

The Language Teacher

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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 . . .

JALT2024 Conference Preview

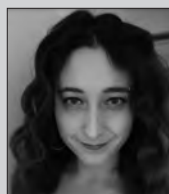
Fall typically sees us getting ready for the annual JALT conference, and this year is no different. However, it marks a milestone worth celebrating. From November 15-18, 2024, we will gather at the Shizuoka Granship in Shizuoka, Japan, for JALT's 50th International Conference. For more details, please visit the conference website at <https://jalt.org/conference>



In this special pre-conference issue of *The Language Teacher*, we are honored to present articles from our distinguished speakers that reflect JALT2024's theme, *Moving JALT into the Future: Opportunity, Diversity, and Excellence*. **Ryuko Kubota** emphasizes fostering cross-cultural understanding through a justice-affirming approach that combines critical thinking with compassionate dialogue and public engagement. **Avril Haye-Matsui** advocates for better reflecting the true diversity of English-speaking countries in our teaching practices. **Andy Curtis** and **Liying Cheng**, drawing from their experiences as visible minorities, offer perspectives on diversity in education, highlighting its benefits and challenges while emphasizing the importance of lived experience.

Robert Chartrand, a multilingual learner and educator, showcases the transformative power of language education, stressing the importance of patience, meaningful interaction, and diverse learning strategies for fostering both linguistic competence and cross-cultural understanding. Finally, **Francisca Maria Ivone** and **Janina Tubby** explore the evolving landscape of educational technology. Ivone proposes a nuanced approach that embraces innovation while maintaining a focus on inclusive and effective teaching. Tubby delves into the potential of generative AI to transform teaching practices, stressing the importance of addressing biases and promoting diversity.

Continued over



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

These papers exemplify the conference theme and offer a compelling preview of the thought-provoking sessions and discussions that await us in Shizuoka. They challenge us to consider how JALT can evolve to meet the needs of a diverse community of educators and learners. As we celebrate our past achievements, we also look forward to shaping the future of language education in Japan and beyond. We invite you to engage deeply with these ideas and join us in Shizuoka for what promises to be an inspiring and transformative event.

— Greg Dalziel, TLT Pre-Conference Issue
Guest Editor

例 年通り、秋の訪れとともにJALT年次大会の開催に向けての準備が始まっています。ただし、今年は特別な節目の年でもあります。本年2024年の11月15日～18日、静岡市にあるグランシップ静岡において第50回JALT国際大会が開催されるからです。詳細につきましては大会のウェブサイト <https://jalt.org/conference> をご覧ください。

大会前の本号、The Language Teacher では、JALT2024のテーマである“Moving JALT into the Future: Opportunity, Diversity, and Excellence”を反映し、著名なスピーカーの皆様にご寄稿いただきましたことを誇りに感じます。Ryuko Kubotaは、批判的思考と思いやりのある会話、そして公共への関わりを結び付けて正義を推し進めていくアプローチを通しての異文化理解の育成について

力説しています。Avril Haye-Matsui は英語を話す国々の真の多様性を我々の教育実践に一層反映させることを主張しています。Andy CurtisとLiying Chengは、彼ら自身のマイノリティとしての経験から、その生きた経験の大切さを強調しつつ、教育における多様性の視点を、その利点と課題にも焦点をあて提起しています。

多言語の学習者でもあり教育者でもあるRobert Chartrandは、言語能力と異文化理解を伸ばすための、忍耐、意味のあるやりとり、そして様々な学習方略の大切さを強調しつつ、言語教育の持つ変化させる力についてつまびらかにしています。そして最後に、Francisca Maria IvoneとJanina Tubbyは教育テクノロジーの進化を調査しています。Ivoneは包括的かつ効果的な教授法に焦点を当てつつ、新機軸も取り入れることを感じさせるアプローチを提案しています。Tubbyは生成AIが教育実践を変える可能性について掘り下げ、バイアスに対処し多様性を推進することの重要性を強調しています。

これらの研究論文はこの大会のテーマを体現するもので、静岡で我々を待ち受ける、思考を掻き立てるセッション及びディスカッションの注目せざるを得ない予告ともなっています。これらはまさにJALTがどう教師と学習者の多様化するコミュニティの必要性を満足させるために進化できるか我々に問うているのです。私たちは、これまでの歩みを振り返り、これから日本やその他の地域で言語教育の未来を作っていきたいと思います。皆様がこれらの見解に深く関わり、静岡で私たちを鼓舞し変化させるこの大会にご参加されることをお待ちしております。

— Greg Dalziel, TLT Pre-Conference Issue
Guest Editor

On JALT2023—Growth Mindset in Language Education

It is our pleasure to present the 2023 JALT Postconference Publication: *Growth Mindset in Language Education*. The papers published in the PCP cover a range of topics, concerns, and experiences of the language teaching professionals who presented at the 2023 JALT International Conference in Tsukuba.

