, Unitama, and Reflection Help Desk
At the end of each semester, CELF holds a "help desk" on grading and assessment for its teachers. During the session, experienced CELF teachers responded to other teachers' questions on assessment and grading. In addition to the regular grading workshops, CELF provided an "end-of-year reflection & suggestion" workshop this year, to reflect on the new curriculum.

Grading & Unitama Help Desk
Date: July 10 & 11
Time: 12:30 - 13:30
Meeting: in-person (Teachers' Lounge)
Speakers: Miso Kim, Yuta Mogi, Rasami Chaikul, Satomi Kuroshima, Jody Yujobo
Participants: 11 (July 10) 4 (July 11)

End-of-semester Grading FD
Date: July 25
Time: 15:00 - 16:00
Meeting: Online via Zoom
Speaker: Miso Kim

Participants: 6

Grading & Unitama Help Desk
Date: January 15 & 16
Time: 12:30 - 13:30
Meeting: in-person (Teachers' Lounge)
Speakers: Miso Kim, Satomi Kuroshima
Participants: 5 (January 15), 7 (January 16)

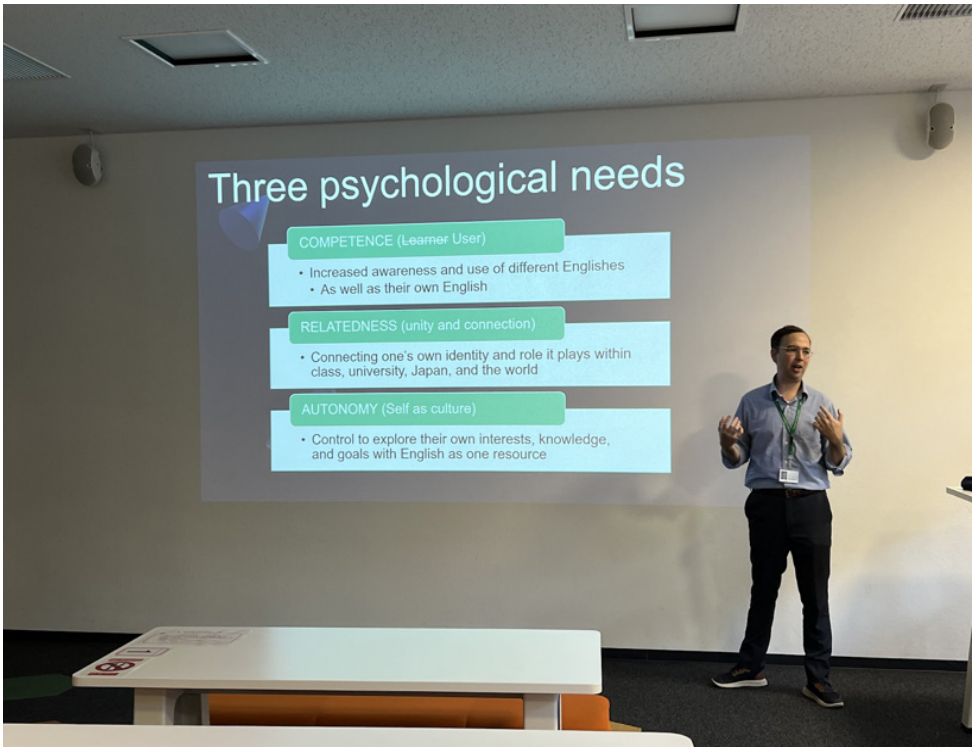
End-of-year reflection & suggestion
Date: January 29
Time: 15:00 - 16:00
Meeting: Online via Zoom
Speaker: Miso Kim
Participants: 7

3.6 CELF FD Special Workshop
CELF offers special workshops on various topics related to ELF research and teaching. The workshops give teachers the opportunity to explore new teaching methods and techniques that can enhance their students' learning experience. The workshops help CELF teachers develop a culture of inquiry and exploration. This year, Assistant Professor Robert Stevenson led a discussion session on facilitating students' autonomy in ELF classrooms, introducing the techniques and activities he used previously. This year's workshop helped CELF teachers understand student-centered methods and encouraged them to implement more student autonomy in their classrooms.

