

The Language Teacher

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JALT2023
G R O W T H
M I N D S E T
in language education



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JALT Publications Online

Material from *The Language Teacher* (TLT) and *JALT Journal* (JJ) published in the last six months requires an access password. These passwords are only available to current JALT members. To access the latest issues of TLT and JJ:

<https://jalt.org/main/publications>

To explore our unrestricted archives:

<https://jalt-publications.org>

JALT's Mission

JALT promotes excellence in language learning, teaching, and research by providing opportunities for those involved in language education to meet, share, and collaborate.

使命(ミッション・ステートメント)全国語学教育学会は言語教育関係者が交流・共有・協働する機会を提供し、言語学習、教育、及び調査研究の発展に寄与します。



In this month's issue . . .

JALT2023 Conference Preview

As we transition into September's vibrant hues, our anticipation builds for the upcoming JALT2023 International Conference. This prominent event stands as a cornerstone of knowledge and collaboration in our community. From November 24 to 27, 2023, we will gather at the Tsukuba International Congress Center in Ibaraki, Japan, promoting inclusivity and accessibility through a blend of virtual and in-person sessions. For more details about the conference, please visit the conference website at <https://jalt.org/conference>.

This year, our theme, "*Growth Mindset in Language Education*," underscores the necessity of nurturing continuous learning and adaptability amidst the ever-evolving global landscape. It reminds everyone involved in language education to face challenges head-on, harness their strengths, and prioritize learning over results.

At the conference, we welcome distinguished plenary speakers who will delve into language education. In this issue of *The Language Teacher*, we are proud to present exclusive papers from these individuals. Dr. **Gary Barkhuizen**'s research examines the relationship between language teacher identity and the growth mindset, suggesting a framework that encourages teachers to understand their evolving identities, manage pressures of constant growth, and foster wellbeing and stability. Dr. **Judy Noguchi** illuminates the role of communication, social capital, and cultivating a growth mindset in addressing global challenges and empowering students. **Kathleen Kampa** outlines strategies to instill a growth mindset, establish a supportive atmosphere, and inspire students to welcome challeng-



JALT 2023
GROWTH
MINDSET
in language education

Continued over



TLT Editors: Paul Lyddon, Irina Kuznetcova
TLT Japanese Language Editor: Mami Ueda

es as lifelong learners. Dr. **Melodie Cook** shares her understanding of growth mindset principles based on her experiences in Japan. She provides examples of how this mindset allowed her to embrace challenges, overcome setbacks, use criticism as a tool, and draw inspiration. These sessions promise to offer insights, enhance our understanding, and motivate educators.

As we look ahead, we also reflect on the past. We bid farewell to Toshiko Sugino, who made an impact on *TLT* as Japanese Language Editor for 8 years and continued as associate editor. We welcome Kazuma Hatano, who will undertake Toshiko's duties. We're delighted Toshiko will remain a contributor as a Japanese proofreader and translator.

We anticipate your participation at JALT2023 and your insights.

—Brian Strong, *TLT* Guest Editor

活 気あふれる9月に入り、JALT2023国際大会への期待が高まりつつあります。この特別な行事は、私たちのコミュニティにおける知識と協力の礎です。2023年11月24日から27日まで、茨城県つくば国際会議場に集い、バーチャルと対面セッションを融合する形で包括性とアクセシビリティを促進いたします。会議の詳細については、ウェブサイト (<https://jalt.org/conference>) をご覧ください。

今年のテーマ“Growth Mindset in Language Education”『言語教育における成長型マインドセット』では、進化し続ける世界情勢の中で、継続的な学習と適応力を養う必要性を強調しています。このテーマは、言語教育に携わる

すべての人に、課題に正面から向き合い、強みを活かし、結果よりも学びを優先することを気づかせるものです。

大会では、言語教育を探求する著名な基調講演者を迎えます。本号では、彼らによる独占論文をご紹介できる運びとなりました。Gary Barkhuizen博士は、語学教師のアイデンティティと成長型マインドセットの関係について研究し、教師が自身の進化するアイデンティティを理解し、絶え間ない成長のプレッシャーに対処し、健全さや安定を育むための構造を提案しています。Judy Noguchi博士は、グローバルな課題に取り組み、生徒に権限を与える上での、コミュニケーション、社会資本、成長型マインドセットの育成が果たす役割を明らかにしています。Kathleen Kampaは、成長型マインドセットを浸透させ、支援的な雰囲気を作り、生涯学習者として挑戦を歓迎するよう生徒を鼓舞する戦略について示しています。Melodie Cook博士は、自身の日本での経験に基づいた成長型マインドセットの原則についての理解を披露しています。彼女は、このマインドセットにより、どのように課題を受け入れ、挫折を乗り越え、批判をツールとし、インスピレーションを引き出したのか、その例を紹介しています。これらのセッションは、洞察力を提供し、我々の理解を深め、教育者のモチベーションを高めることを約束しているものです。

こうして目を前に向けると共に、来た道にも心を馳せましょう。私たちは八年にも互り*TLT*の日本語編集長そして副編集長として貢献したToshiko Suginoに別れを告げることになりました。Toshikoの後はKazuma Hatanoが引き継いでくれることになりました。Toshikoは和文校正・翻訳者として、今後も引き続き貢献してくれることを快諾してくれています。

皆様はJALT2023へのご参加と新しい発見を期待してやみません。

—Brian Strong, *TLT* 特集号 編集者

On JALT2022—Learning from Students, Educating Teachers—Research and Practice

It is our pleasure to present the 2022 JALT Postconference Publication: *Learning from Students, Educating Teachers—Research and Practice*. The papers published in the PCP cover a range of topics, concerns, and experiences of the language teaching professionals who presented at the 2022 JALT International Conference in Fukuoka.

<https://jalt-publications.org/proceedings>

JALT2023 Postconference Publication: Call for Submissions

All noncommercial presenters at JALT2023 are cordially invited to submit a paper based on their presentation for publication in the official 2024 Postconference Publication, *Growth Mindset in Language Education*. In the same way that presentations were vetted prior to the conference, conference papers will also be subjected to peer review. The Publication also functions as an important reference point for foreign language teaching in Japan and beyond. We would therefore like to strongly encourage all presenters to submit a paper.

<https://jalt-publications.org/proceedings/guidelines>



JALT2023 Conference Preview

Hello readers. JALT2023 will be in Tsukuba City, just a short express train north of Tokyo. Watch for the robots as Tsukuba is home to the Japan Space Agency and Ph.D. scientists working on all sorts of technological innovations. We will be bringing you a full JALT conference experience with Friday Technology in Teaching and Professional Development Workshops, a nice Welcome Reception, a full slate of presentations, keynote speakers, the Michele Steele Best of JALT Award Ceremony, great displays from our sponsors, and so much more! Here is a brief overview of JALT2023—from registration pricing to childcare information to hotel reservation details. This overview contains important information, but for all the most up-to-date information, please visit:

<https://jalt.org/conference/jalt2023>

Registration

You can register online, by postal payment (postal *furikae*—see the form in the back of this *TLT*), or onsite. We encourage you to take advantage of the lower early bird registration rates by registering before 1 November 2023.

- Please note that presenters MUST register by 1 October 2023, to remain in the program.
- Face-to-Face (registrants for Face-to-Face also receive online access)
- Associate Members, and International and Domestic Affiliates pay the JALT Member Rates.

Registration Fees

Please see the rates on page 26 of this *TLT*.

Childcare at the Conference

There will be accessible onsite volunteer childcare at the Tsukuba International Congress Center. These services will be operated by volunteer JALT staff. If you would like information on off-site professional childcare within the local conference venue area, please visit the conference website for information. Onsite childcare will require a signed waiver by the guardian. JALT volunteers will do their best to provide a safe, secure, and fun environment for your children.

Guardian Program

If you wish to bring a caretaker to the conference, for whatever necessary situation you have, JALT will provide that person with a conference so they can freely enter the facilities and travel around as necessary to perform their duties. Please email our Central Office at jco@jalt.org with the name and reason this person needs to be in attendance. If you have any questions, please email our JALT Central.

Environmental Levy

The JALT International Conference has been working to improve the environmental performance of the conference. This includes local sourcing of sustainable products, reducing waste, and increasing recy-

cling. Since some environmental impact is inevitable, especially from transport, we have also been arranging carbon offsets to compensate for our carbon footprint. After the event end, a carbon offset project will be selected to receive these funds. Information regarding the offset will be on the registration forms, as well as on our conference website. Please consider checking the offset box and donating. The environment will great appreciate your support.

Cancellations

Cancellations will be acceptable only if received in writing (postal mail or email – jco@jalt.org) by JALT Central Office before the following deadlines, and are subject to the following cancellation charges:

- By Tuesday 31 October 5 pm: Cancellation charge 30% of registration fee
- By Tuesday 14 November 5 pm: Cancellation charge 50% of registration fee
- No refund will be given for cancellations received after the second deadline, 14 November.

* *Late refund requests that arise due to exceptional circumstances must be made in writing to JALT Central Office and will be dealt with at JALT's discretion. Please contact us at jco@jalt.org.*

Travel Reservations

For assistance with information on travel reservations, see <https://jalt.org/conference> for links to our partner travel agency, JTB. JTB has partnered with JALT to help conference-goers book necessary accommodations. The JALT Central Office will not accept payment for hotel or travel reservations, nor will it be responsible for any mistaken payment of these. Please make reservations at your own initiative, or contact our agent, JTB Global Marketing and Travel Inc. You can always use jco@jalt.org to send questions and ask for assistance with reserving accommodation

Hotel Information

Please see page 27 of this *TLT* for hotel information

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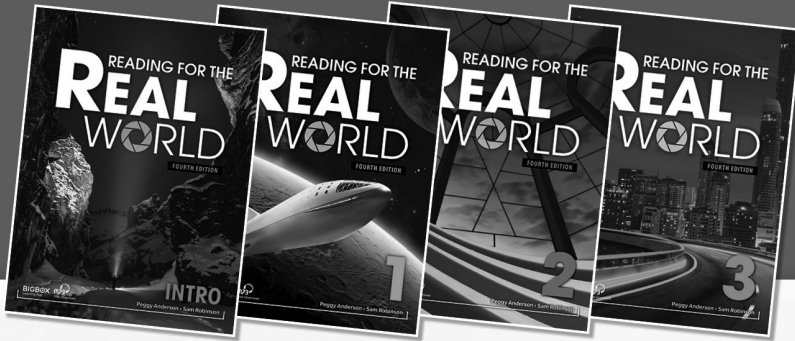
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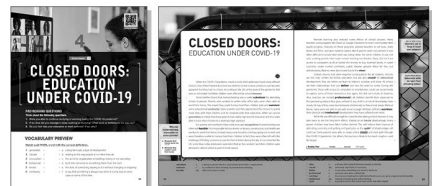
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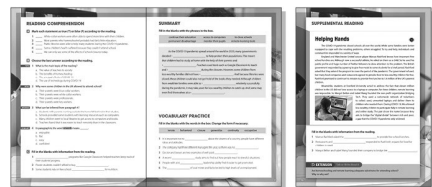
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Message from the Conference Chair • Takaaki Hiratsuka

I write to you today filled with tremendous enthusiasm and eager anticipation as we approach a momentous event in the realm of language education—the JALT conference of 2023. As the Chairperson of this remarkable conference, it is my great honor and privilege to extend a heartfelt invitation to each and every one of you.

The JALT conference has long served as a beacon of inspiration, fostering growth, resilience, and the relentless pursuit of excellence in language teaching and learning. This year, we are particularly thrilled to delve into the profound impact of the growth mindset in language education—an area of study that has captured the imagination and dedication of educators and researchers worldwide.

Upon reflecting on my personal journey, I am in awe of the transformative power that JALT holds. It was within the vibrant community of JALT that I took my initial steps into the academic conference scene, experiencing a delightful blend of nerves and excitement. Little did I know that this pivotal moment would shape the trajectory of my path and ignite an unwavering passion for language teaching and learning that continues to burn brightly to this day. My very first academic presentation took place at JALT as well. Clutching my notes with nervous anticipation, I stood before a supportive audience of fellow educators, eager to share my insights. The experience proved to be invigorating, reaffirming the strength of collaboration, shared knowledge, and the deep impact of language education. Similarly, my inaugural empirical publication found its home... And yes, you guessed it—within the embrace of JALT. This experience played a pivotal role in my professional growth, nurturing my journey as a dedicated researcher. The realization of my commitment to augmenting the growth and empowerment of language teachers and learners, both within my own country and on the international stage, alongside the successful dissemination of my recent publications, owes a great debt of gratitude to the indispensable support rendered by JALT.