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

JALT2024 Postconference Publication: Call for Submissions

All noncommercial presenters at JALT2024 are cordially invited to submit a paper based on their presentation for publication in the official 2024 Postconference Publication, *Moving JALT into the Future: Opportunity, Diversity, and Excellence*. 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. These articles are not simple summaries about presentations at the conference, but full-fledged research articles between 2,500 and 4,000 words. Please be aware that articles must follow APA 7 and our PCP guidelines. Please view our guidelines for more information:

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

Submission Deadline: Sunday, January 12, 2025. Submissions can be made from Tuesday, November 19, 2024. All papers must be submitted by 23:59 Japan Standard Time, Sunday, January 12, 2025. Submissions after that date will not be considered.

We are always looking for volunteers to help us with reviews, content editing, and copyediting/proofreading. If you would like to contribute to the publication in this capacity, please feel free to reach out to us via email at jaltpubs.pcp.ed@jalt.org



JALT2024 Conference Preview

Hello *TLT* readers. JALT2024 is scheduled to take place in Shizuoka, a city known for its picturesque location between the iconic Mount Fuji and the Pacific coastline. Participating in the conference will allow you to experience Shizuoka's scenic beauty and cultural richness, including its famous green tea and fresh *maguro* (tuna). On Friday, the conference will begin with Technology in Teaching and Professional Development workshops, followed by a diverse program of presentations from researchers, practitioners, students, and others. Look forward to the plenary sessions featuring keynote speakers, one of which will be a joint plenary for the first time. The conference also has fantastic sponsors for the Educational Materials Exhibition (EME) and the Michele Steele Best of JALT Award Ceremony. For all the most up-to-date information, please visit:

<https://jalt.org/conference>

Registration

You can register online, by postal payment (postal *furikae*; see the form at the back of this *TLT*), or onsite. We encourage you to take advantage of the lower early bird registration rates. **Note: Early Bird rates end 31 October 2024.**

- Please note that presenters **MUST** register by **1 October 2024** to remain in the program.
- JALT Sponsors' staff and International and Domestic Affiliates pay the JALT Member rates.

Registration Fees

Please see the rates on page 7 of this *TLT*. (Note: Please check the JALT conference website—<https://jalt.org/conference/jalt2024/registration-fees>—for the most recent registration pricing and information!).

Childcare at the Conference

There will be accessible onsite volunteer childcare at the Shizuoka Granship. 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 waiver so they can freely enter the facilities and travel around as necessary to perform their duties. Please email our JALT 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 the JALT Central Office.

Environmental Levy

The JALT International Conference has been working to improve its environmental performance. This includes local sourcing of sustainable products, reducing waste, and increasing recycling. 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 ends, a carbon offset project will be selected to receive these funds. Information regarding the offset will be on the registration forms and our conference website. Please consider checking the offset box and donating. The environment will greatly appreciate your support.

Travel Reservations

For assistance with information on travel reservations, see <https://jalt.org/conference> for links to our partner travel agency, JTB Global Marketing and Travel Inc. (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 payments. Please make reservations at your own initiative. You can always use jco@jalt.org to send questions and ask for assistance.

Hotel Information

Please see page 33 of this *TLT* for hotel information.



**JALT2024 – Opportunity,
Diversity, and Excellence**

Granship, Shizuoka

November 15~18, 2024

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



Message from the Conference Chairs: Richmond Stroupe, Naomi Fujishima, and Emily Choong

Dear colleagues and friends from Japan and beyond. With great pleasure, we would like to welcome you to the JALT 50th Annual International Conference in Shizuoka this November. Together, JALT celebrates this milestone of being a significant part of language teaching and learning in Japan for five decades. The conference theme, *Moving JALT into the Future: Opportunity, Diversity, and Excellence*, focuses on embracing diversity of both educators and learners, ensuring that all are included, and drawing on the potential within our professional community to face the challenges and seize the opportunities of the future.

For over nearly half a century, the language education landscape in Japan has evolved in many ways. At the JALT 50th Annual International Conference, along with JALT Junior, we look forward to sessions demonstrating excellence in research, creative teaching methods, practical approaches for our classrooms, and strategies to ensure our association and language learning in Japan continues to respect diversity and ensure inclusivity. The sub-themes of our conference this year include diversity, equity, inclusion and belonging, methodology and practice, professional community, technology and language education, and research. We hope that the variety of presentations at the conference will provide an opportunity for all to enhance their knowledge, skills, and understanding in many areas, and provide the stimulus for new and fresh ideas that we can use to work with our learners. We look forward to re-connecting with friends and colleagues and seeing many new faces at Granship in Shizuoka this fall.