ELF Discussion: Autonomy and ELF
Date: November 21st
Time: 15:00 - 16:00
Meeting: in-person (Active learning zone)
Speaker: Robert Stevenson
Participants: 13

Figure 3

The special workshop on learner autonomy by Assistant Professor Robert Stevenson (November 1, 2023)



4. CELF RESEARCH ACHIEVEMENTS

CELF applies English as a Lingua Franca research to their program. Our faculty members are active in the academic field and belong to various academic societies and research groups. CELF faculty also attend and present at domestic and international conferences throughout the academic year. The research and publications from CELF are considered not only outstanding in the ELF research field but also in linguistics, sociolinguistics, language education, and English Language Teaching (ELT).

4.1 Academic Presentations

In the 2023 academic year, 27 presentations were presented at various domestic and international conferences by CELF faculties.

4.1.1 Domestic Presentations

ELF academic research and pedagogy reports were presented at various conferences in Japan, both online and onsite. (see Table 2)

Table 2

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

Type, Title, & *Event*	Author(s)
Presentation 医療シミュレーションのなかで依頼すること―受け手の行為を決定する権利と従う義務	Satomi Kuroshima, Michie Kawashima
Invited talk Emotions in language learning	Sachiko Nakamura
Presentation A review of studies exploring English as a second language (L2) teacher qualities from tertiary learners' perspectives	Andrew Leichsenring
Presentation Empowering holistic learning: Integrating EMI-STEAM-PBL approaches in language education	Blagoja Dimoski
Workshop presentation In search of the establishment of ELF education	Ayako Suzuki
Invited talk サービス提供者の依頼実践にみられる権利と責任の管理： 発話の分節化現象に着目して	Satomi Kuroshima
Presentation Dealing with the intelligibility of pronounced words: The Lingua Franca Core pronunciation features as a trouble source in ELF interactions	Satomi Kuroshima
Symposium Presentation (Invited talk) The impact of an ELF-integrated teacher education curriculum on student teachers' intercultural experiences during study abroad	Ayako Suzuki
Invited commentator Migration, sex work, and human trafficking: reflexivity and methodology in a polarized field of research	Speaker: Helene Le Bail Commentators: Tricia Okada, Sho Niikawa
Presentation Double pass: Examining the migration pathways and belongingness of two Filipino (Trans) women migrants in Japan	Tricia Okada

Note: Presentations listed chronologically by date

4.1.2 International Presentations

In the 2023 academic year, CELF faculty presented at various international conferences such as Asia TEFL 2023, ThaiTESOL, CamTESOL, ISB14 (International Symposium on Bilingualism), International Conference on Conversation Analysis

(ICCA) 2024, XX ISA World Congress of Sociology, 118th Annual Meeting of the American Sociological Association (ASA), Symposium on Second Language Writing 2023 and Southeast Asian Conference on Education. In addition to presenting research papers, our faculty members were invited for a talk and also gave symposiums.

Table 3

Summary of CELF faculty's international presentations (n=20)

Location	Type, Title, & *Event*	Author(s)
Macquarie University, Sydney, Australia	Symposium *Bilingual and multilingual narrative from multiple perspectives- Is it a sign of incomplete mastery or sensitivity to hearer's perspective? A longitudinal analysis of referential choice in Japanese-English bilingual adolescents' narratives*	Hideyuki Taura, Amanda Taura, Satomi Mishina-Mori, Yuri Jody Yujobo, Keiko Nakamura & Mika Akagi
Cape Breton Island, Canada (Hybrid)	Presentation *Perception-based deontically congruent action formation for transferring objects in surgical operations*	Satomi Kuroshima
Cape Breton Island, Canada (Hybrid)	Presentation *Claiming a sequential relevance: The use of nanka as prefacing demonstrations of accountability in initial and third positions*	Makoto Hayashi, Satomi Kuroshima
University of Queensland, Australia	Paper presentation *Assessing the medical record-worthiness: The question-answer sequence in history-taking of GID counseling*	Sachie Tsuruta, Satomi Kuroshima
Melbourne, Australia	Paper presentation *The accent that we speak: Examining identities of Filipino English language teachers in Japan*	Tricia Okada
Melbourne, Australia	Paper presentation *Trans belonging and transgendered lives in Japan during COVID-19*	Tricia Okada
Philadelphia, US	Paper presentation *Displaying worry with mitigation: Parenthood, moral constraint, and knowledge*	Satomi Kuroshima
Daejeon, Korea	Symposium *Decentering effects of English as a lingua franca in Japan (Symposium on Decentering ELT)*	Paul McBride

