

Contextualizing English as a Lingua Franca (ELF): Assumptions, Aspirations, and Affirmations

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 (IRHSA)

Date : October 19, 2019
13:00~16:30

Venue : Aichi University, Toyohashi Campus
Research Building, 1st Floor
1st- 2nd Meeting Rooms

- ☒ admission free
- ☒ advance reservations not required



**共通語としての英語 (English as a Lingua Franca)
の文脈化—仮定、願望、肯定**

※英語による発表

☒ 入場無料 ☒ 申込不要

日時 : 2019年10月19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

Leah Gilner: Aichi University

April Eve Day: Aichi University

Daniel Devolin: Aichi University

Peter Lyons: IRHSA, Nagoya University of
Foreign Studies

Timetable

13:00~13:10	Opening Remarks
-Invited Speakers on Curriculum Development-	
	Yuri Jody Yujobo: Tamagawa University
13:10~13:50	“Developing inquiry-based ELF-aware teaching materials and assessments for tomorrow’s global citizens”
	Blagoja Dimoski: Tamagawa University
13:50~14:30	“Teaching and assessment materials for communicative capability in ELF-aware classrooms and beyond”
14:30~14:45	Break
-IRHSA Reports-	
14:45~15:00	Leah Gilner “Listening as a pathway toward global understanding”
15:00~15:15	April Eve Day “A wolf in ELF’s clothing?”
15:15~15:30	Peter Lyons “Student feedback on insertional code-switching of Japanese into English - <i>Are you feeling genki?</i> ”
15:30~15:45	Daniel Devolin “Realm of Intelligibility: Aspiring to affirm and challenge communicative assumptions”
15:50~16:25	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

TEL : 0532-47-4167 FAX : 0532-47-4224 E-Mail : irhsa@ml.aichi-u.ac.jp



“Contextualizing English as a Lingua Franca (ELF): Assumptions, Aspirations, and Affirmations”

Abstracts

Curriculum Development at Tamagawa University

Developing inquiry-based ELF-aware teaching materials and assessments for tomorrow's global citizens

Yuri Jody Yujobo (Tamagawa University)

Although ELF is gaining momentum, development of teaching materials for ELF-aware pedagogy has been limited. The presenter will examine ways to develop ELF-aware materials and assessments with a focus on having students take ownership of their English by understanding that English is not a monolingual possession of native speakers, but is appropriated by multilingualism in this multilingual world (Ishikawa, 2019). One approach is to focus on developing communication strategies through inquiry-based learning and similar forms of active learning, such as problem-based learning, which may promote critical thinking and creative use of language rather than focusing on the details of language form. Such an approach offers opportunities for students to notice, refine, adapt, and adjust their language with their interlocutors in mind while becoming more ELF-aware, globally oriented communicators.

Teaching and assessment materials for communicative capability in ELF-aware classrooms and beyond

Blagoja Dimoski (Tamagawa University)

Due to the inherently unpredictable and ad hoc nature of ELF interactions, ELF users employ a host of communication strategies to co-construct meaning and achieve mutual intelligibility (Seidlhofer, 2011). To prepare learners for future ELF encounters, providing them with opportunities to develop these proactive skills in the ELF-aware classroom is essential (Kaur, 2014). To this end, the speaker will discuss examples of materials he has developed, through both explicit and implicit approaches, to promote and assess communicative capability (Widdowson, 2015). He will also report on student feedback and offer his own reflections on the efficacy of the materials and future directions.

IRHSA Reports

Listening as a pathway toward global understanding

Leah Gilner

This report will describe a few instructional tasks designed to raise students' awareness of the dynamic, hybrid, fluid, and variable nature of communication in general, and global English language use more specifically. Some of the theoretical, empirical, and pedagogical motivations behind each instructional implementation will be discussed and student feedback will be reviewed.

A wolf in ELF's clothing?

April Eve Day

As ELF becomes more widely discussed and accepted by educators, publishers have begun to roll out ELF textbooks. This presentation will critically analyse one such textbook in order to discover whether it could truly increase both ELF awareness and skills or whether its connection to ELF is merely superficial.

Student feedback on insertional code-switching of Japanese into English – *Are you feeling genki?*

Peter Lyons

Insertional code-switching has been described as ‘the insertion of a word or phrase into an utterance or sentence’ (Myers-Scotton 2006). A brief study among 20 English-speakers currently living in Japan suggests that it is a common practice among the ex-pat community for a number of motivating factors – yet how do students react to this language use by their teachers? Is it *daijoubu* or not?

Realm of Intelligibility: Aspiring to affirm and challenge communicative assumptions

Daniel Devolin

Realm of Intelligibility (RoI) is an established state of understanding. As a learning tool, a RoI is an opportunity to examine elements of successful communication, raise expectations of language outside preconceived or prescriptive notions, and cultivate communicatively adaptive and expansive skillsets.

- Sponsored by The Institute for Research in Humanities and Social Sciences, Aichi University
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