This is the first JALT International Conference where there will be three conference chairs present. Richmond Stroupe has been working with university and professional language learners from Asia since 1989, is a former JALT President, and is currently a Professor at Soka University. Naomi Fujishima is the former JALT Vice President and a Professor Emeritus at Okayama University. She has supported JALT in countless roles in her local chap-



ter and in national positions over the years. Emily Choong is a Lecturer at Utsunomiya University and is also a dedicated officer in JALT. As a young language educator in Japan, Emily represents the future opportunities that JALT can share with a new generation of professionals.

We hope that you will join us in Shizuoka and share your diverse backgrounds, along with your unique experiences and perspectives in language education, from across Japan and many other countries and contexts.

We look forward to seeing you there!

—Richmond Stroupe, Naomi Fujishima, and Emily Choong – Conference Chairs, JALT2024



2024 JALT Research Grants

Each year, JALT awards up to three grants for a maximum of ¥100,000 each for research on language teaching in Japan. The grants aim to support language teachers with no outside sources of funding and encourage JALT members to engage in classroom-based research. Winners of the 2024 grants receive funding to conduct their research in the 2025 academic year. The deadline for applications is October 13, 2024.

Please visit the JALT Research Grants website to learn about the grants in detail and download an application form.

<https://jalt.org/researchgrants>

Winners will be announced at JALT2024!

Join our workshop to learn more about the grants and get tips for next year's applications:

Getting Your Research Funded Through JALT

Saturday, November 16th

2:45 PM - 3:45 PM, Room 903



JALT2024 Registration Information

How to Register

<https://jalt.org/conference/jalt2024/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 2024. Please note that presenters **MUST** register by 1 October 2024 to remain in the program. Please see the rates on page 7 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 2024, please contact the JALT Central Office at 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 15 November 2024, 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 2024 preregistration deadline of October 31, you qualify for the lower registration rates. If your JALT membership is valid through 18 November 2024, 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. For more details, see <https://jalt.org/joining>
- 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 18 November 2024, 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 18 November 2024, then you don't have to submit any further documentation.

There are two 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). See <https://jalt.org/conference> for forms and updated information.
- 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 to jco@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 2024 (Please note that presenters **MUST** register by 1 October 2024 to remain in



JALT2024 Registration Information

the program). Postal payments must be postmarked up to the 31 October 2024 deadline. No applications postmarked or submitted online on or after 1 November 2024 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 and be billed for the full regular registration rate.

2. Preregistration for Presenters

Presenters must pay their conference fees by 1 October 2024, (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 the JALT Junior presentations and all 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 Friday Night Welcome Reception and Michele Steele Best of JALT Award Ceremony.

5. Cancellation

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

- By Friday, 1 November 2024, 5 pm: Cancellation charge 30% of Registration Fee
- By Monday, 11 November 2024, 5 pm: Cancellation charge 50% of Registration Fee
- No refund will be given for any cancellation received after Monday, 11 November.

- Late refund requests that arise due to exceptional circumstances must be made in writing to JCO and will be dealt with at JALT's discretion. Please use the Cancellation Notice and provide full details, including bank name, branch name, account number, and account name. The 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, the 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 18 November 2024. 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 JCO regarding any payment or refund.

8. Travel Reservations

The JCO 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 33 for more information.

9. Photography and Video

JALT has a conference video and photo team. These volunteers will be taking photographs and video for JALT editorial and publicity purposes. If you do not want your picture taken, please try to alert the photographer or videographer. We will try to use as much discretion as possible when taking photos and videos.



JALT2024 Registration Fees

Registration fees for JALT2024 are as follows. REGISTRATION WILL OPEN IN AUGUST.

Please check the JALT conference website - <https://jalt.org/conference/jalt2024/registration-fees> - for the most recent registration pricing and information!

Registering For	Preregistration (to 31 Oct)		Regular Registration	
	JALT Member	Nonmember	JALT Member	Nonmember
3 Days (16-18 Nov)	¥20,000	¥35,000	¥28,000	¥41,000
1 Day (16, 17, or 18 Nov)	¥15,000	¥22,000	¥18,000	¥25,000
Senior / Student 3 Days (16-18 Nov)*	¥10,000	¥12,000	¥12,000	¥14,000
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Notes

- * If you will be 65 on or before 15 November 2024, or are a full-time student, you are eligible for discounted conference fees.
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JALT2024 Plenary Speaker • Ryuko Kubota

Toward Justice-Affirming Language Teaching

Ryuko Kubota

University of British Columbia

In the field of language education, there is an increased recognition that equity, diversity, inclusion, and social justice should be established in every aspect of teaching and learning. This trend exists against the backdrop of broader sociopolitical contexts that are becoming more volatile and threatening to human existence, requiring a greater promotion of sustainability of humankind and the non-human world. Under this circumstance, language education, with its aim to foster communicative competence, contributes to honoring human dignity and building solidarity across differences. Central to this vision is justice-affirming language teaching for raising critical consciousness of how oppressive forces affect the lives of individuals who are positioned differently in power hierarchies. Simultaneously, this framework requires praxis: critical reflection for unlearning and a commitment to putting relearned critical perspectives into action (Freire, 1998). In this essay, I will outline a conceptual foundation of justice-affirming language teaching, challenges that need to be overcome, and its applications to the context of Japan.