I am particularly thrilled to introduce our three esteemed keynote speakers, whose knowledge and steadfast enthusiasm for growth mindset in language education will undoubtedly inspire and



enlighten us all. Firstly, we have the distinguished Professor **Gary Barkhuizen**, a renowned researcher and educator in the field of language teacher education. His stellar work on the impact of language teacher mindset and teacher identity has invigorated our classrooms and enhanced the quality of language teacher life like no other. Next, we are privileged to welcome Professor **Judy Noguchi**, a leading figure in language teaching and learning, especially in the context of Japan. With her invaluable insights, Professor Noguchi will guide us in cultivating a growth mindset among educators and learners, propelling us to continually evolve and refine our instructional and learning approaches. Last but certainly not least, our third keynote speaker, **Kathleen Kampa**, stands as a passionate advocate for an inquiry-based approach to teaching—a crucial prerequisite for students' acquisition of 21st-century skills. Her expertise will greatly assist us in nurturing students' growth mindset and enabling them to take ownership of their language learning journeys. Through the captivating sessions of these three luminaries, it will become evident that language teaching and learning are not mere academic pursuits, but rather a delicate interplay of strategies, technologies, and—perhaps most importantly—human connections. I am certain that the synthesis of these perspectives will encourage us to navigate the ever-changing landscape of education with renewed vigor, adapting and redefining our practices to empower all stakeholders in our field that thrives on effective communication.

The anticipation of witnessing the collective wisdom and inspiration that will unfold at JALT2023 fills me with great excitement. Together, we will explore the abundant possibilities that lie within the domain of growth mindset in language education, forging a path towards continued success in our noble profession.

With personal warm regards,

— Takaaki Hiratsuka, Conference Chair, JALT2023



JALT2023 – Growth
Mindset in Language
Education

Tsukuba, IBARAKI
November 24~27, 2023

[https://jalt.org/
conference/](https://jalt.org/conference/)



JALT2023 Registration Information

How to Register

<https://jalt.org/conference/jalt2023/registration-guide>

You can register online, by postal payment (postal furikae), or onsite. We encourage you to take advantage of the lower preregistration rates by registering by 31 October 2023. Please note that presenters **MUST** register by 1 October 2023 to remain in the program. Please see the rates on page 26 of this *TLT*.

- If you register online or by postal payment, a Conference Acknowledgement will be emailed to you. Please bring proof of your acknowledgement to the conference site to exchange for your name tag and conference bag. If you have not received your acknowledgement by 1 November 2023, please contact the JALT Central Office <jco@jalt.org>. If you register after 1 November, please wait 24 hours for processing as we will be in final preparations for the onsite conference and will be very busy. We apologize for any inconvenience.
- Preregistration can be done online or by postal registration, but not onsite.
- Regular registration can be done online or onsite, but not by postal registration.

Regular registration will be offered online throughout the conference. It will also be available at the conference site from 24 November 2023, 5pm-7pm, and throughout the remaining days of the conference. VISA, MasterCard, JCB, and American Express will be accepted. Please bring your membership number to register at member rates.

Discount Details

1) Regular Attendees

If you pay your conference registration fees by the 2023 preregistration deadline of October 31, you qualify for the lower registration rates. If your JALT membership is valid through 27 November 2023, you are entitled to member rates even if you pay for your membership at the same time as registration.

2) Senior Members of JALT and Full-time Students

The discount system works as follows:

Senior Discount

- If you wish to apply for the senior discount, you must be a JALT member. There are a range of membership options available. See here for details.
- If you are not a JALT member and will become a member and register onsite at the conference, a copy of an ID that has your date of birth on it will be required.
- If you are already a Senior JALT member and your membership is valid through 27 November 2023, then you don't have to submit any further documentation.
- If you have another type of JALT membership you will need to provide proof of age.

Student Discount

- If you are a full-time university student and wish to apply for the full-time student discount option, you must provide proof of full-time student status before registering or on the day of your application.
- If you are already a JALT student member and your membership is valid through 27 November 2023, then you don't have to submit any further documentation.

There are several ways you can verify your full-time student status (Student ID Card is NOT acceptable):

- Submit the *JALT Verification of Full-time Status* form. Download it in English or Japanese (PDF format).
- Submit a document in English or Japanese that has your university's letterhead on it and states you are a full-time student.

To Apply

Documents should be sent to JALT by email - [jco \[at\] jalt.org](mailto:jco[at]jalt.org) for online or postal registration. If you wish to register onsite, please submit documents at the Onsite Registration desk. Without correct documentation you will need to pay the regular registration rate.

Important Notes

1. Preregistration

Deadline 31 October 2023 (Please note that presenters **MUST** register by 1 October 2023 to remain in



JALT2023 Registration Information

the program). Postal payments must be postmarked up to the 31 October 2023 deadline. No applications postmarked or submitted online on or after 1 November 2023 will be processed at the preregistration rates. The postal payment system is not designed for regular payments so if any postal payments sent after the deadline are received, the sender will be charged an extra handling fee of 2,000 yen and be billed for the full regular registration rate.

2. Preregistration for Presenters

Presenters must pay their conference fees by 1 October 2023, (postmarked or online). Failure to do so may result in their presentations being canceled.

3. Conference Registration Acknowledgement (confirmation) by email

After your application to register is processed, a Conference Acknowledgement will be emailed to you. Please bring this message to the Preregistration Desk. If registering by postal registration, be sure to print your email address CLEARLY. No acknowledgement will be issued on paper or be sent by post.

4. JALT Junior program

Main conference participants are entitled to attend the JALT Junior program at no extra charge. Participants who register only for the JALT Junior conference are entitled to attend all of the JALT Junior presentations and all of the main conference plenary presentations, but not the other main conference presentations. JALT Junior participants will also receive a conference bag and are invited to attend the Welcome Reception and Best of JALT event.

5. Cancellation

Cancellations will be acceptable only if received in writing (postal mail or email) by JALT Central Office before the following deadlines, and are subject to the following cancellation charges:

- By Tuesday 31 October 2023 5 pm: Cancellation charge 30% of Registration Fee
- By Tuesday 14 November 2023 5 pm: Cancellation charge 50% of Registration Fee

No refund will be given for any cancellation received after the second deadline, 14 November. *

Late refund requests that arise due to exceptional circumstances must be made in writing to JALT Central Office and will be dealt with at JALT's discretion. Any requests for a refund must be made in writing, using the Cancellation Notice and providing full details, including bank name, branch name, account number and account name. Refund due, less the cancellation charge, will be paid into the registrant's bank account by bank transfer after the Conference. If your bank information was not provided at the time of cancellation, the refund will be made by postal money order.

6. Balance Due

If there is any outstanding balance due, JCO will contact you with details on how to complete payment. Your registration is not officially complete until all balances are settled. You will also receive such a note if your membership expires before 27 November 2023. For smoother processing, please pay your membership fee at the time of registration.

7. Receipt

A Receipt bearing the official JALT seal can be issued by request here. Receipts will be sent by post, unless requested otherwise. Please indicate any specific instructions for the receipt. It is advisable to retain any receipt issued by the post office or the printout of your online registration confirmation. You will need to be able to provide proof of payment to support any inquiry to the JALT Central Office regarding any payment or refund.

8. Travel Reservations

The JALT Central Office will not accept payment for hotel or travel reservations nor will it be responsible for any mistaken payment of these. Please make reservations at your own initiative, or book through our agent, JTB Global Marketing and Travel Inc. See page 27 for more information.

9. Photography and Video

Recording during the conference, volunteer photographers will be taking photographs and video for JALT editorial purposes.



JALT2023 Plenary Speaker • Gary Barkuizen

Language Teacher Mindset and Teacher Identity

Gary Barkuizen

University of Auckland, New Zealand

Teacher identity refers to how teachers see themselves as teachers and how others see them as teachers. A teacher growth mindset refers to a teacher's belief system that sees professional learning as a possibility, even in the face of challenges and disruptions. In this presentation, I outline what teacher identity means, and why it is important for teachers to know about their changing identities in the contexts in which they work. I also suggest narrative ways of exploring those identities—that is, to generate and understand teachers' identity stories. I then briefly describe what mindsets are and share several stories told by teachers and teacher educators that reveal how their identities and their mindsets interconnect. I show how this interconnection does not always reveal a growth mindset or a belief in learning. To try to explain this situation, I present a professional development framework consisting of a number of interrelated mindset continua that aims to achieve, through teacher narrative inquiry, some sort of equilibrium or stability in the lives of hard-working teachers.



I first came across the concept of mindset (Dweck, 2006) a few years ago when I was designing a new graduate TESOL course on language teacher and learner identity. I was deciding which topics to include in the course and so embarked on a search of recent literature in the field. It is surprising just how large and varied scholarship on identity now is in TESOL and applied linguistics, drawing from social and psychological perspectives, from theories in general education, and even philosophy and economics. This reading helped me design my identity course, which consisted of 12 lectures over 12 weeks, and although I did not include a specific lecture on mindset, I was aware that the concept was lurking in the shadows of many of the topics that were included, such as identity in the classroom, identity and language learning, and identity and emotions.

Mindsets refers to people's beliefs about various human attributes, including their abilities (Dweck, 2014). There are fixed mindsets, which is the belief that abilities cannot change. For example, if you're not a very good teacher, there's not much you can do about that. And there are growth mindsets, where people believe that learning and development is possible, even in the face of challenges and disruptions. For example, a teacher with a growth mindset will build strategies for working through problems in class, or work hard to develop skills to implement a new language testing regime.

Herbert-Smith (2023), referencing the work of Dweck (2006), lists a number of attributes of a teacher with a growth mindset. I particularly like three of these because they relate to my own conceptualization of teacher identity and I see clear evidence of them in my teacher education work. I observe a close relationship between teacher mindset and language teacher identity (LTI). LTI refers to how teachers see themselves as teachers and how others see them as teachers in the particular contexts in which they work. Mindset relates to who teachers are (their identities) as well as what they do (their practices) in these workplaces. The first of Herbert-Smith's (2023) attributes of a teacher with a growth mindset is that they take responsibility for improving their practice. In terms of LTI, here we see a teacher who might be perceived as dedicated, a professional, as or even ambitious. This might also be an identity that the teacher would like to project to their learners and colleagues.

Teachers who take responsibility for improving their practice might also, and this is another of Herbert-Smith's (2023) teacher growth mindset attributes, actively seek learning opportunities and new challenges. From my experience and current work in language teacher education, I see a number of ways in which these opportunities are taken up. One of these is continuing professional development (CPD), particularly self-directed professional development (Mercer et al., 2022). Teachers at their own initiative participate in, for example, CPD workshops, attend webinars and teacher conferences, and enrol in further formal study. For instance, many students in my identity course are teachers with some language teaching experience and desire to improve their practice and develop their careers by obtaining a further qualification. They want to grow. Another example of seeking learning opportunities is teachers engaging in



research, and evidence shows that this certainly is a challenging endeavour (Shrestha et al., 2022). The teacher research movement has grown rapidly in recent years and reveals that teachers around the world are increasingly taking up the challenge, with appropriate support and mentoring often in place (Buğra & Wyatt, 2021).

In all of these activities—continuing and self-directed professional development, further formal study, teacher research—teachers frequently encounter setbacks and receive feedback that they might perceive as negative and discouraging. And they might make mistakes along the way. This relates to the third of Herbert-Smith's (2023) attributes of a teacher with a growth mindset: teachers seeing setbacks and feedback as an opportunity to learn and grow their skills. This attribute, like with other aspects of a growth mindset, is very much forward looking; seeking future growth, learning, development. However, I have seen, both in my identity course, and in my interaction with language teachers in many other contexts (and the literature also points this out), that too much emphasis on growth and development, which could come from self or leaders, puts enormous pressure on teachers—with their busy professional (and personal) lives, their heavy workloads, and lack of time to fit everything in. One disastrous outcome could be the all too familiar 'burnout'.

Teachers (and teacher educators, and researchers) need to take care of their wellbeing. As they juggle their many roles and responsibilities, and as they try to make sense of their constantly changing identities, they should aim to seek some sort of equilibrium or stability in their professional lives. 'Achieving' or developing a growth mindset, in my opinion, means seeing mindset as a dimension (or a number of inter-related dimensions) along which we move back and forth over time. We are never stuck in one mindset. Sometimes we need to be cautious and withdraw a little from seeking growth and settle instead for coping with where we are at, and who we are as teachers, especially in the face of challenges and disruptions.

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Gary Barkhuizen is Professor of Applied Linguistics at the University of Auckland, New Zealand. His teaching and research interests are in the areas of language teacher education, teacher and learner identity, study abroad, and narrative inquiry. Originally from South Africa, he obtained his MA from Essex University in the UK and his doctorate from Teachers College, Columbia University. His latest book published in 2022 is *Language Teachers Studying Abroad: Identities, Emotions and Disruptions*.