Daejeon, Korea	Paper presentation *Translanguaging and transculturalism in authentic ELF communication via SNS*	Rasami Chaikul
Daejeon, Korea	Paper presentation At the intersection of practising feminism, teaching English, and interacting with public audience: A duoethnography of South Korean women English teachers	Miso Kim, Eun Cho
Daejeon, Korea	Paper presentation *Creating a mediational space through collaborative autoethnography: Narrativizing emotion, mediating cognition, and building joint research*	Eunhae Cho, Miso Kim, Sungwoo Kim
Public talk	Invited talk *English learning in the era of AI: The intersection of language, culture, society, relationships, and our lives*	Miso Kim
Phoenix, Arizona	Paper presentation *Academic writing in English: Lessons from an EMI-program in Japan*	Tiina Matikainen
Seoul, Korea	Invited talk *Seeking a job overseas*	Miso Kim
New Orleans, Louisiana, USA	Paper presentation *Empowering confident Japanese students: A paradigm shift in English language learning at a Japanese university*	Yuri Jody Yujobo
Phnom Penh, Cambodia	Paper presentation *ELFJ Corpus: An additional resource for ELF-aware pedagogy and research*	Blagoja Dimoski, Yuri Jody Yujobo
Phnom Penh, Cambodia	Paper presentation *An analysis of Asian studies exploring English as a Second Language (L2) teacher qualities and skills from tertiary learners' perspectives*	Andrew Leichsenring
Houston, USA	Paper presentation *Enacting translingual identity-as-pedagogy as a "kawaii" teacher: An action research on promoting diversity in Japan*	Miso Kim

Houston, USA	Paper presentation *Conceptualization and operationalization in L2 task engagement research: Taking stock and moving forward*	Takumi Aoyama, Joseph Yamazaki, Sachiko Nakamura, Ali H Al-Hoorie
Houston, USA	Paper presentation *A new approach to operationalizing L2 task engagement*	Sachiko Nakamura

4.2 Academic Publications

CELF members accomplished 21 publications in the academic year, 2023. These included research articles, book chapters, and books. All publications are listed in Table 4 below.

Table 4

Summary of publications by CELF faculty (n＝21)

Type (○=Peer-reviewed) & Reference	Author(s)
Research article ○ Kim, M. (2023). Decolonizing ELT materials: A sociomaterial orientation. *ELT Journal, 77*(3), 316-326. https://doi.org/10.1093/elt/ccad013	Miso Kim
Edited book / book chapter 黒嶋智美 (2023).「第3章 合意形成における経験，知識，権利―住民座談会の事例をもとにして」『実践の論理を描く―相互行為のなかの知識・身体・こころ』 勁草書房，pp. 59-76.	Satomi Kuroshima (co-editor)
Book chapter 黒嶋智美 (2023).「第14章 行為連鎖組織」『エスノメソドロジー・会話分析ハンドブック』新曜社, pp. 173-188.	Satomi Kuroshima
Book chapter Kuroshima, S. (2024). Disfluency and preference organization in a requesting turn at a service encounter. In T. Sadanobu, T. Maruyama, T. Endo, M. Funahashi, R. Hayashi, and A. Mokhtari, (Eds.). *Fluency and Disfluency*. Hituzi Shobo.	Satomi Kuroshima
Book review Kuroshima, S. (2024). Book review of multimodal approaches to healthcare communication research: Visualising interactions for resilient healthcare in the UK and Japan. *Journal of Pragmatics, 222*, 23-24.	Satomi Kuroshima