Conceptual Framework

Justice-affirming language teaching advocated here is consistent with critical pedagogy, antiracism, decolonial/anticolonial thinking and praxis, and intersectional justice. These orientations work toward advancing justice.

First, critical pedagogy, a major progressive educational movement in North America in the 1980s, was influenced by transformative pedagogy pro-

posed by a Brazilian educator, Paulo Freire (1998). It emphasizes the importance of raising critical consciousness of the system of domination and subordination reproduced by power inequity between groups (Crookes, 2021). One of the important concepts of critical pedagogy is praxis—committed critical reflection and action for transformation. Oftentimes, critical activities remain in the realm of thinking and talking without leading to concrete actions. Praxis disrupts this tendency and offers an important goal for critical engagement.

Second, as issues of race, racialization, and racism have attracted greater scholarly attention in language education, antiracism has begun to play an important role in language education (Von Esch et al., 2020). One of the core theoretical foundations is critical race theory, which originated in critical legal studies in the United States and illuminates the socially entrenched reality of racism, while recognizing heterogeneous experiences of racialized people. Intersectionality between race and language is often overlooked in institutional discourse but constitutes a central focus in language education as Rosa and Flores (2017) discussed in terms of raciolinguistic ideologies.

Third, decolonial perspectives (Canagarajah, 2023) and anticolonial praxis (Dei, 2019) offer important insights. For example, they challenge the enduring effects of British and American settler colonialism as reflected in the hegemony of English, whiteness, standardized language, and Eurocentric knowledge. They also problematize the persisting anti-Indigenous and anti-Black racism as well as the exclusion of knowledge produced by minoritized people and those in the global South. As such, decolonial and anticolonial perspectives have a synergetic relationship with the contestation of epistemological racism, defined as racial biases in our knowledge production and consumption as seen in curricula, textbooks, and scholarly materials (Kubota, 2020).

Lastly, recognizing intersectionality is the key to understanding the complexity of human experiences in language teaching, learning, and use. Although original discussions of intersectionality in the United States illuminated the gendered and racialized experiences of Black women whose marginality was distinct from those experienced by Black men or White women, it reminds us that experiences of language users cannot be fully understood without



considering heterogeneous identities, including race, gender, class, sexuality, religion, and disability that are intertwined in complex ways.

Challenges

These critical perspectives invite teachers and learners to question taken-for-granted assumptions and foster justice-affirming practices. However, there are challenges and caveats.

First, coloniality and Eurocentrism are deeply entrenched in societies and institutions. Needless to say, critical perspectives are always contested by those who want to preserve the status quo. Moreover, what prevents social change today is neoliberalism—a capitalist ideology leveraged by exacerbated competition and self-reliance to boost the free-market economy, while undermining the social safety net. Students are expected to build their competitive edge by developing skills measured against a set of rigid standards that are devoid of criticality. Furthermore, institutions and instructors are held accountable for their effectiveness by demonstrating measurable evidence, while scholars are pressured to publish in prestigious venues that privilege the standards of the global North. In order to survive, we are all likely to become complicit with neoliberal values and practices. Even if we resist the normative language ideology by encouraging students to translanguaging, doing so will not lead to transformation unless the neoliberal assessment system is changed. Disrupting the system is, thus, essential.

Second, justice-based discourses are not universally embraced. Certain discourses of justice (e.g., LGBTQ+ rights, women's rights, or even antiracism) may be culturally or contextually specific. Thus, insisting that one version of social justice should be universally applied is contradictory to the decolonial principle and instead more aligned with a colonial mechanism of domination. Although this poses a huge challenge, critical professionals need to explore ways to balance the tension between universality and contextuality through strategic and dialogic approaches without either relying on indoctrination or giving up altogether.

Third, related to the previous point, justice discourse may work against a certain justice-deserving group or serve ideological interests of a certain group. This is observed in the current disaster in Gaza. Certainly, justice is needed for the survival and thriving of every human being, but the plurality of the meaning of justice requires us to avoid

simplifying or romanticizing justice and it instead invites us to scrutinize what it means to protect human dignity and lives.

Fourth, minoritized people—Black, Indigenous, and people of color (BIPOC), nonnative language users, women, sexual minorities—are not necessarily advocates of antiracist and decolonial perspectives. As Kumaravadivelu (2016) pointed out, many of us are complicit with colonial hegemony and reproducing coloniality.

Finally, we tend to discuss and promote justice-affirming discourses only within our academic bubbles. Our institutions rarely hold individuals accountable for such discussions. Transforming the real world is only enabled by praxis (Freire, 1998) or result-oriented strategic actions (Kumaravadivelu, 2016). In short, we must walk the talk. Scholars as knowledge producers are expected to engage with more public scholarship by sharing their research with teachers, students, and the general public in accessible ways (Kubota, 2023b).