Plenary Address

Teacher Mindset Stories: What Happens When Teacher Identity and Teacher Mindsets Meet?

Teacher identity refers to how teachers see themselves as teachers and how others see them as teachers. A teacher growth mindset refers to a teacher's belief system that sees professional learning as a possibility, even in the face of challenges and disruptions. In this presentation, I outline what teacher identity means, and why it is important for teachers to know about their changing identities in the contexts in which they work. I also suggest narrative ways of exploring those identities—that is, to generate and understand teachers' identity stories. I then briefly describe what mindsets are and share several stories told by teachers and teacher educators that reveal how their identities and their mindsets interconnect. I show how this interconnection does not always reveal a growth mindset or a belief in learning. To try to explain this situation, I present a professional development framework consisting of a number of interrelated mindset continua that aims to achieve, through teacher narrative inquiry, some sort of equilibrium or stability in the lives of hard-working teachers.



Workshop

Narrative Inquiry for Busy Teachers and Teacher Educators: An Introductory Workshop

Narrative inquiry involves gathering and constructing stories to learn about the experiences of language teachers and learners. Stories are central to narrative inquiry. In this workshop, we begin by discussing what stories are and then move onto a brief overview of some methods for collecting and analyzing stories in narrative inquiry. These methods are those that teachers (and teacher educators) can incorporate

into their busy lives as practitioners. In other words, the aim is to explore opportunities for teachers to conduct narrative inquiry as ongoing, classroom-based teacher research. Workshop participants will have the opportunity, in pairs and small groups, to examine and interpret authentic language teacher and learner stories. They will also consider ways in which narrative inquiry can be embedded in their classroom practices. In sum, the interactive workshop will be an introduction to narrative inquiry for those who are interested in stories and how they can be used to explore their work environments in order to learn about themselves, their students, and the work that they do. Experienced researchers are also welcome!

JALT2023 Plenary Speaker • Judy Noguchi

Thoughts on Growth Mindset in Language Education

Judy Noguchi

Kobe Gakuin University

The world today is facing trying times with democracy in crisis around the world, extreme weather events, and state fragility coming on the heels of a global pandemic. However, crises have been the driving force in the evolution of human society. The problems confronting us today cannot be resolved by one organization or one country alone. What is needed is effective communication among peoples, groups, and countries. Even with technological advances in machine translation and AI



tools, we as language teachers have much that we can do. This talk will suggest the importance of building social capital through communication, present evidence-based education concepts for efficient teaching, and examine how to work with Gen Z students. Education for a world of volatility, uncertainty, complexity and ambiguity (VUCA: Bennett & Lemoine, 2014) must prepare students to learn how to take charge of their own learning experiences and thus develop a growth mindset to embark on a never-ending life-long adventure of learning. They can thus contribute to social capital and a better human society.

can influence the thinking of other people (Cinelli et al., 2021). Humans tend to find it difficult to break old habits that make them feel safe. This leads to selective perception, which means that they avoid things that can cause discomfort or go against their beliefs. By selecting only what they want to hear or see, people enter an information bubble so aptly described by Barack Obama in his farewell address:

a “threat to [Americans] democracy,” i.e., the “retreat into our own bubbles, ... especially our social media feeds, surrounded by people who look like us and share the same political outlook and never challenge our assumptions... And increasingly, we become so secure in our bubbles that we start accepting only information, whether it’s true or not, that fits our opinions, instead of basing our opinions on the evidence that is out there (The New York Times, 2017).

People who seek solace in an echo chamber are like those who have a fixed mindset that Carol Dweck (2015) describes as believing that their intelligence and abilities are innate, making them afraid of failing. However, in the VUCA world of today, filled with volatility, uncertainty, complexity, and ambiguity (Bennett & Lemoine, 2014), what is needed to survive and thrive is a growth mindset. As Dweck (2015) notes, “growth is the heart and soul of education—it is the very purpose of education” (p. 242). And why is education so important? Savani et al (2017) point out that “without education, people all over the world may have little hope of improving their social position or life outcomes” (p. 1284).

In a world fraught with global issues ranging from the COVID-19 pandemic and misinformation on social media to climate change and natural disasters, Paul Reville (as cited in Mineo, 2020) at the Harvard Graduate School of Education observes that we are in “uncharted territory” but that facing a crisis also

Never have people’s mindsets been as important as they are today. This is because social media makes it so easy to spread beliefs that



signals the opportunity to change the status quo and aim for something better. How do we rise to the challenges of the times? I would suggest that as language teachers, we have much to do. We can help people build social capital through communication. We can move away from trying to cram our students with propositional knowledge to helping them acquire procedural knowledge. We can show them how to wisely use technology to support their learning journey.

For a well-functioning society, we need not only technological advances, but also social capital. Social capital is defined by the Organization for Economic Cooperation and Development (OECD) as “networks together with shared norms, values and understandings that facilitate co-operation within or among groups” (Keeley, 2009, p. 103). Francis Fukuyama (1999), addressing the International Monetary Fund Conference on Second Generation Reforms, said, “Social capital is important to the efficient functioning of modern economies, and is the sine qua non of stable liberal democracy” (paragraph 1). As language teachers, we can show students how to contribute to social capital by building bonds with those close to them who share their culture, building bridges to those close but without a shared sense of identity, and developing linkages with those even further away. Developing linkages is probably the most challenging, but Malala Yousafzai (ABC News, 2023), Pakistani education activist and Nobel Peace Prize Laureate, in an interview about her role as executive producer of the film *Joyland*, says that storytelling can help us connect with people around the world because “we are able to see them, what is going on in their life and find the commonalities and helping people find those commonalities.” She admits, “It’s really challenging to change perspectives ... but behind all of those conversations is something” that can make it possible for us to see what we have in common. If we can do that, perhaps we can find ways to work together to resolve the problems confronting us today.

The second thing we can do is move away from trying to teach only propositional knowledge, or book learning, through exercises and quizzes. We should shift our focus to the acquisition of procedural knowledge, or experiential learning, through activities and the preparation of student portfolios. This approach is supported by the findings of the Education Endowment Foundation (Pearson, 2022), which shows that the most effective way to improve learning performance, with good cost performance,

is to aim for metacognition and self-regulated learning. Here, the concept of a cognitive apprenticeship approach (Collins et al., 1987) is important because it points to the importance of making students aware of the processes involved in using and acquiring knowledge. The most natural way to learn is through apprenticeship, and adding the metacognitive aspect can motivate and empower the learner. Of course, we need to consider what content to present and how to teach it. With respect to learning a foreign language, much research and practice has been documented in the area of English for Specific Purposes (ESP), as attested to by the many articles in journals such as *English for Specific Purposes* and the *Journal of English for Academic Purposes*. ESP makes evident how discourse communities employ specialized genres to optimize communication and can now even help native speakers of English acquire professional communication skills. Buntrock (2009), in reviewing the book *Write Like a Chemist: A Guide and Resource* (Robinson et al., 2008), points to the methods used to teach chemists the essentials of professional writing. Although ESP is not specifically mentioned, the methods described, such as structural (‘move’) formats, arise from ESP research.

The third thing we can do for our students is show them how to use technology to support their learning. The students in college today are of Gen Z, born between 1995 and the late 2010s. Katz et al. (2021) conducted an in-depth study of these young people who are digital natives and have experienced cultures being shaped by technologies. The results showed that they are passionate about identity, freedom, agency, authenticity, belonging, collaboration, diversity, equity, and inclusion. They recognize what is wrong and want to work for a better society. When working with them, Haynes (2010), in discussing how to bridge the generation gap when teaching medical students, suggests assimilating technology; giving feedback and coaching, including students in the decision-making and evaluation processes; and expecting them to share information and work in teams.

Communication is the only way that we can start resolving the global issues of climate change, state fragility, and pandemics. This means we need to have growth mindsets that allow for an optimistic approach of viewing problems as opportunities in order to improve and feel motivated to accept challenges and continually put forth efforts to do better. As language teachers, we can help our students develop a growth mindset about the development



of their communication skills so that they can help build social capital for a better world.

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Judy Noguchi, Professor emerita at Kobe Gakuin University, does research, materials development, and teaching of English for Specific Purposes. She was MEXT's Dispatched Expert to SEAMEO Centres 57th RELC International Conference, 13-15 March 2023. Recent publications include the chapter, *Reviewing the Scientific Review Article*, from *The Routledge Handbook of Scientific Communication* (2022); the chapter, *Genre-based, Corpus-supported Writing Courses for Science and Engineering Students at Japanese Universities*, from the book, *STEM English in Japan* (2022); and the article, *Ecdysis for Globalization: ESP in Japan Today*, in the journal, *World Englishes* (2022).

Plenary Address

Learning: The Never-Ending Life Adventure

The world today is facing trying times with democracy in crisis around the world, extreme weather events, and state fragility coming on the heels of a global pandemic. However, crises have been the driving force in the evolution of human society. The problems confronting us today cannot be resolved by one organization or one country alone. What is needed is effective communication among peoples, groups and countries. Even with technological advances in machine translation and AI tools, we as language teachers have much that we can do. This talk will suggest the importance of building social capital through communication, present evidence-based education concepts for efficient teaching, and examine how to work with Gen Z students. Education for a VUCA world of volatility, uncertainty, complexity, and ambiguity must prepare students to learn how to take charge of their own learning experiences and thus develop a growth mindset to embark on a never-end-



ing life-long adventure of learning. They can thus contribute to social capital and a better human society.

Workshop

Cognitive Apprenticeship for Life-Long Learning

Communicative ability on a global scale has never been as important as it is today. After addressing the issues that are confronting us in the plenary talk, this workshop will present specific examples of how the concepts presented can be applied in the classroom. The focus will be on considering lan-

guage as a conglomeration of genres that can be subjected to analysis in order to metacognitively grasp how they can be used for effective communication. Rather than try to aim at mastery of another language, a more realistic, attainable goal would be to aim for a multi-competence perspective, recognizing that the learners can become competent users of specific genres that they may need to express themselves. To promote effective learning, using a cognitive apprenticeship approach to ESP (English for specific purposes) concepts can offer students the scaffolding they need to develop self-regulated learning. This can promote a growth mindset that can serve them throughout their lives. Examples from classroom encounters will be presented to illustrate the concepts.

JALT2023 Plenary Speaker • Kathleen Kampa

Thoughts About Growth Mindset

Kathleen Kampa

How can we nurture a growth mindset in our classrooms? What “seeds” do we need to plant? How can we create nutrient-rich “soil” for these seeds to grow in? What extra support do we need to give our “seeds” so that they will blossom into life-long learners? As teachers, we become the “gardeners” of our classrooms. Our students come to us with a variety of needs and require different amounts of time to grow. It is our challenge to help each student blossom. We need tools and strategies to help our students develop a growth mindset. In many classrooms, we can find examples of both fixed mindset and growth mindset. By being able to identify these mindsets, we can tailor our classroom language by teaching phrases such as, “I’m not able to do this . . . yet.” By being aware of the types of feedback we give students, we can support their growth as confident, independent learners. We can create an environment where students are ready to embrace challenges.



recipes didn’t always turn out well, but sometimes they were even better than before. Mom gave us some ideas on what we could do the next time, so we learned what worked and what didn’t. Plus, we weren’t afraid to try our own ideas. What’s the worst thing that could happen?

My grandma and grandpa loved music! When I was little, I played the baritone ukulele, a four-stringed guitar that was just my size. When I was eight years old, we attended a wedding. My grandma and grandpa encouraged me to play along with the wedding band. I just tried my best. I really grew to love music like them! Without realizing it, my parents and grandparents were cultivating a growth mindset in me.

What does a growth mindset look like or sound like? According to Growth Mindset creator Dr. Carol Dweck (2016), you might hear things like this:

- This may be difficult and challenging, but I’m going to keep on trying.
- I don’t know how to do it, but I’m going to figure it out.
- I learn from my mistakes.
- Tell me what my next steps are so that I can improve.
- I don’t know how to do this . . . YET.
- I can try something I’ve never done before.

During my teaching career, I have taught students from six months of age up through high school. I have taught Montessori kindergarten, homeroom classes, music, dance, and English, and of course, I have worked with a lot of teachers! I believe that my students gained a lot of knowledge and skills in my classes, but I do not think that is what they remember the most. What do they remember? They believed that they could achieve their dreams.

When I was a young girl, my dad loved to give my sisters and me math problems at dinner. If we could not figure them out, he would show us how to solve them. The problems were fun and challenging, and I grew up loving math.

My mom let my sisters and me “play” with recipes when we were baking. We could change recipes by adding a little of this and a little of that. Our



I like to compare my students' potential to that of seeds planted in the ground. When we plant seeds in the soil, we do not really know how and when they are going to come up. What we do know is that there is a lot of hidden potential beneath the ground.