Book chapter ○ Ng, P.C.L., Matikainen, T., & Glasgow, G. P. (2023). Multilingualism in global Englishes language teaching: Narrative insights from three TESOL practitioners in Japan. In K. Raza, D. Reynolds, & C. Coombe, C. (Eds.), *Handbook of Multilingual TESOL in Practice* (pp. 147-161). Springer, https://doi.org/10.1007/978-981-19-9350-3_10	Tiina Matikainen, Patrick Chin Leong Ng, Gregory Paul Glasgow
Book chapter Okada, T. (2023). Outsider teachers? Filipino teachers' reflections on English teaching and raising intercultural awareness in Japan. In G. P. Glasgow (Ed.), *Multiculturalism, language, and race in English education in Japan: Agency, pedagogy, and reckoning* (pp. 204–225). Candlin & Mynard e-publishing. https://doi.org/10.47908/26	Tricia Okada
Journal article Kuroshima, S., Dimoski, B., Okada, T., Yujobo, Y. J., & Chaikul, R. (2023). Linguistic expertise in extended other-initiated repair sequences in ELF interactions. *The Center for English as a Lingua Franca Forum, 3*, 1-14.	Satomi Kuroshima, Blagoja Dimoski, Tricia Okada, Yuri Jody Yujobo & Rasami Chaiku
Book chapter Stevenson, R., & Bennett, P. A. (2023). Reflective practice for transformative learning in a MOOC course. In N. Curry, P. Lyon, & J. Mynard (Eds.), *Promoting reflection on language learning: Lessons from a university setting*. Multilingual Matters.	Robert Stevenson, Phillip A. Bennett
Book Leichsenring, A. (2023). *Accounts of preservice teachers' experiences: Relationships and teaching practice through teacher training in schools.* Amazon.	Andrew Leichsenring
Book Leichsenring, A. (2023). *Accounts of preservice teachers' experiences: Sense of belonging and philosophy of teaching through teacher training in schools.* Amazon.	Andrew Leichsenring
Book chapter ○ Suzuki, A. (2023). Pre-service teachers' difficulty understanding English as a lingua franca for intercultural awareness development. In A. Sahlane, & R. Pritchard (Eds.), *English as an International Language Education. English Language Education*, *33*. Springer, Cham. https://doi.org/10.1007/978-3-031-34702-3_12	Ayako Suzuki
Book Chapter ○ Toh, G., & McBride, P. (2023). A reflexive account of an English as a lingua franca program. In Z. Tajeddin, & C. Griffiths (Eds.), *Language Education Programs. Language Policy*, *34*. Springer, Cham. https://doi.org/10.1007/978-3-031-38754-8_12	Glenn Toh, Paul McBride