Relevance to Japan

How does the above discussion apply to the context of language teaching in Japan? Like elsewhere, social injustice exists in many forms. Anti-BIPOC racism is prevalent, coupled with enduring colonial thinking and acting. This is seen in the discrimination against Indigenous peoples, *zainichi* Koreans, *burakumin*, and people of color in Japan. The flip side is the preferential treatment of white people who are often positioned as English speakers (Kubota, 2023a). Furthermore, other forms of discrimination exist related to gender, LGBTQ+, disability, and more. Given that learning to communicate in another language is part of a larger educational mission to foster understanding across differences, developing awareness of these issues plays a pivotal role in pedagogy. What is especially important is to understand Japan's colonial history as well as European colonialism and ongoing coloniality that have given rise to unequal global structures involving race, language, and culture. In discussing these issues, care should be taken to create a safe space for all members so that they feel protected when participating in critical explorations.

In conclusion, justice-affirming language teaching is reflective, inclusive, and praxis-oriented. Because individuals are positioned differently in multilayered power relations, they may find critical discussions either empowering or uncomfortable. Justice-affirming language teaching requires dialog-

ic engagement, rather than indoctrination, as well as compassion toward the vulnerability involved in unlearning and relearning.

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Plenary Abstract

Justice-Affirming Language Teaching: From Envisioning to Engagement of Praxis

As threats to human dignity and existence are growing in our society, language educators have increasingly recognized the importance of equity, diversity, inclusion, and social justice. This trend is consistent with our professional mission to promote cross-cultural communication which contributes to protecting human dignity and building solidarity across differences. Central to this mission is justice-affirming language teaching for raising critical consciousness of how oppressive forces affect the lives of individuals who are positioned differently in power hierarchies. This pedagogical framework also requires what Paulo Freire called “praxis” or committed critical reflection and action for transformation. In this presentation, I will outline the conceptual foundation of justice-affirming language teaching by shedding light on critical pedagogy, antiracism, decolonial/anticolonial thinking and praxis, and intersectional justice. While these orientations synergically work to advance justice, they are also confronted with obstacles. They include enduring coloniality and Eurocentrism, neoliberal ideology that imposes norm-based accountability, a risk of becoming complicit with normative ideas and practices, a tension between universal rights and the contextual meaning of justice, and a tendency to merely think or talk but not act. One way of exercising praxis is mobilizing knowledge in the form of public scholarship. I will share some examples and invite the audience to explore how a justice-affirming vision can be put into praxis.

基調講演

正義を肯定する言語教育 — プラクシスの構想から実践へ —

久保田竜子

ブリティッシュコロンビア大学

人間の尊厳と存在がますます脅かされている社会において、言語教育者は、公正、多様性、包摂、ならびに社会正義の重要性の認識を高めている。この動きは、私たちの使命である異文化間コミュニケーションの促進と合致し、それは人間の尊厳の尊重とあらゆる差異を超えた連帯の構築に貢献する。その中心にあるのは正義を肯定する言語教育である。この教育は、権力のヒエラルキーの中で階層化された人々が、抑圧の力からどのように影響を受けているのかを批判的に認識することを旨とする。この教育的枠組みの中で必要とされるのは、変革を目指した批判的内省と実行であり、パウロ・フレイレはこれを「プラクシス」と呼んだ。この発表では、クリティカルペダゴジー、反レイシズム、脱植民地主義・反植民地主義的思考と実践、そして交差性を踏まえた正義に光をあてることで、正義を肯定する言語教育の概念基盤を概説する。これらのアプローチは正義の実現に向けて相互作用すると同時に、難題も抱えている。例えば、根強い植民地主義と西欧中心主義、規範に基づいた説明責任を強い新自由主義のイデオロギー、規範的思考・慣習に加担してしまう危険性、普遍的権利という概念と状況により意味合いが異なる正義との緊張関係、単に考えたり語ったりするだけで行動を怠る傾向などである。考えを行動に移すプラクシスとして、学問知識を大衆と共有する方策がある。いくつかの例を示しながら、どのように正義を肯定する構想を実践につなげることができるのかを探ってみる。



Workshop Abstract

Embracing the Diversity of English and English Users

In English language teaching and sociolinguistics research, the heterogeneity of English has been discussed in terms of World Englishes, English as a lingua franca, English as an international language, and nonnative speakerness, among others. Although these perspectives challenge the normative understanding of language forms and practices, including phonological, lexicogrammatical, pragmatic, and discourse features, they tend to overlook interactional experiences of *language users* with various intersectional identities. Moreover, as Kumaravadivelu (2016) points out, scholars and professionals who engage in intellectual critiques of normative ideologies, such as native speakerism and the superiority of standardized language, often fail to practice what they advocate in their professional discourses. Overall, critical discussions tend to be confined in academic bubbles and devoid of praxis—committed critical reflection and action for transformation (Freire, 1998). This workshop will provide an overview of the importance of focusing on *language users* by addressing the intersectionality of race and language as an example and introduce a documentary film making project as a form of public scholarship. The audience will be invited to generate ideas of how the film can be used for raising critical consciousness and to brainstorm similar projects which can be developed using praxis.