In many schools, students are given tests and grades to demonstrate their level or ability. This may create a fixed mindset for students. Whether they think of themselves as A students or C students, they believe that this is all they are capable of.

Do you need to give your students grades for their assignments or tests? If you do, what does this tell them? Can your students do something to improve the grades or scores they received? Do your students believe that they will always be at the same level of English, or do they feel that they can improve with effort?

After we plant seeds, it is important to know what they need to grow. How do we support our precious seeds? If a student is struggling, what is the next step? If a student says that something is easy, what is the next step? When we consider Vygotsky's zone of proximal development, we need to think about how to guide students to the next steps in their learning. Each step of the journey can help them grow in confidence.

Are students aware of what they know and what they need to improve on? Do you create lessons that provide support for students at their current level and take them to their next steps toward independence?

Many of us grew up with red marks on our papers pointing out our errors. With a growth mindset, these mistakes can inform us of what we don't know and what we can improve on. Nurture the feeling that mistakes are learning opportunities that help students grow. Invite students to ask questions or take risks when they don't know something. Introduce the idea of FAIL: First Attempt In Learning. According to rocket scientist Sylvia Acevedo, "If you're always successful, you're probably not stretching yourself enough. It's okay to fail."

What type of feedback do students receive in your classroom? Do you focus on what's correct, or on making sure students are curious about learning?

We need to water our plants. We may have to add a little fertilizer, too. Plants need our help to thrive.

Students need the right nutrients to grow in your classroom. Creating lessons that are both challenging and motivating keeps them engaged. Students want to put in the extra effort to learn.

Do you create lessons that are challenging and engaging for your students? Do your students think, "This is hard, but I'm going to try my best." Can your students learn in a variety of ways?

Plants need light from the sun to grow. Plants need warmth to grow. Plants appreciate our encouraging words every time we water them.

Students thrive in a place where they feel they belong. Many students have felt increased stress, especially with technology use. Expectations may seem higher than ever before. Your classroom can create a space where students feel they can be successful. Find ways to create "wins" for your students.

Do you know your students by name? What else do you know about each of your students? Do students feel that you are on their team? How does your classroom environment nurture your students? Do you have any chants or songs that nurture happiness and positivity? Do you have any classroom routines that build a positive outlook?

Believe. Watching a plant grow is truly miraculous.

What do you think is the most important thing you can nurture in your classroom?

In the popular TV show *Ted Lasso*, the players felt more confident when they looked up at the sign that read, "BELIEVE." Believe that every one of your students can succeed!

As teachers, we become the "gardeners" of our classrooms. Our students come to us with a variety of needs and require different amounts of time to grow. It is our challenge to help each student blossom.

- Remember to nurture your plants!
- Plant your seeds in rich soil.
- Give your plants enough support.
- Water them regularly and add fertilizer when needed.
- Give them enough sunshine and warmth to grow.
- Speak to them with encouraging words.
- And finally, believe in the magic!



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Kathleen Kampa is a teacher, teacher-trainer, author, and songwriter who specializes in working with young learners. Kathy promotes an inquiry-based approach to teaching through which students develop 21st century skills. She is a co-author of four ELT primary courses published by Oxford University Press, including *Magic Time*, *Everybody Up*, *Oxford Discover*, and *Beehive*. In addition, she creates songs, chants, and movement activities for young learners, and has produced two albums for children.

Plenary Address

Planting the Seeds of a Growth Mindset

How can we nurture a growth mindset in our classrooms? What "seeds" do we need to plant? How can we create nutrient-rich "soil" for these seeds to grow in? What extra support do we need to give our "seeds," so that they will blossom into life-long learners? As teachers, we become the "gardeners" of our classrooms. Our students come to us with a variety of needs and require different amounts of time to grow. It is our challenge to help each student blossom. We need tools and strategies to help our students develop a growth mindset. In many classrooms, we can find examples of both *fixed mindset* and *growth mindset*. By being able to identify these mindsets, we can tailor our classroom language by teaching phrases such as, "I'm not able to do this . . . yet." By being aware of the types of feedback we give students, we can support their growth as confident, independent learners. We can create an environment where students are ready to embrace challenges.

Workshop

Cultivating a Climate of Growth in Your Young Learner Classroom

When you watch a group of young learners, you can see how they explore their environment with all their senses. They jump. They skip. They bend down and look at ants crawling on the ground. They are filled with wonder and amazement. Each day young learners seem to be successfully learning something new. Our classrooms need to continue nurturing children who are just learning about the world. How can we nurture their growing bodies, their brains, and their hearts? We can teach lessons for young learners with activities that sprinkle growth mindset thinking strategies throughout. The language we use in the classroom with our students is a powerful tool in shaping the way our students think. We can choose to teach chants, songs, and fingerplays that remind students of a growth mindset. We can use stories and puppets to build a growth mindset. During our textbook activities, we can use strategies to help students know what their next steps are. Even during our class transitions, we can help our young learners grow. Together, these strategies can create a climate where our students are able to realize their full potential.



The JALT Peer Support Group (PSG) aims to collaboratively assist writers in working through the writing process in order to develop their manuscripts to a (hopefully) publishable level. Our experienced Peer Readers will do their best to provide you with feedback and suggestions to improve content, clarity, and organization. However, they do not usually edit for grammar, punctuation, etc. as part of the process.

Submitting a Paper for Review

Please visit <https://jalt-publications.org/contact> to start the process. Once a paper is submitted, it may take a month or more for two rounds of feedback.

Becoming a PSG Peer Reader

PSG is always recruiting new Peer Readers! Benefits include: improving your writing skills, learning more about the academic publishing process, networking, and providing a valuable service to the academic community.

Please contact PSG at jaltpubs.peer.group@jalt.org to find out about becoming a Peer Reader.



JALT2023 Balsamo Asian Scholar • Septina Nur Iswanti

Playing for Success: How Smart Gamification Nurtures a Growth Mindset in Education

Septina Nur Iswanti (Nina)

*EF English First Semarang MT. Haryono,
Indonesia*

An Observer's Note: Aksa's story

The following excerpt was taken from one of the writer's regular class observation notes. One late afternoon, Aksa (not his real name), a fifth grader, still wearing his school uniform, quickly ran to the second floor and entered a classroom where all his friends had arrived before him. As the school bell rang and the teacher entered the room, greeting all the students. "How is everyone doing?" Aksa and his friends simply replied, "Fine." However, it was obvious that he appeared tired and lacking motivation as he rested his head on his arm on the table. The signs of fatigue were also evident in his weary eyes and through the tone of his weak voice.



In that meeting, to revise the vocabulary and expressions, the teacher organized a memory game that involved matching sentence halves, which were hidden behind numbers written in a grid on the board. The students were divided into pairs, and they selected two random numbers. The teacher then revealed the sentence halves associated with those numbers, and students would read them aloud. If they formed a correct pair, they earned a point.

Aksa, who did not show any enthusiasm at the start of the class, was gradually being drawn into the game, and his eyes began to shine. He eagerly discussed the numbers he would choose with his

peer, filled with anticipation. He did not stop trying when he got wrong number pairs. And he excitedly jumped out of his seat, proudly shouting "Yes!" when successfully matching the correct answers. All the students in the class were also fully engaged throughout this collaborative activity, maintaining the high energy level until the end of the game. At this point, Aksa no longer displayed the tiredness and gloomy look that was evident at the beginning of the class. He was now able to actively participate in the remaining class activities, demonstrating a strong grasp of the lesson and a significant change in his demeanor.

A Take-away From the Observation: How Gamification Intersects With a Growth Mindset

The gamified learning activity had a positive impact on Aksa's well-being, allowing him to comprehend and actively engage with the rest of the lesson. Additionally, his attitude towards learning quickly changed soon after the game started. He eagerly embraced the challenge, demonstrating motivation, effort, persistence, and confidence. In short, the use of gamification greatly benefited Aksa's overall learning experience during that particular class session.

On a broader note, this example also highlights the potential for educators to leverage gamification as a means to foster and cultivate a growth mindset in learners. By emphasizing the value of effort, encouraging perseverance in the face of setbacks, and reframing difficulties as opportunities for growth, gamification can help instill these important characteristics.

Understanding Gamification in Education

Gamification is the integration of game elements into a non-game context, and this is not limited to only digital or online games. Traditional face-to-face activities or online/digital exercises can be gamified by adding the fun elements that include, missions/goals, rules and challenges, instant feedback, points, badges, leaderboards, etc. Numerous studies have been conducted to examine and demonstrate the positive impacts in various educational settings. And educators have adopted this approach to foster student engagement, motivation, and overall learning outcomes.



Game developers have also seized the opportunity to design full fledged game-based learning tools that promote substantial benefits in enhancing the subject mastery.

However, the writer's extensive class observations have also revealed potential challenges and negative effects that can arise for both teachers and students when implementing gamification. These aspects will be further explored and discussed in the next section.

Addressing Challenges and Cultivating a Growth Mindset by Implementing Smart Gamification Strategies

While the majority of gamified class activities have positive impacts on learning, it is important to acknowledge that not all activities yield the same results. To effectively address these challenges, and cultivate a growth mindset through gamification, a more thoughtful approach is required by implementing smart gamification strategies, considering and mitigating any potential drawbacks, as outlined below:

A. Diverse Student Learning Styles and Abilities >> Customization and Personalization

One-size-fits-all kind of games may not cater to the diverse learning needs and abilities of all students. Teachers need to consider their students' individual interests and skill levels to offer tailored challenges and content. This personalization boosts students' motivation and confidence in their ability to persist through personalized challenges.

B. Unhealthy Competition >> Collaboration and Teamwork

Some students may fear losing and become easily discouraged when playing competitive games. Instructors can incorporate teamwork, cooperative challenges, and shared goals. This will encourage students to learn from one another, provide support, and value each team member's effort and contribution. Additionally, teachers can foster student autonomy by initiating a discussion beforehand about whether the students would prefer to have the leaderboards displayed.

C. High Excitement, Losing the Lesson Focus >> Setting Expectations and Giving Feedback on Progress

Games can sometimes result in high energy and excitement, making it challenging to maintain discipline and keep students focused. Before the game, teachers can establish clear rules and expectations for behavior during game activities and communicate the educational purpose of the game and its connection to learning objectives. After the game, post-game discussions can be set to allow learners to reflect on their progress in mastering the content. This helps learners to identify areas and strategies to strive for improvement, as well as celebrate their successes.

Conclusion

By effectively navigating the challenges and harnessing the benefits of the smart gamification strategies mentioned above, students are likely to develop resilience, motivation, and determination to achieve academic success and personal growth, which will also nurture the characteristics of a growth mindset.

Based in Semarang, Central Java, Indonesia, **Septina Nur Iswanti** (Nina) has actively been involved in the field of ELT as a teacher, researcher, and teacher trainer for many years. Currently, she humbly serves as the Senior Teaching Manager at EF English First Semarang. Her particular interests include educational technology, teacher and student motivation, and teacher's professional development. She is also passionate about cultivating kindness and positivity to improve the well-being of her school community.

Workshop

Smart Gamification: Fueling a Growth Mindset

The use of gamification and game-based learning in educational contexts has gained more and more popularity among learners. Educators have the opportunity to take advantage of this approach to nurture a mindset that values effort, embraces challenges and perceives failures as stepping stones to success. However, from time-to-time this gamified learning approach can also pose challenges in terms of classroom and time management, technical issues, limited resources, diverse student's learning styles and abilities, and integration with the curriculum.

This workshop aims to explore the potential of smart gamification techniques that will provide insights to address the aforementioned challenges and how instructors can transform the gamified classroom experiences into an environment where learners take ownership of their learning journey and develop a resilient attitude towards obstacles.

Through practical examples, hands-on activities, and interactive discussions, attendees will discover how to design and use gamification in teaching and learning that promotes the



growth mindset elements. Moreover, participants will explore how to align gamification strategies with learning objectives, incorporate meaningful feedback loops, and tailor experiences to individual learner needs.

Finally, participants will leave this workshop energized, eager, and ready to ignite a growth mindset in learners, where they embrace difficulties, persist through setbacks, and continuously strive for improvement in their learning journey.

JALT2023 Kevin Cleary Invited Speaker • Melodie Cook

What a Growth Mindset Means to Me

Melodie Cook

University of Niigata

As Japan's population declines, and universities compete for students, the bar has risen for teachers who are now competing for positions at a decreasing number of universities. When I arrived in 1993, a master's degree was enough to guarantee a contract position. Now a PhD in linguistics or applied linguistics is fast becoming a necessity. One generally non-negotiable item in the present day is a record of publications. In the distant past, *gaikokujin kyoshi* may have been exempt from the publish-or-perish mindset, but this is no longer true.