Journal article ○ Matikainen, T., Ng, P. C. L., & Glasgow, G. P. (2023). Teachers' attitudes toward primary school English teaching reform in Japan: Implications for second language teacher education. *Second Language Teacher Education, 2*(1), 43–66. https://doi.org/10.1558/slte.24476	Tiina Matikainen, Patrick C.L. Ng, Gregory Paul Glasgow
Book ○ Nakamura, S. (2023). *Emotion regulation and strategy instruction in learning*. Springer. https://doi.org/10.1007/978-3-031-42116-7	Sachiko Nakamura
Journal Article ○ Kim, M., Cho, E., & Kim, S. (2023). Going beyond boundaries: A collaborative autoethnographic study of three teachers' negotiation of cognitive/emotional dissonances. *Language Teaching Research*. https://doi.org/10.1177/13621688231195317	Miso Kim, Eunhae Cho, Sungwoo Kim
Research article ○ Matthews, J., Milliner, B., & McLean, S. (2023). Can learners understand words with derivational affixes, and does the presence of context make a difference? *RELC Journal*, 1-14. https://doi.org/10.1177/0033688223122203	Joshua Matthews, Brett Milliner, Stuart McLean
Research article ○ Milliner, B., Lange, K., Matthews, J., & Umeki, R. (2024). Examining EFL learners' comprehension of derivational forms: The role of overlap with base word knowledge, word frequency, and contextual support. *Language Teaching Research*. https://doi.org/10.1177/13621688231225704	Brett Milliner, Kriss Lange, Joshua Matthews, Riko Umeki
Journal Article○ Matikainen, T. (2024). Academic writing in English: Lessons from an EMI program in Japan. *Journal of English for Academic Purposes, 68*. https://doi.org/10.1016/j.jeap.2024.101358	Tiina Matikainen
Book Chapter 김미소. (2024). 내 언어는 나를 배신하고, 나는 언어로 억압자를 배신하고. 벨 훅스 함께 읽기. 동녘. 49-76. Kim, M. (2024). Nae eoneoneun nareul baesinhago, naneun eoneoro eogapjareul baesinhago [My language betrays me, and I betray my oppressors through language]. In Fepe Lab (Ed.), *Bel hukseu gachi ikgi [Reading bell hooks together]* (pp. 49-76). Dongnyok.	Miso Kim
Book 김미소. (2024). 긴 인생을 위한 짧은 일어 책. 동양북스. Kim, M. (2024). *Gin insaengeul wihan jjalbeun ireo chaek [A little book for lifelong Japanese learners].* Dongyangbooks.	Miso Kim

4.3 Contributions to Academic Societies

While teaching, researching, and managing academic administration, CELF faculty also dedicate their time to serving various academic societies and publications in a wide variety of fields domestically and internationally. Table 5 below shows that CELF faculty are playing an active role in more than 20 academic societies with 36 commitments, to name a few.

Table 5

Summary of contributions by CELF faculty to academic societies in 2023 academic year (n=63)

Society	Position	Name
JACET Kanto Journal	Journal editor	Paul McBride
Englishes in Practice	Editorial Board Member	Paul McBride
JACET ELF SIG	Steering Committee Member (Poster Section)	Paul McBride
Asia TEFL	Member of the Asia TEFL ELF research network	Paul McBride
JACET Kanto Chapter	Steering committee member	Ayako Suzuki
JACET Kanto Chapter Journal	Assistant editor-in-chief	Ayako Suzuki
JACET International Relationship Committee	Committee member	Ayako Suzuki
ELT Journal	Editorial board member	Ayako Suzuki
JACET ELF SIG	Steering committee member	Ayako Suzuki
IAFOR Journal of Education - Language Learning in Education	Senior Reviewer	Andrew Leichsenring
IAFOR Journal of Education - Studies in Education	Senior reviewer	Andrew Leichsenring
Englishes in Practice	Reviewer	Andrew Leichsenring
The CELF Forum	Reviewer	Andrew Leichsenring
Extensive Reading Japan	Copy editor	Brett Milliner
System	Reviewer	Brett Milliner
International Review of Applied Linguistics in Language Teaching (IRAL)	Reviewer	Brett Milliner
International Journal of Applied Linguistics (InJAL)	Reviewer	Brett Milliner

Research Methods in Applied Linguistics (RMAL)	Reviewer	Brett Milliner
Language Culture and Curriculum	Reviewer	Brett Milliner
Extensive Reading Japan	Copy Editor	Brett Milliner
JACET 63rd International Conference 第63回大会審査委員	Abstract reviewer	Blagoja Dimoski
The CELF Forum	Reviewer	Blagoja Dimoski
English Teaching	Reviewer	Miso Kim
Language Teaching Research	Reviewer	Miso Kim
American Association of Applied Linguistics	Abstract reviewer	Miso Kim
Language and Intercultural Communication	Reviewer	Miso Kim
TESOL Journal	Reviewer	Miso Kim
The CELF Forum	Reviewer	Rasami Chaikul
The International Association of Psychology for Language Learning	Executive Committee Member	Sachiko Nakamura
Studies in Second Language Acquisition	Reviewer	Sachiko Nakamura
TESOL Quarterly	Reviewer	Sachiko Nakamura
System	Reviewer	Sachiko Nakamura
Language Teaching Research	Reviewer	Sachiko Nakamura
International Review of Applied Linguistics in Language Teaching	Reviewer	Sachiko Nakamura
Studies in Second Language Learning and Teaching	Reviewer	Sachiko Nakamura
Innovation in Language Learning and Teaching	Reviewer	Sachiko Nakamura
Englishes in Practice	Copy Editor	Sachiko Nakamura
The CELF Forum	Copy Editor	Sachiko Nakamura
JALT Journal	Copy Editor	Sachiko Nakamura
Psychology of Language Learning (PLL5)	Abstract reviewer	Sachiko Nakamura
Journal of Pragmatics	Reviewer	Satomi Kuroshima
LINGUA	Reviewer	Satomi Kuroshima