ワークショップ

英語と英語使用者の多様性を包みこむ実践

久保田竜子

ブリティッシュコロンビア大学

英語教育や社会言語学の研究では、世界英語、共通語としての英語、国際語としての英語、非母語話者などの観点から英語の多様性が議論されてきた。これらの視点は、音韻・語彙・文法・談話の特徴を含む言語形式と言語使用に関する規範的理解を批判的にとらえる反面、多様な交差性のアイデンティティを持つ「言語使用者」がどのような言語体験をしているのかを見過す傾向がある。さらに、Kumaravadivelu (2016) が指摘するように、母語話者中心主義や標準言語の優越性などの規範的イデオロギーを理論的に批判する学者や専門家は、自ら提唱した内容の実践を怠りがちである。総じて批判的な議論は、学術活動の枠に閉じ込められがちであり、プラクシス、つまり変革のための批判的内省と行動 (Freire, 1998) が欠けている。このワークショップでは、人種と言語の交差性を例として取り上げながら「言語使用者」に着目する重要性について論じ、学問を大衆と共有する目的で行ったドキュメンタリー映画製作プロジェクトを紹介する。批判的認識向上のためにこの映画をどのように活用できるのか、また、プラクシスを実践するためにどのような類似プロジェクトが開発できるのか、参加者と共に探る。

JALT2024 Plenary Speaker • Avril Haye-Matsui

Demonstrating Diversity: Reaching Beyond Stereotypes in the ESL Classroom

Avril Haye-Matsui

Aichi Prefectural University

As foreign English teachers in Japan, we are often seen as cultural and racial ambassadors (Reed, 2015). This means that, whether we teach explicitly about cultural diversity and related issues or not, students often believe that we are typical examples of the racial and cul-



tural make-up of our respective countries. I come from a country that prides itself on its multicultural population and, as a Black English woman, I admit that it irks me when people misrepresent my country as mono-ethnic and mono-racial. To illustrate, I will share an anecdote from early on in my teaching career.

I was enjoying a coffee date with two female friends who were tenured professors at a university near where I lived. One friend was Thai and Asian, and the other was English and Caucasian. At one point in the conversation, the Thai professor started to regale the English professor with compliments on her beautiful white skin. She did not compliment me on having beautiful brown skin, but I understood that, in Asian countries, white skin has historically been seen as a form of social capital (Bourdieu, 1986), which denotes their status of beauty (Franco & Roach, 2023). What irked me most was not the Thai teacher's admiration for white skin but my English friend's reply, "You should come to England. Everyone looks like this." I interjected and said, "No, they don't," but the conversation swiftly moved on. I was discomfited by this exchange, especially by the unintentional reinforcing of racial stereotypes by an English person that, frank-



ly, should have known better. I felt invisible in that conversation, as if all the cultural and racial diversity of my country were somehow erased.

Reflecting on this long-ago conversation, I wondered to what extent teachers might perpetuate this kind of “everyone looks like this” stereotype when English speakers teach the culture and people of their homelands. Indeed, in Japan and elsewhere, the English language is associated with the perceived Whiteness of so-called inner circle countries such as the U.S., the U.K., and Australia (Gerald, 2020). Therefore, if we do not disavow such beliefs, we, as educators and cultural and racial representatives, do students a disservice in the classroom.

Having said that, there have been positive inroads into creating awareness about diversification as it relates to English learning. For example, recent university initiatives regarding language acquisition have positioned English as the language of globalization and internationalization (Seargeant, 2013). Indeed, over the past two decades, we have seen a global increase in research on English language teachers (ELTs) who have diverse backgrounds (Canagarajah, 2012; Curtis & Romney, 2010; Ohri, 2020; Ramjattan, 2019). However, there remains a lack of diversity among teachers in Japanese educational institutions. The fact that, at Japanese universities, ELTs (and, especially, tenured ELTs) are overwhelmingly Caucasian men who are from Western countries is a stark reflection of this (Gough, 2020; Nagatomo & Cook, 2019; Yphantides, 2020). Moreover, a focus on improving students’ English proficiency levels has often overshadowed crucial aspects of diversity (Rakhshandehroo, 2023), including intercultural awareness, race relations, and gender equality. While the socio-political and historical links between the Japanese government and, so-called, White-majority countries like the U.S. and U.K. are one reason for this tendency, the actual multicultural nature of these countries is not reflected on the foreign ELT population.