In this presentation, I will discuss my experiences of how my early research papers led to my current tenured position. The first "research" paper I ever wrote, though far from my best work, was the one referred to in the interview for the tenured position I now hold. Another paper, required for one PhD course, led to more involvement in gender-related projects. After completing my PhD, I began researching and writing about high-stakes entrance examinations in Japan; those papers are among my most-cited works and helped me move from lecturer to professor.

Once my career became established, I was able to bring my personal interests into the academic world by researching issues that were near and dear to me, such as projects about cram schools and education for multicultural families. My latest work is on barrier-free education in Japan. Thus, while I began my career writing to survive, I am now working on projects that help not only me, but others, thrive.

What does having a *growth mindset* mean? According to Boise University President Marlene Tromp

(2021), it means five and a half things: that intelligence can be developed, that challenges should be embraced, that setbacks should be persisted against, that mastery is the result of effort, that criticism provides opportunities to learn, and that inspiration can be found in the success of others. Using these five and a half points, I would like to share how we can encourage a growth mindset in not only our students, but also ourselves.

Intelligence Can Be Developed

According to Dr. Tromp:

A fixed mindset might say intelligence is static. A growth mindset knows it is not; rather you can grow your brain's capacity to respond to complex problems. If at first you don't succeed, it doesn't mean that you don't belong, or you can't learn. You're strengthening your ability to do the work every time you face a challenge.

We have probably all heard a student say, "I'm not good at English." Perhaps this is because the way English is traditionally taught in secondary schools is possibly not the best way for that student to have studied it. We can encourage our students to have a growth mindset about English by giving them opportunities to learn through multiple methods, and by praising them for their efforts instead of discouraging them when they err.

Challenges Should Be Embraced

Regarding challenges, Dr. Tromp says, "The only way to have the experiences that help you truly grow is to embrace challenges. Don't take the easiest path. Take the one that will make you stronger and more prepared for the future." To me, this means that we should not underestimate what our students can do. We should challenge them to reach beyond their current levels and strive to make increments in their learning. We should encourage them and have high expectations; we should praise them when they take risks and accept different ways to express themselves. This can't help but give them confidence.



Setbacks Should Be Persisted Against

Experiencing setbacks is like building a muscle. To physically grow a muscle, it must sustain micro-tears—essentially, damage—then it grows back stronger. You develop your muscles intellectually and emotionally, just as you do physically. Failures may be the experiences you learn from the most (Tromp, 2021).

Like everyone else, students have experienced and overcome a number of setbacks. Over the years, I have read paragraphs where students have described how their failing sports team or musical club overcame persistent failure, didn't give up, and finally won that sought-after trophy. Language learning is not that different. As teachers, we should encourage our students when they fail and praise them when they succeed. We should point out that we realize the road to learning language is hard and share our own experiences learning another language.

Mastery is the Result of Effort

Many people believe that if they have to work too hard, it's a sign that they don't belong. Those with a growth mindset recognize that working hard is how you get to success: hard work is the pathway, not a sign of a problem (Tromp, 2021).

When I first undertook a master's program in Canada, in 1990, I truly felt like I was in over my head and even went to visit several of my professors to ask them if they thought I could succeed. Thankfully Dr. Alister Cumming, who was my pro tem supervisor at the time, said to me, "You don't have to be a genius. You just have to do the work." For our students, we must be their Alister (but maybe phrase it differently). Help them understand that by doing the work they can become good at English, and that anybody can. If possible, invite near peer role models to class to talk to them.

Criticism Provides Opportunities to Learn

While most people can't bear criticism, as "[it] feels like a failure," Dr. Tromp insists that "People with a growth mindset are exhilarated by criticism: it's a chance to learn, grow and get better" (2021).

I would like to remind researchers to have a growth mindset here; if I broke down sobbing every time a paper was rejected by a journal, my tears would have dried up long ago. As academics, we need to keep in mind that editors and reviewers are not trying to crush us but are trying to help us

be better. Take those reviewer comments, fix up your paper, and send it to another journal. Take that book proposal that has been going hither and yon for five years (I speak from experience) and find the right publisher who gets what you are trying to do. Remember to be grateful to those who took the time to help you put your best work out in the world.

Inspiration Can Be Found in the Success of Others

Finally, and perhaps most importantly, "When you see someone else succeed, instead of comparing yourself negatively ('I'm not good enough'), use those who succeed as role models. Learn from their model to reach even higher levels of achievement" (Tromp, 2021). As a woman, I have found that role models are few and far between, but they are there. From them, I have learned to be unafraid to travel and present, to write, to make things happen, and to not undervalue myself in a male-dominated environment. They have also shown me that it's okay to skip a conference presentation and have a therapeutic glass of red wine instead.

Reference

Tromp, M. (2021, September 13). *5 1/2 Things About Growth Mindset from Dr. Tromp*. Boise State University. <https://www.boisestate.edu/student-life/5-1-2-things-about-growth-mindset-from-dr-tromp/>

Melodie Cook hails from Canada's capital and has been working in Japan since 1993. She is a Professor at the University of Niigata Prefecture, and her research interests include teacher education, high-stakes testing, gender representation in educational materials, multicultural family education, fostering and adoption, and special needs education in Japan. She has been an active member of JALT in various capacities since 2003.

Workshop

From Publish or Perish to Publish your Passion

As Japan's population declines, and universities compete for students, the bar has risen for teachers who are now competing for positions at a decreasing number of universities. When I arrived in 1993, a master's degree was enough to guarantee a contract position. Now a PhD in Linguistics, or Applied Linguistics is fast becoming a necessity. One generally non-negotiable item in the present day is a record of publications. In the distant past, *gaikokujin kyoshi* may have been exempt from the publish-or-perish mindset, but this is no longer true.



In this presentation, I will discuss my experiences of how my early research papers led to my current tenured position. The first “research” paper I ever wrote, though far from my best work, was the one referred to in the interview for the tenured position I now hold. Another paper, required for one PhD course, led to more involvement in gender-related projects. After completing my PhD, I began researching and writing about high-stakes entrance examinations in Japan; those papers are among my most-cited works and helped me move from lecturer to professor.

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JALT2023 Featured Speakers

Marcos Benevides

J. F. Oberlin University

Sponsored by Atama-ii Books

Featured Speaker Workshop

In the Age of AI, all Teaching is Task/Project/Scenario-Based

In task-based language teaching, tasks and projects are defined as being meaningful, having real-world-like targets, and being assessed by achieving those targets. This is an advantage over methods that rely mainly on forms practice and testing now that tools, such as ChatGPT and NLP-based translation, can easily subvert such methods. To stay relevant, teachers must adopt a process-oriented, closely-guided, incremental approach to instruction that aligns well with task-based (TBLT), project-based (PBL), and action-oriented (AoA) principles.

Practice-Orientated Short Workshop

Developing a Growth Mindset for Communicative Assessment

A challenge in the implementation of any communicative approach in the classroom is how to make assessment valid (focused on meaning), reliable (providing consistent results), and practical (easy to use). Skehan (2018, p. 255) notes that, if tests are not made to be communicative in nature, instruction can revert to non-communicative methods. This workshop illustrates how fundamental principles of communicative teaching, particularly the task-based approach, help teachers set up more meaningful tasks, guide grading, and provide feedback.

Skehan, P. (2018). *Second language task-based performance: theory, research, assessment*. Routledge. <https://doi.org/10.4324/9781315629766>

Marcos Benevides is an internationally known author, series editor, and publisher of nearly 50 ELT titles. His book, *Widgets Inc.* (Pearson 2008, Atama-ii 2018), broke ground as the first commercially available task-based coursebook and was awarded the competitive British Council ELTon Award for Coursebook Innovation in 2019. His other coursebooks and graded readers were also awarded ELTons in 2015 and 2011, the Duke of Edinburgh English Book Award in 2010, and multiple Extensive Reading Foundation awards.



Agnes Bodis

Macquarie University

Sponsored by Macquarie University

Featured Speaker Workshop (

Enhancing Learner Autonomy through Systematic Task Design

Learner autonomy—the ability to take control of one’s learning—can be viewed as part of a learning ecology: It is developed, situational, and social. This workshop will focus on a systematic design of learning activities through learning-oriented assessment (LOA), integrating formal and informal assess-



JALT2023 Featured Speakers

ment for language learning and enhancing learner autonomy. After demonstrating how LOA is used in language teacher education, the workshop will provide hands-on activities for language learning task design that integrates technology.

Practice-Orientated Short Workshop

A Future-Oriented View of Teacher Development

It has become evident recently that the focus in teacher development should shift from quick upskilling to a longer-term view of adaptability to an ever-changing environment. This presentation outlines how the concept of sustainability, developed by our research team, has been unpacked and used in a language teacher training course. Adapting an ecological approach to language teacher training, the talk outlines and provides examples for the concepts of adaptability, critical collaborative reflection, and teacher autonomy.

Dr. Agnes Bodis has worked in a wide range of teaching contexts as an ESL and EFL teacher in Europe and Australia. She has extensive experience in English language teacher education on a post-graduate level. She is the course leader of the Graduate Certificate of TESOL course at Macquarie University in the Department of Linguistics, which is ranked 27th globally in the QS rankings and ranked as one of the top three linguistics departments in Australia. Agnes coordinates and mentors trainee teachers on their teaching practice and specializes in curriculum and assessment-focused units in the Master of Applied Linguistics and TESOL course. Agnes has published in the fields of TESOL, applied linguistics, and applied sociolinguistics. Her research topics include English language and teacher training curriculum design, language assessment, and beliefs and ideologies attached to language proficiency and language use.



Shannon Sauro

University of Maryland

Sponsored by Literature in Language Teaching SIG

Featured Speaker Workshop [Online]

Getting Started with Fanfiction in the Classroom

This workshop models for language teachers how to get started with fanfiction in their classes. It includes a short, collaborative, learning-through-doing in-class fanfiction activity that can be done either in person or online. Participants will also be introduced to fanfiction writing and resources for using fanfiction to support language learning using teacher training materials developed by *FanTALES*, a team of secondary school teachers and teacher trainers from Belgium, Germany, and Sweden.

Practice-Orientated Short Workshop [Online]

Fanfiction from the Digital Wilds to the Language Classroom

Fanfiction, a type of transformative storytelling found in fan communities in the digital wilds, represents a type of writing that can be brought into the classroom to support second language literacy. This talk provides an overview of research on fanfiction and the kind of language learning it supports in the digital wilds and formal classroom contexts.

Dr. Shannon Sauro is a specialist in technologically-mediated language teaching and learning and second language literacy. Her university teaching experience includes courses in academic writing for US and international students at community colleges and universities in Iowa and Pennsylvania and courses in TESOL/ Applied Linguistics for future English teachers in both Sweden (at Malmö University) and the United





JALT2023 Featured Speakers

States (at the University of Texas at San Antonio). She has supervised and examined doctoral research on the use of technology or telecollaboration/virtual exchange for learning languages and intercultural

competence or fan practices among second language users in the Netherlands, Spain, Sweden, and the United States.

JALT2023 Technology in Teaching and Professional Development Workshops

Siaw-Fong Chung and Yu-Che Yen

Google Workspace Website Creation for Teaching

- Technology in Teaching (TnT)
- Online Live – 90-minutes

The Google Workspace website can be a useful tool for English teachers in this new chapter of online education. Though it is freely available to most Gmail users, not many know how to operate it as a resource to integrate teaching and learning materials. In this workshop, we will present hands-on training for English teachers to learn how to use the Google Workspace to build an engaging and professional website. We will teach from scratch.



Eleanor Kane

Introduction to Soft CLIL for Teaching Japanese Students

- Professional Development (PD)
- Face to Face – 90-minutes

Content and Integrated Language Learning (CLIL) is a widely used approach to teaching both subject content and language skills in Europe. In this workshop for CLIL novices, participants will gain a greater understanding of the principles and pedagogy of CLIL, and how we can implement CLIL in Japan. Participants will analyze CLIL materials in small groups, and then discuss how their current materials could be adapted to include a Soft CLIL approach.

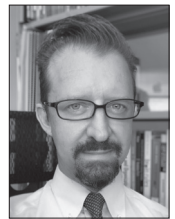


Steve Paton

Spreadsheet Functions for Efficient Grading & Record Keeping

- Technology in Teaching (TnT)
- Face to Face – 90-minutes

Spreadsheets such as Excel, Numbers, and Sheets are a great way to record grades and attendance. However, by using simple functions such as SUM, IF, and COUNTIF, we can have the application transform our raw data into clear, meaningful, useful information that we can see instantly. This workshop will be suitable not only for those unfamiliar with spreadsheet functions, but also those who have experience but want to learn some new tricks (LOOK-UP, CONCATENATE, RANK).