Research on Language and Social Interaction	Reviewer	Satomi Kuroshima
JACET	International Conference Organizing Committee (Supporting Members)	Satomi Kuroshima
JAAL in JACET	International Conference Organizing Committee (Supporting Members)	Satomi Kuroshima
The Japanese Society for Artificial Intelligence, Special Interest Group on Spoken Language Understanding and Dialogue Processing (SIG-SLUD)	専門委員Executive board member	Satomi Kuroshima
Japanese Association for EMCA	Communications Director/ Conference Manager	Satomi Kuroshima
JACET	Research Promotion Committee	Satomi Kuroshima
JACET	Steering Committee Member	Satomi Kuroshima
Japanese Association for EMCA	Communications Director/ Conference Manager	Satomi Kuroshima
CA Seminar (Beginners)	Seminar Lecturer	Satomi Kuroshima
Englishes in Practice	Handling Editor	Travis Cote
Englishes in Practice	Reviewer	Travis Cote
The CELF Forum	Reviewer	Travis Cote
Englishes in Practice	Reviewer	Tiina Matikainen
The CELF Forum	Reviewer	Tiina Matikainen
CamTESOL	Abstract Selection Committee	Tiina Matikainen
Language, Discourse and Society	Reviewer	Tricia Okada
Social Science and Medicine	Reviewer	Tricia Okada
CELF Forum	Reviewer	Yuri Jody Yujobo
JACET 63rd International Conference 第63回大会審査委員	Abstract reviewer	Yuri Jody Yujobo
JACET 2022 English Education Seminar	Steering Committee Chair for Program Book	Yuri Jody Yujobo

Englishes in Practice	Reviewer	Yuta Mogi

4.4 Research Grants Received by CELF Faculty

The CELF has proven to be one of the top-tier research-focused centers by receiving remarkable numbers of Government Grants-in-Aid for Scientific Research through the Japan Society for the Promotion of Science (JSPS Kakenhi) each year). The table below shows that 4 research projects from CELF have received these prestigious grants (Table 6)

Table 6

Summary of research grants received by CELF faculty in 2022 (n=5)

Grant	Type	Length	Project	Recipient
JSPS Kakenhi	Early Career Scientists	2023-04-01 ～ 2025-03-31	Fostering English communicative competence through translanguaging to promote diversity, equity, and inclusion	Miso Kim (Principal investigator)
JSPS Kakenhi	Grants-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	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	Grants-in-Aid for Scientific Research (C)	04-01-2022 ～03-31-2026	英語授業内グループワークにおける同調志向の会話分析研究 Conversation analytic study of group orientation in EFL group work	Satomi Kuroshima (Co-investigator)

5. CONCLUDING REMARKS AND PLANS FOR 2024

Faculty Development at CELF has been successfully guiding and assisting our teachers in understanding and applying ELF research and methodology to their English language teaching in the classroom. It has also helped provide the ELF environment where students can practice English use as a lingua franca in daily life. Moreover, with the wide range of FD events and workshops, the CELF provides learning opportunities and builds a strong community where academics and teachers support each other and elevate teacher development. We aim to continue providing better faculty development sessions

to not only promote inclusion and diversity but also facilitate teachers to research ELF, apply ELF research to their teaching, and practice ELF methodology in their classrooms.

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