

ELFing Up the Classroom : Pedagogy and Materials

愛知大学人文社会学研究所プロジェクト

「国際英語」教育研究会 フォーラム

Forum of The Institute for Research in Humanities
and Social Sciences , Aichi University project

共通語としての英語、English as a Lingua Franca (ELF)
の研究に基づいて、英語教育の教授法や教材を再確認する

※英語による発表

Date : **October 27, 2018**
13:00~16:30

Venue : Toyohashi campus,
Research building, 1st floor
1st- 2nd Meeting room, Aichi University

入場無料 申込不要

- admission free
- advance reservations not required

日時 : 2018年**10月27日(土)**
13:00 ~ 16:30

会場 : **愛知大学 豊橋校舎**

研究館1階 第1-第2会議室



Forum hosts

Laura L. Kusaka: Aichi University
Anthony Young: Aichi University
April Eve Day: Aichi University
Peter Lyons: Aichi University
Daniel E. Devolin: Aichi University

Timetable

13:00~13:10	Opening
13:15~14:00	Tomokazu Ishikawa: Tamagawa University "EFL and ELFing: Friends, foes or 'frenemies'?"
14:05~14:50	Paul McBride: Tamagawa University "Overcoming ideological inertia with ELF-aware teaching practices"
14:50~15:05	Break
15:05~15:50	James D'Angelo: Chukyo University "The World Englishes response to ELF: Too little, too late"
15:55~16:25	Panel Discussion
16:25~16:30	Closing Remarks

主催 愛知大学人文社会学研究所 <http://taweb.aichi-u.ac.jp/irhsa/>

共催 JALT 全国語学教育学会豊橋支部 <http://jalt.org/>

連絡先 愛知大学人文社会学研究所事務局

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Abstracts

EFL and ELFing: Friends, foes or ‘frenemies’?

Tomokazu Ishikawa (Tamagawa University)

Pedagogic applications of ELF research are gaining momentum, and yet not straightforward. This is because ELF is not a prescriptive linguistic system with a target speech community. This presentation calls for a multilingual (May 2014), transcultural (Baker 2015) and post-normative (Dewey 2012) turn in ELT, and seeks to integrate ELF-aware pedagogy into EFL in terms of both classroom practice and students’ learning. Based on empirical data, the presenter illustrates students’ possible benefit from ELF-aware activities in the classroom (i.e. ‘ELFing’) as well as the importance of their own intercultural experiences.

Overcoming ideological inertia with ELF-aware teaching practices

Paul McBride (Tamagawa University)

Taking a view of literacy as contextualized social practice (Barton, 2007) and not merely as the possession of technical skills within a framework of declarative knowledge (Blanton, 1998), the presenter will discuss how an ethos of corrective training in English-speaking Western TESOL (Holliday, 2005; Toh, 2016) may inhibit curriculum development. He will outline his attempts to introduce learning experiences pertinent to lingua franca communication, emphasizing the complementary relationship between critical awareness and ELF-awareness, and suggesting circumstances under which learners might locate, analyze, and critique examples of ELF in use.

The World Englishes response to ELF: Too little, too late

James D’Angelo (Chukyo University)

The World Englishes (WE) paradigm made its main ‘potential’ contribution to ELT by demonstrating the necessity of increasing learner exposure to new indigenized varieties of English, and via Braj Kachru’s native-speakerist ‘6 myths’. The intelligibility of English varieties also has relevance to classroom materials. Nevertheless, WE was unable to move beyond its original construct, leaving space for ELF/EIL to fill the gap for Expanding Circle (e.g. Japan) practitioners. This paper will clarify these points, as well as present a critique of a recent effort by WE scholars to address non post-colonial contexts, with the Buschfeld-Kautzsch EIF Model.