Many gatekeepers to ELT university jobs are trying to correct this imbalance. Unfortunately, the status quo tends to be maintained partly because of the deeply embedded discourse of native speakerism (Holliday, 2006), which maintains the idea that the best English teachers are naturally from inner-circle countries. Within this discourse, the ideal ELT teacher is racialized as White and gendered as male (Kubota & Lin, 2006; Gerald, 2020). In addition, it is also important to reflect on the systematic inequalities wrought by native speakerism, which act as true barriers to racial

and cultural diversity in ELT, and on how cultural expression and representation have become limited in the ELT classroom when all teachers come from similar backgrounds.

Because culture and English language learning are interconnected, how culture is presented shapes students’ motivations and perceptions of the target language (Byram, et al, 2002). As educators, we want to give students opportunities to gain realistic worldviews and perceptions of the people who use English globally, and it behooves us to be aware that our students are likely to accept the cultural information we give without question. For example, if, we only use images or videos of Caucasian English speakers from England, the skewed perception of an England that is devoid of cultural and racial diversity is reinforced. We also need to be aware that students enter the classroom with a certain amount of “cultural baggage” (Fels, 1994 as cited in Stephan, 2010, p. 111), which contains preconceptions and stereotypes around English and English speakers influenced by the media and the ideologies surrounding them.

In our positions as ELTs, we have the power to disavow students of their stereotypes and help them to unpack their cultural baggage in authentic ways, which will foster intercultural understanding and acceptance of cultural diversity. Examples of pedagogical methods that can be used to reverse or prevent racial and cultural stereotypes include using visual teaching materials that portray people of a variety of appearances in a variety of cultural contexts and building culturally expansive assignments, such as researching an unfamiliar foreign country, into an English curriculum (Haye-Matsui, 2022).

It is not uncommon for teachers to teach the culture and people of their countries through the lenses of their own experiences since a teacher’s professional and personal identities are intrinsically linked (Farrell, 2016; Nagatomo, 2016). However, if we only present a mono-ethnic view of our countries and of English speakers in general, it gives students a false worldview. We are not preparing students for the plethora of languages, ethnic groups, and skin tones they will encounter in any major city in the world. We are not preparing them for the new identity markers, such as foreigner, Asian, and minority, that will be added to their own nationalities when they cross borders. Nor are we aiding them in accepting the growing cultural diversity within Japan (Glasgow, 2023). Therefore, it is imperative that we adopt a more inclusive approach to ELT, which



reflects the true diversity of our world and prepares our students for the global society they are part of.

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Classroom; and The Narrative of a Female Jamaican ALT in Japan: Status and identity.

the act of embracing diversity becomes not only a path to excellence but also a gateway to a multitude of opportunities for all.

Plenary Abstract

We are all Diverse: Celebrating Diversity in English Language Teaching

This journey of embracing diversity in our teaching practice can be a transformative one, offering educators a chance for personal growth and professional development. Moreover, the dichotomy between native and non-native speaker teachers, far from being beneficial, has proven to be outdated and a source of more harm than good to the development of English language teacher identity (Houghton & Rivers, 2013). This dichotomy has resulted in discriminatory practices towards teachers who do not fulfil certain racial, gender and nationality criteria, such as being denied job opportunities or facing unequal treatment in the workplace. As a result, it has limited students' access to cultural funds of knowledge and diverse teaching methods. It is now time to move beyond such limiting discourses and celebrate the different things teachers from all backgrounds bring to the table. In this talk, I will discuss how teachers can use their diverse identities to create meaningful student learning experiences. Using examples from my teaching career and stories from my research participants, I will illustrate how important it is for students and teachers to increase their awareness of diversity-related issues and the positive impact such awareness has on increasingly diverse student populations. In a world marked by divisions,

Workshop Abstract

Diversity and Teaching Practice

Banegas, Beacon and Berbain (2021) assert that "Diversity needs to inform the construction of the learning environment, syllabi, and curricula..." (p. 5). This assertion underscores the practicality of the strategies discussed in this workshop. Educators will be encouraged to increase their awareness of the importance of diversity in ELT, stimulating the creation of culturally responsive and inclusive activities they can readily use in their classrooms. The workshop will start by examining the concept of diversity in ELT and then progress to the various strategies that can be used to incorporate diversity and issues related to diversity into classroom practice. This interactive workshop will provide educators with practical opportunities to examine their current teaching practices and curricula and devise strategies to teach in inclusive ways that value hidden and visible diversity within student and teacher populations.

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JALT2024 Plenary Speakers • Andy Curtis & Liying Cheng

The Complexities of Diversity: Personal Journeys Across Time and Space

Andy Curtis

Liying Cheng

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As the title and theme for JALT2024 is *Moving JALT into the Future: Opportunity, Diversity, and Excellence*, this short piece focuses on the challenges and benefits of diversity that we have experienced throughout our personal and professional lives. Based on a combined total of more than 75 years living as "visible minorities" in England, the USA, Canada, Hong Kong, mainland China and elsewhere, we briefly discuss what it has meant for us to be such minorities over all those decades in all of those places, while acknowledging that not all differences are visible. We also distinguish between academic expertise in diversity versus decades of lived experience, as we believe that the most positive and impactful work in this

area needs to be able to draw on and combine both.