Yuka Masda

Brain-friendly Study Skills: From Core Values to Dream Goals

- Professional Development (PD)
- Face to Face – 90-minutes

Supported by research findings, our study skills workshop proposes a bottom-up, holistic approach to learning for you and your students. They are composed of digestible science and practical solutions on various intriguing themes. Instead of depending on limited resources like willpower, follow logical steps smiling to the goal. This session picks up the first step, goal setting. Meet the Beauty and Beast in our hearts and learn to dream big and honestly.





JALT2023 Technology in Teaching and Professional Development Workshops

Paul Collett

Doing Quantitative Data Analysis Right

- Professional Development (PD)
- Face to Face – 90-minutes

Data analysis using inferential statistics is an important part of quantitative research, but if done incorrectly can lead to meaningless conclusions. The presenter will cover common situations where researchers may go astray with statistical analysis, and show how possible problems can be avoided. Topics to be covered include power analysis, planned contrasts in ANOVA, exploratory data analysis, and robust statistics. Resources to help with data analysis will be introduced, with time for hands-on testing.



ly English classes—and how such a tool provides an opportunity to develop the 21st century skills necessary for digital literacy. It focuses on how this useful tool, which a teacher can use in physical and virtual classes, can engage and motivate students. The presenter introduces the Nearpod application and shows the audience how to use such an educational app.

Samah Samir Abd EL Ghany Amin

10 Ways to Engage Participants in Teacher Training

- Professional Development (PD)
- Online Live – 90-minutes

The interactive presentation summarizes 10 different ways and strategies for engaging our students (or participants) and how such tools provide an opportunity to develop the 21st century skills necessary for student-centered teaching in our classes. It focuses on 10 useful ways a teacher/trainer can use in his/her teacher training to engage and motivate students. The presenter shows the audience how it would be successful in teaching contexts.



Robert Cvitkovic

Leveraging Technology for Pronunciation Evaluation

- Technology in Teaching (TnT)
- Face to Face – 45-minutes

This workshop examines a variety of data collection methods that can be implemented in ESL classrooms to evaluate pronunciation ability. We will discuss computer-based analysis techniques to analyze speech samples and provide feedback on pronunciation, including the detection and correction of pronunciation errors. This workshop provides educators and researchers with insights by demonstrating a variety of technologically based data collection techniques and how they can be utilized to improve classroom pronunciation.



Mark Brierley

Google Forms: How to Collect and Process Data

- Technology in Teaching (TnT)
- Face to Face – 45-minutes

Google Forms is a free online tool that can be used to collect information from students, teachers or attendees at professional development events. This workshop will cover the creation of Google Forms, including using conditional questions, and setting up questions and responses for to make data processing easier. We will also see how responses can be automatically sent to Google Sheets and look at procedures, techniques and formulas for processing responses there.



Samah Samir Abd EL Ghany Amin

From Sage on the Stage to Guide on the Side

- Technology in Teaching (TnT)
- Online Live – 90-minutes

The interactive presentation highlights the benefits of using the Nearpod application in education—especial-





JALT2023 Technology in Teaching and Professional Development Workshops

Julia Kimura

Using Scrivener to Publish and Flourish

- Professional Development (PD)
- Face to Face – 45-minutes

Though publish or perish persists, Yeo, Renandya, & Tangkiengsirisin (2021) make a call for re-envisioning a world in which academics can “publish and flourish”. One useful writing tool is Scrivener, an application that has helped writers of all kinds. In this workshop, through a guided tour, participants will learn about the features and benefits of this software, and the presenter will leave time afterwards for Q & A. This presentation is geared toward novices.



ing and share the results from a gamified English language program with practical tips to replicate the program in other English language classrooms.

Dawn Little

Amplify Students’ Voices or Personalize Lessons with WeVideo

- Technology in Teaching (TnT)
- Face to Face – 45-minutes

WeVideo has infinite possibilities for instruction, collaboration, and individual assignments. WeVideo has media (audio, images, and video clips) embedded within its platform for ease of use for students and teachers. This workshop will include demonstrations, step-by-step hands-on practice, and samples of students’ work. Participants should be ready to create their own WeVideo projects and classroom assignments following this workshop.



Naeko Naganuma

Integrating Wellbeing Education into Classrooms: First Steps

- Professional Development (PD)
- Face to Face – 90-minutes

As “wellbeing” has been a buzz word in Japan, more and more educators and administrators have begun paying attention to potential strategies to integrate components of wellbeing-based education into their classes. In this workshop, participants will learn the general concepts of wellbeing education and basics of positive psychology and neuroscience. The presenter will share classroom activities to help enhance students’ wellbeing that participants could use as their first steps to integrating wellbeing education into classrooms.



Matthew Wiegand

How to Make the Most of the Webcam in Online Classes

- Technology in Teaching (TnT)
- Online Live – 45-minutes

Are you still uncomfortable with webcams? Having trouble getting students to use them? This workshop will show you how to take full advantage of the affordances of the platform to protect everyone’s privacy while encouraging cameras to be on. We will discuss strategies to encourage camera use through fun and engaging strategies. Finally, we will discuss activities that are better suited for online classrooms that give students opportunities otherwise impossible face-to-face.



Fasih Raza

Gamifying English Language Teaching in Non-digital Contexts

- Professional Development (PD)
- Online Live – 45-minutes

The majority of classrooms around the world still operate in non-digital contexts. Therefore, it is essential to explore the potential of game-play theories for non-digital environments. Keeping this in mind, this session will explore game-informed language teach-



Samantha Kawakami

Making Collaborative Classes with Microsoft Teams

- Technology in Teaching (TnT)
- Face to Face – 90-minutes

Microsoft Teams for Education, in conjunction with One Note, is a great resource to make classes more





JALT2023 Technology in Teaching and Professional Development Workshops

collaborative. This workshop will review some basic features of Teams, and then introduce new features. Topics include quizzes and surveys through Forms, setting up assignments with rubrics, using channels and Files to share documents, new ways to use the Class Notebook including Immersive Reader, and the new home page.

Erin Noxon

Google Classroom Level 2: Rubrics, Self-grading and Beyond

- Technology in Teaching (TnT)
- Face to Face – 45-minutes

This workshop is for Google Classroom users who have been using the platform functionally to collect work and make announcements to their classes, but who want to take it to the next level. We will go over self-graded Google Form assignments, auto-imported grading, group discussions, Jamboard brainstorming, collecting PDFs or docs and auto displaying them in class, topics and grading categories, and my favorite, graded rubrics. Please bring a device to participate actively.



Daphne Chisholm-Elie

Making Learning Stick with Agile Teaching

- Professional Development (PD)
- Online Live – 45-minutes

This workshop shows you how an iterative teaching process inspired by agile project management leads to effective learning. It provides structure and flexibility and continuously adapts to learners' needs, contexts and goals. The process is brought alive by team collaboration, co-creation and collective intelligence. The team (teacher/learners) monitors the learning process by defining indicators and observing the visible evidence of learning. This process is strengthened by useful insights from applied neuroscience.



Marcela Lopez Bravo & Phuong Tran

Developing Growth Mindset through Collaborative Technology

- Professional Development (PD)
- Face to Face – 90-minutes

Technology aids instructors in developing a learning environment conducive to students from different cultures and backgrounds to embrace their talents and to develop their potential while learning from one another. Thoughtfully selected digital tools will afford students enhanced collaboration and interaction opportunities rather than interfering. Instructors must model for students to help them develop a confident mindset that will bridge cultures and languages when sharing materials and collaborating in different learning configurations. BYOD Workshop.



Susan Meiki

Moodle101: Enhance Your Ed-tech Skills and Students Learning

- Technology in Teaching (TnT)
- Face to Face – 90-minutes

This workshop is for the beginner user or a person who is considering starting their own Moodle site and server. Attendees who also use their own Moodle systems can also attend to share their experiences with novice Moodle users. Basic functions (setting up a class, types of quizzes, interactive textbook creation, H5P features) will be reviewed. I hope to have some hands-on demonstrations and group work with expert and novice Moodle users.



Geoffrey Carr

Navigating Committees: Strategies for Growth and Change

- Professional Development (PD)
- Face to Face – 45-minutes

The challenges of university committee participation are diverse and complex. Within a general organizing framework for committee responsibilities





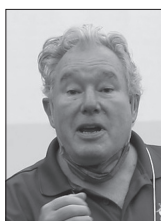
JALT2023 Technology in Teaching and Professional Development Workshops

and roles, workshop participants will discuss and evaluate real-world examples of committee work, compare potential approaches, and synthesize valuable strategies. Please join this workshop designed to support JALT members who want to turn committee responsibilities into professional growth and institutional change opportunities.

George MacLean

Effective Rubrics and Feedback Procedures for Assessing Oral Activities

- Technology in Teaching (TnT)
- Face to Face – 90-minutes



This presentation will discuss vetted feedback rubrics and their use via cloud-computing to timely and effectively deliver peer and teacher feedback to students about their preparation and performance in group activity situations. The outcomes for participants who attend this presentation should be (a) better awareness of how to articulate and implement peer feedback for group activities, and (b) how to make use of free cloud computing applications such as forms and spreadsheets.

JTB Travel Agency Desk

The Official Travel Agency for JALT2023 is JTB. They can be found on the first floor of the conference centre next to the cloakroom. JTB can help you if you are having any difficulties with your bookings, if you are looking for last minute accommodations, or have travel-related questions. Please be aware that if you have made your own bookings —without using JTB, our official agent—they may be limited in how much they can help you with your travel arrangements.

JALT2023 Registration Fees

Pre-registration - Before November 1		
	Member	Non-member
1-day attendees	¥15,000	¥22,000
3-day attendees	¥20,000	¥35,000
JALT Jr 1 day	¥5,000	¥7,000
JALT Jr 2 days	¥10,000	¥12,000
1-day student	¥6,000	¥8,000
3 days student	¥10,000	¥12,000
1-day senior	¥6,000	¥8,000
3 days senior	¥10,000	¥12,000
TnT/PD Workshops	¥5,000	¥7,000

Regular Registration - From November 1		
	Member	Non-member
1-day attendees	¥18,000	¥25,000
3-day attendees	¥28,000	¥41,000
JALT Jr 1 day	¥7,000	¥10,000
JALT Jr 2 days	¥10,000	¥13,000
1-day student	¥8,000	¥10,000
3 days student	¥12,000	¥14,000
1-day senior	¥8,000	¥10,000
3 days senior	¥12,000	¥14,000
TnT/PD Workshops	¥7,000	¥9,000

Online - Pre-registration - Before November 1		
	Member	Non-member
Online	¥13,000	¥18,000
Student Online	¥5,000	¥8,000
Senior Online	¥5,000	¥8,000
Global Prof. Online	¥5,000	¥5,000

Online - Regular Registration - From November 1		
	Member	Non-member
Online	¥18,000	¥20,000
Student Online	¥10,000	¥12,000
Senior Online	¥10,000	¥12,000
Global Prof. Online	¥7,000	¥7,000



JALT2023 Hotel Information

	Accommodation	Nearest Station	Room Type	Room Size	Room Rate per person/night	Breakfast Rate per person/night
1	Hotel Nikko Tsukuba	Tsukuba Sta. (10mins walk)	Single Room	17.8m ²	25 Nov: ¥12,500; Other days: ¥10,500	¥2,200
			Double Room	25.3m ²	25 Nov: ¥18,000; Other days: ¥15,750	
			Twin Room	25.3m ²	25 Nov: ¥18,000; Other days: ¥15,750	
2	Hotel Mark-1 Tsukuba	Kenkyu gakuen Sta. (train+walk 30mins)	Single Room	14m ²	¥8,500	Breakfast included
3	APA Hotel (Tsukuba Bampaku Kinenkoe Ekimae)	Bampaku-kinenkōen Sta. (train+walk 25mins)	Single Room	11m ²	¥9,600	¥1,100
4	Urban Hotel Tsukuba	Ooho Madoguchi Center Bus Stop Sta. (train+walk 40mins)	Single Room	17m ²	¥17,300	¥1,200
5	Toyoko Inn Moriya-Ekimae	Moriya Sta. (train+walk 35mins)	Single Room	13m ²	¥9,000	Complimentary breakfast
6	Hotel Torifito Kashiwanoha	Kashiwa-no-ha Sta. (train+walk 37mins)	Hotel's Choice e.g., Comfort Double, Twin Room	19.3m ²	¥9,500	¥1,500
7	Hotel Lumiere Grande Nagareyama Otakanomori	Nagareyama Ootakanomori Sta. (train+walk 45mins)	Single Room	18.9m ²	22 Nov, 24 Nov: ¥11,000; 23 Nov, 25 Nov: ¥12,150; 26 Nov, 27 Nov: ¥10,000	¥1,000
8	Toyoko Inn Nagareyama Otakanomori	Nagareyama Ootakanomori Sta. (train+walk 40mins)	Single Room	12m ²	25 Nov: ¥10,000; Other days: ¥9,000	Complimentary breakfast

*Rate includes service charge and 10% consumption tax.

LD30: Learning for Change and Action, Making a Difference for the Future

LD30: 変化と行動のための学習、
未来への変化をもたらすために

October 21 (Sat) & 22 (Sun) Gakushuin Univ.

10月21日(土)・22日(日)
学習院大学目白キャンパス



Join us as the Learner Development SIG celebrates its 30th anniversary with the TD SIG and the GILE SIG. This two-day conference will explore how to encourage learners to engage in their learning to make a difference in their lives, their local communities, and beyond. Both students and teachers are warmly invited to take part!

<https://ld30.edzil.la/>



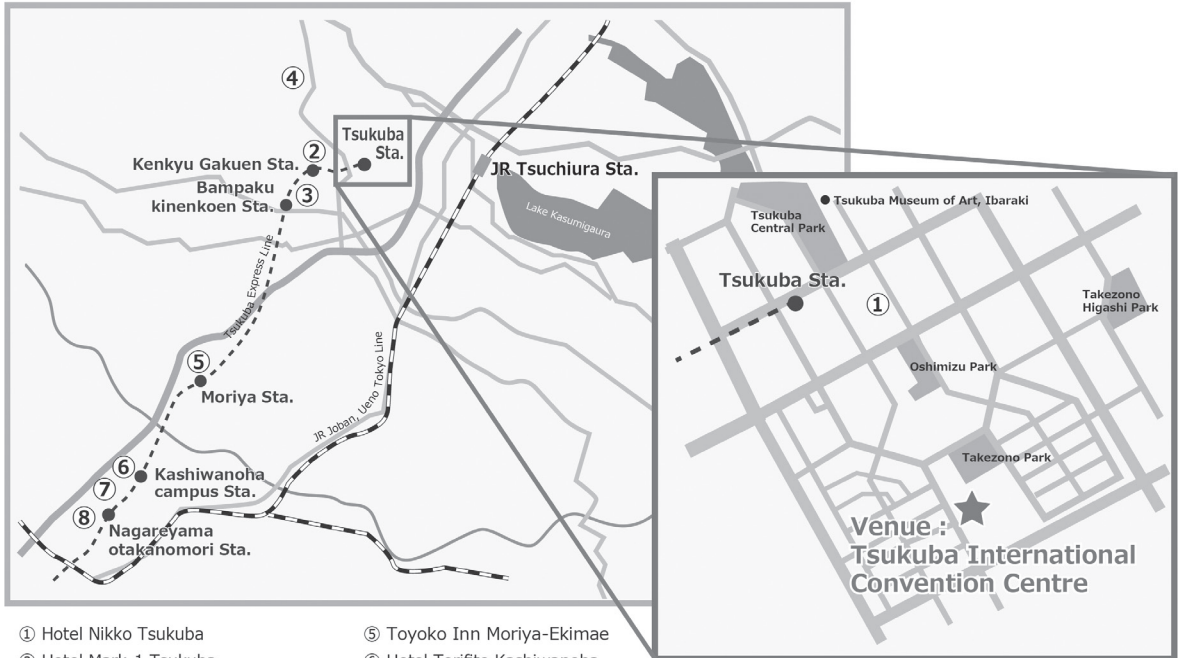
JALT LEARNER DEVELOPMENT SIG
学習者ディベロプメント研究部会
30th Anniversary Conference | 30周年記念大会



JALT2023
GROWTH
MINDSET
in language education

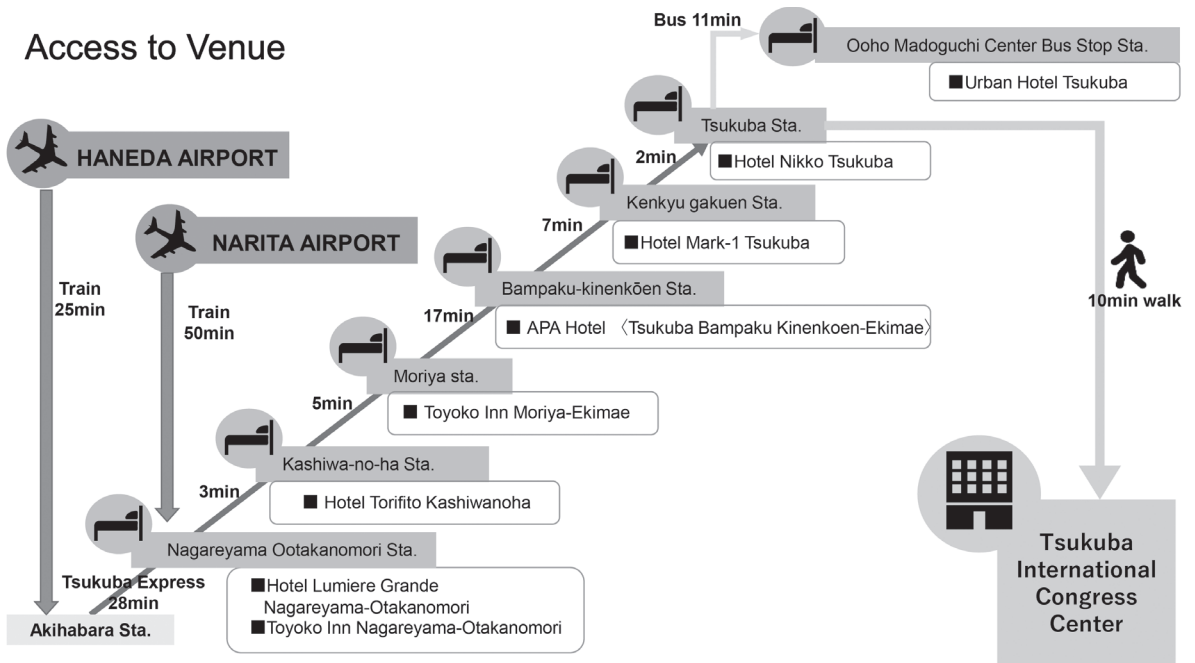


Hotel Map (Tsukuba)



- ① Hotel Nikko Tsukuba
- ② Hotel Mark-1 Tsukuba
- ③ APA Hotel
- ④ Urban Hotel Tsukuba
- ⑤ Toyoko Inn Moriya-Ekimae
- ⑥ Hotel Torifito Kashiwanoha
- ⑦ Hotel Lumiere Grande Nagareyama-Otakanomori
- ⑧ Toyoko Inn Nagareyama-Otakanomori

Access to Venue





JALT2023 ホテル情報

	ホテル名	最寄り駅 (会場からの所要時間)	ルームタイプ	広さ	宿泊代 1名当たり (税サ込)	朝食代 1名当たり (税サ込)
1	ホテル日航つくば	つくば駅 (徒歩 10分)	シングルルーム	17.8㎡	11/25: ¥12,500 11/25以外: ¥10,500	¥2,200
			ダブルルーム (1名利用)	25.3㎡	11/25: ¥18,000 11/25以外: ¥15,750	
			ツインルーム (1名利用)	25.3㎡	11/25: ¥18,000 11/25以外: ¥15,750	
2	ホテルマークワンつくば 研究学園	研究学園駅 (電車+徒歩 30分)	シングルルーム	14㎡	¥8,500	朝食付きのみ
3	アパホテル(つくば万博記念公園駅前)	万博記念公園駅 (電車+徒歩 25分)	シングルルーム	11㎡	¥9,600	¥1,100
4	アーバンホテルつくば	大穂窓口センターバス停 (バス+徒歩 40分)	シングルルーム	17㎡	¥17,300	¥1,200
5	東横INN守谷駅前	守谷駅 (電車+徒歩 35分)	シングルルーム	13㎡	¥9,000	無料朝食
6	ホテルトリフィート柏の葉	柏の葉駅 (電車+徒歩37分)	ホテルお任せ コンフォートダブル、 ツイン等	19.3㎡~	¥9,500	¥1,500
7	ホテルレミエールグランデ 流山おおたかの森	流山おおたかの森駅 (電車+徒歩 45分)	シングルルーム	18.9㎡	11/22、11/24: ¥11,000	¥1,000
					11/23、11/25: ¥12,150	
					11/26、11/27: ¥10,000	
8	東横INN流山おおたかの森駅前	流山おおたかの森駅 (電車+徒歩 40分)	シングルルーム	12㎡	11/25: ¥10,000 11/25以外: ¥9,000	無料朝食

JALT2023は、下記の機関より後援をいただいております。We received *koen meigi* support for JALT2023 from the following organizations:

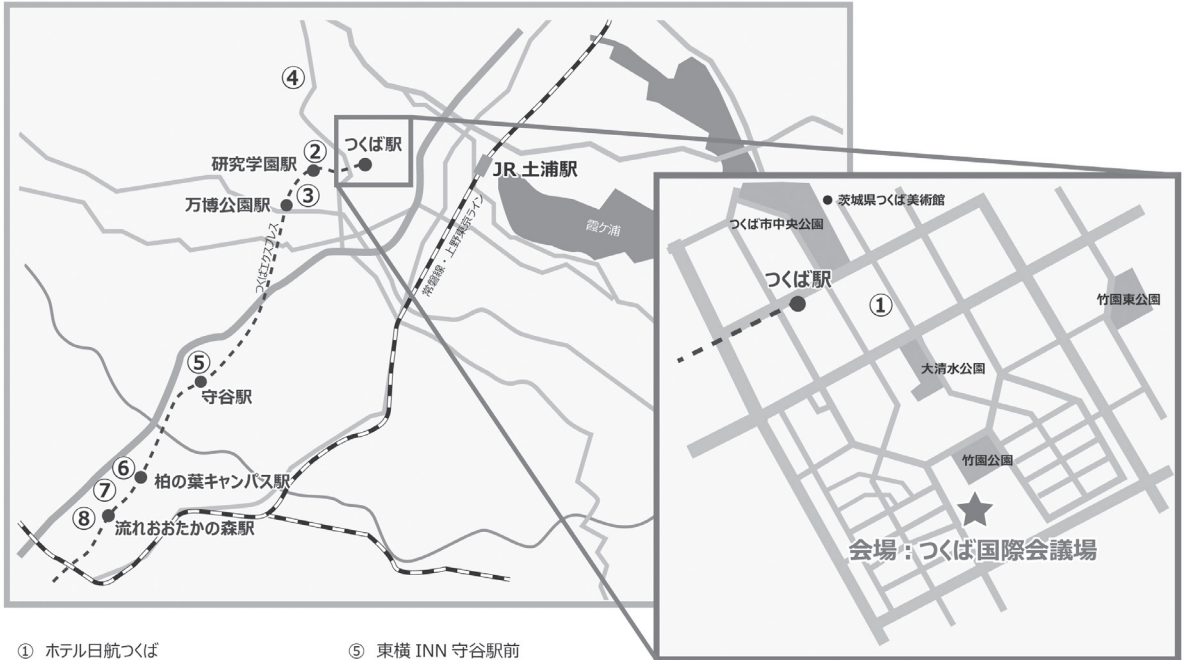
- 文部科学省 / Ministry of Education, Culture, Sports, Science and Technology, Japan
- 国際交流基金 / The Japan Foundation
- 日本学術会議 / Science Council of Japan
- つくば市 / City of Tsukuba
- 茨城県教育委員会 / Ibaraki Prefectural Board of Education
- つくば市教育委員会 / Tsukuba City Board of Education

Special thanks to Tsukuba Tourist and Convention Association and City of Tsukuba

We are pleased to announce we are able to hold the conference in Tsukuba with the aid and kind assistance of the Tsukuba Tourist Convention Association and City of Tsukuba. 第49回全国語学教育学会年次国際大会は、一般社団法人つくば観光コンベンション協会及びつくば市からのご協力を得て開催いたします。

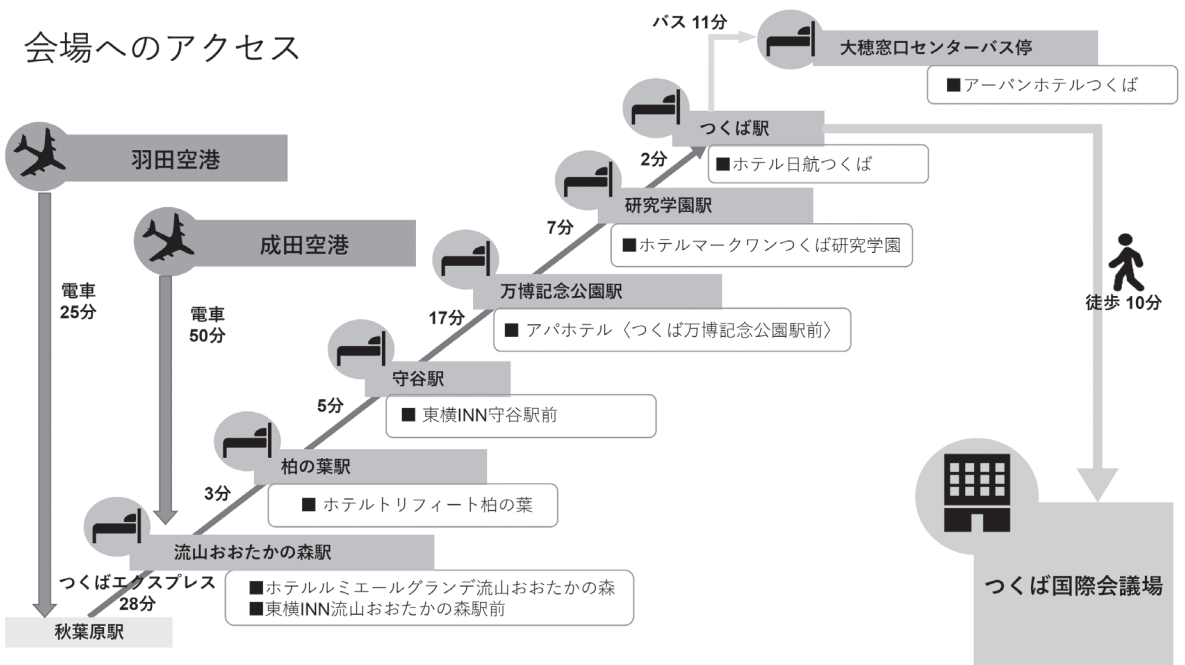


ホテルマップ° (つくば)



- ① ホテル日航つくば
- ② ホテルマークワン つくば研究学園
- ③ アパホテル (つくば万博記念公園駅前)
- ④ アーバンホテルつくば
- ⑤ 東横 INN 守谷駅前
- ⑥ ホテルトリフィート柏の葉
- ⑦ ホテルミエールグランデ 流山おおたかの森
- ⑧ 東横 INN 流山おおたかの森駅前

会場へのアクセス





INTERCULTURAL AWARENESS AND ADDRESSING GLOBAL ISSUES: THE ROLE OF THE MEDIA IN CONFLICT

Kanda University of International Studies

Saturday September 16

Sign up!

Program

Announcing JALTCALL 2024
— Artificial Intelligence —

Venue: Meijo University Nagoya
May 17–19, 2024

Mark those calendars.
Get planning those abstracts now.

Keep an eye on our website:
<http://jaltcall.org/jaltcall-2024/>

The JALT TBLSIG presents...

TBLT ROUNDTABLE
A different kind of conference

Kanagawa University
November 4th, 2023

A full day of roundtable discussions preceded by short talks on important TBLT topics. Each session will begin with a set of short talks (around 10 mins each), and then will be opened to audience discussion. Due to the nature of the event, participant numbers are limited. Expressions of interest for presenters are now open. Apply by August 20th, 2023.

Potential topics include...

- TBLT and assessment
- TBLT and technology
- TBLT materials design
- The research/practice interface in TBLT
- TBLT and young learners

Plenary Discussant
Martin East
Professor of language education
Auckland University

If you would like to present in one of these sessions, or if have an idea for a different TBLT roundtable session, let us know at tbltinasia@gmail.com

See www.tbtsig.org for more information.

MW SIG SHOWCASE

The MW SIG SHOWCASE is up and running! This website features textbooks and other teaching materials created by JALT members. If you are a JALT member and would like to showcase your materials please visit the site and follow the submission guidelines.

<https://sites.google.com/view/mwsigshowcase>

JALT Yokohama Chapter

YoJALT will host a **Pre-Conference Practice Session** on Saturday, November 11, from 1pm to 4pm in Yokohama (Kannai Hall) for speakers who would like to practice their JALT International Conference Presentations. This is also a great opportunity for audience members (who will or may not be able to attend the conference) to get a glimpse at some of the great presentations on offer. A social gathering will follow this event. All are welcomed!

Inquires and applications should contact
yojaltpresident@yojalt.org

JALT MEMBERSHIP INFORMATION

The Japan Association for Language Teaching (JALT)

- A professional organization formed in 1976
- 1976年に設立された学術学会
- Working to improve language learning and teaching, particularly in a Japanese context
- 語学の学習と教育の向上を図ることを目的としています
- Almost 3,000 members in Japan and overseas
- 国内外で約3,000名の会員がいます

<https://jalt.org>

Annual International Conference

- 1,500 to 2,000 participants
- 毎年1,500名から2,000名が参加します
- Hundreds of workshops and presentations
- 多数のワークショップや発表があります
- Publishers' exhibition - 出版社による教材展があります
- Job Information Centre
- 就職情報センターが設けられます

<https://jalt.org/conference>

JALT Publications

- *The Language Teacher*—our bimonthly publication
- 隔月発行します
- *JALT Journal*—biannual research journal
- 年2回発行します
- JALT Postconference Publication
- 年次国際大会の研究発表記録集を発行します
- SIG and chapter newsletters, anthologies, and conference proceedings - 分野別研究部会や支部も会報、アンソロジー、研究会発表記録集を発行します

<https://jalt-publications.org>

JALT Community

Meetings and conferences sponsored by local chapters and special interest groups (SIGs) are held throughout Japan. Presentation and research areas include:

Bilingualism • CALL • College and university education • Cooperative learning • Gender awareness in language education • Global issues in language education • Japanese as a second language • Learner autonomy • Lifelong language learning • Materials development • Pragmatics, pronunciation, second language acquisition • Teaching children • Testing and evaluation

支部及び分野別研究部会による例会や研究会は日本各地で開催され、以下の分野での発表や研究報告が行われます。バイリンガリズム、CALL、大学外国語教育、共同学習、ジェンダーと語学学習、グローバル問題、日本語教育、自主的学習、語用論・発音・第二言語習得、児童語学教育、生涯語学教育、試験と評価、教材開発等。

<https://jalt.org/main/groups>



JALT Partners

JALT cooperates with domestic and international partners, including (JALTは以下の国内外の学会と提携しています):

- AJET—The Association for Japan Exchange and Teaching
- IATEFL—International Association of Teachers of English as a Foreign Language
- JACET—The Japan Association of College English Teachers
- PAC—Pan-Asian Consortium of Language Teaching Societies
- TESOL—Teachers of English to Speakers of Other Languages

Membership Categories

All members receive annual subscriptions to *The Language Teacher* and *JALT Journal*, and member discounts for meetings and conferences. *The Language Teacher*や*JALT Journal*等の出版物が1年間送付されます。また例会や大会に割引価格で参加できます。

- Regular 一般会員: ¥13,000
- Student rate (FULL-TIME students of undergraduate/graduate universities and colleges in Japan) 学生会員(国内の全日制の大学または大学院の学生): ¥7,000
- Joint—for two persons sharing a mailing address, one set of publications ジョイント会員 (同じ住所で登録する個人2名を対象とし、JALT出版物は2名に1部): ¥21,000
- Senior rate (people aged 65 and over) シニア会員(65歳以上の方): ¥7,000
- Group (5 or more) ¥8,500/person—one set of publications for each five members グループ会員(5名以上を対象とし、JALT出版物は5名ごとに1部): 1名 ¥8,500

<https://jalt.org/main/membership>

Information

For more information, please consult our website <<https://jalt.org>>, ask an officer at any JALT event, or contact JALT's main office.

JALT Central Office

Level 20, Marunouchi Trust Tower—Main,
1-8-3 Marunouchi, Chiyoda-ku, Tokyo 100-0005 JAPAN
JALT事務局: 〒100-0005東京都千代田区丸の内1-8-3
丸の内トラストタワー本館20階
Tel: 03-5288-5443; jco@jalt.org

Joining JALT

Use the attached *furikae* form at post offices ONLY. When payment is made through a bank using the *furikae*, the JALT Central Office receives only a name and the cash amount that was transferred. The lack of information (mailing address, chapter designation, etc.) prevents the JCO from successfully processing your membership application. Members are strongly encouraged to use the secure online sign-up page located at:

<https://jalt.org/joining>.



Chelanna White

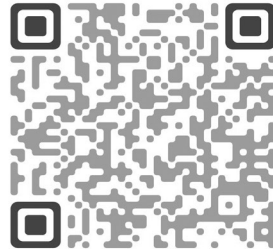
My Experience as a New Reviewer

Dec 2 at 14:00 on Zoom



Don't miss out on PSG's final workshop of the year in the Online Professional Development Series!

Being a reviewer can be an intimidating prospect, especially for someone without a lot of experience. Join Chelanna as she talks about what it was like volunteering as a peer reviewer for the Post Conference Publication for the first time. In this workshop, she will share her experience and some tips and tricks she picked up along the way to becoming a confident peer reviewer.



This free series is proudly brought to you by JALT Ibaraki, JALT Shizuoka, JALT CALL, and the SPINS Committee

JALT2023 PINK SHIRTS

CALL FOR INTERNS

The Japan Association for Language Teaching (JALT) is looking for interns for the 2023 International Conference in Tsukuba City, Ibaraki, Japan from Friday, November 24 to Monday, November 27, 2023. This year, the 2023 Conference will be held at Tsukuba International Congress Center.

PROGRAM DESCRIPTION AND BENEFITS

Interns will work directly with JALT International Conference staff, presenters, and attendees in an intensive English environment. The chances to use English provide invaluable benefits for increasing confidence in speaking English. Some interns report that the experience was the highlight of their undergraduate career. The internship experience can be added to one's resume.

REQUIREMENTS

Preference will be given to candidates who are available to work two or more days of the conference. English language ability is a plus and can determine which jobs an intern is asked to do.

CONDITIONS

Internships are on a voluntary basis. No payment is provided. However, a stipend of ¥3,000 per day will be given. Snacks, lunch, and dinner will be provided beyond the stipend. Help finding accommodation will be provided, but arrangements must be made on your own. More information is available with the application.

APPLICATION PROCEDURE

The application is available online at:
<https://forms.gle/Bc6LcLWWnd7W8vcW7>



JALT2023 PINK SHIRTS

CALL FOR INTERNS

2023年11月24日～27日に茨城県つくば市で開催されるJALT国際大会は、インターン生(研修生)を募集しています。今年度はつくば国際会議場で開催されます。

プログラム内容

JALTは自身の英語のスキルを活かし、本大会の運営補助をするボランティアのインターンにご協力いただける大学生、または大学院生を募集しています。

プログラムに参加する利点

インターン生は集中的に英語を使用する環境の中で、大会のスタッフや発表者、参加者と直接関われるお仕事をするようになります。集中的に英語を使用し、英語を話すことに対して自信を高めてくれる大変貴重な機会です。インターンを過去に経験した学生の中には、この経験が学生生活のハイライトになったと報告してくれた学生もいます。また、このインターンシップの経験は、履歴書に記載することもできます。

選考について

大会中に2日以上働ける希望者を優先的に採用いたします。また、英語力に基づいて仕事を割り振らせていただきます。

交通費等について

インターンはボランティアですので、給料は支払われませんが、交通費として1日あたり3000円をお支払いいたします。また、軽食や昼食、夕食もご用意いたします。詳細は申込手続きページをご覧ください。

申込手続き

下記のURL、もしくは右のQRコードにて手続き可能です。
<https://forms.gle/Bc6LcLWWnd7W8vcW7>



NEW!

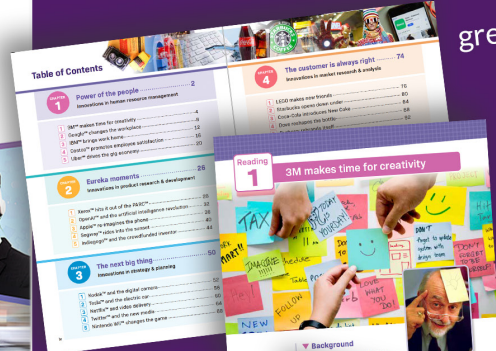
real-world case studies for reading and discussion

Case studies in business innovation

Readings for discussion



Marcos Benevides • Chris Valvona • Mark Firth



great for task-based, project-based & scenario-based

Business English

...Or critical thinking-oriented, general/contemporary interest, & self-study or tutored classes.

Can be used by itself or to supplement ELTON award-winning course

WIDGETS INC.

CASE STUDIES IN BUSINESS INNOVATION

Reading 4 Dove limited edition bottle shapes

Reading 5 Indiegogo and the crowdfunded inventor

Reading 1 Questions and extension tasks

Group Project

Joint venture

Task Make a joint venture proposal to another company.

Step 1 Think of some ideas about how your companies can work together in a joint venture.

Group 1	Tesla present to Group 2 Netflix
	Idea:
	Idea:
Group 2	Netflix present to Group 3 Twitter
	Idea:



Find out more, meet the authors & and get your sample copy at

JALT 2023

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Order: englishbooks.jp