As the title and theme for JALT2024 is "Moving JALT into the Future: Opportunity, Diversity, and Excellence," we would like to focus this short, personal piece on the challenges and benefits of diversity. According to the *Online Etymology Dictionary*, the origins of the word "diverse" can be traced back to the 14th century, when it originally meant: "different in kind, not alike, essentially different." In Middle English, the word could also mean "disagreeable, unkind, hostile," with the more





recent sense of “including and promoting persons of previously under-represented minority identities” not appearing until the 1990s (Harper, 2018). Today, for example, in the *Cambridge Advanced Learner’s Dictionary* (2013), *diverse* is defined as “including many different types of people or things” and “very different from each other.” However, defining a word is one thing, living it your whole life is quite another.

In the 1950s, Andy’s parents made the long and somewhat perilous journey by boat from what was then British Guiana in South America to the Colonial Motherland, England, where Andy and his siblings were born, so that they could have a better life. Indeed, it is possible that throughout all of human history, that is what has driven migration: the search for a better life for the next generation. But as many immigrants find, life in the new country is certainly different, though not always better (Curtis & Romney, 2006). At first, Andy’s family lived in one of the immigrant ghettos in Birmingham, where many of the people looked like them, i.e., they were Brown. But like so many upwardly aspiring immigrant mothers, Andy’s mum was determined that they would move to a better neighbourhood, i.e., White. And so began his life-long journey as a “visible minority”: a phrase which has fallen out of favour in many countries and contexts, but which is still a clear and concise phrase to explain that someone looks different from the majority of the people around them (Curtis et al., 2023).

Liyang has had her own unique journey, moving to Canada from China, where she was born, grew up, and educated. Being an Asian professor in a predominantly White, male university in a small town in the province of Ontario presented different diversity challenges. One of them relates to assumptions and expectations in terms of how Liyang was perceived by a classroom full of mostly local, White students growing up with English as their first and only language, raised in small, provincial towns where encountering people who were different in any way from them was a rarity. Another challenge was respect for different and diverse ways of defining what ‘good’ teaching and learning look like (Cheng & Curtis, 2010; Curtis & Sussex, 2018). In a study of second-language students in Canadian universities, Liyang and her co-author, Jenna Fox (Cheng & Fox, 2008) referred to this process as academic acculturation, which they defined as “the dynamic adaptation processes of linguistically and culturally diverse students engaging with the academic study cultures of Canadian English-medium universities” (p. 309). Within such a definition, ac-

culturation was framed as a process where learning, relearning, and unlearning take place. And this process involves constant contact and dynamic interaction with different languages, cultures, and different ways of teaching and learning. To summarise this, Liyang (Cheng, 2020) created the acronym CARE, which stands for compassion, acquisition, respect, and evaluation.

It is, of course, important to acknowledge that not all differences are visible; for example, language. So, if someone is speaking a language that is different from that being spoken by the majority of the people around them, then that might be considered to be an “audible minority.” There are all kinds of differences that are not visible, but the thing about skin colour is that it is one of the relatively few differences that is visible *at a distance*. For most of the invisible differences, it is usually necessary to be in close proximity to a person, and to be with them for some time, before we can spot the difference(s). And here we are not talking about “race”—which has long been debunked as something we just made up; a social construct designed so that one group of people can oppress, colonise, enslave, declare war on, etc., another group of people—despite some world leaders running for president continuing to weaponise so that they can get elected (again) (Curtis, 2022).

By now, Andy has lived for well over half-a-century as a “visible minority” in England, the USA, Canada, Hong Kong, Mainland China and elsewhere. Liyang, too, has also lived for decades as a visible minority in different countries. Therefore, for the two of us, diversity is not just something we have researched, published and presented on for decades, but it is something that we have lived every day for much of our lives. As such, our take on diversity is different from those who have not lived such a life, but who nonetheless consider themselves “experts” in the area of diversity. Furthermore, even though academic expertise can be claimed in certain areas, the experts who have no first-hand lived experience of what it is they claim to be experts in will always be limited in their understanding no matter how much literature they review or how much data they collect.

One important aspect of diversity that we appreciate from the perspective of life-time and long-term visible minorities, but which we do not hear mentioned often, is how challenging and problematic diversity can be. In our genuine desire to promote diversity, we sometimes fail to fully appreciate the potential benefits of a lack of diversity. For



example, a room full of people who look and sound similar, who have come from similar socio-economic, educational, and other backgrounds are (much) more likely to get along well with each other than a room full of people all of whom come from different linguistic and cultural backgrounds to each other. Sameness can be quick and easy. Diversity can be difficult, time consuming and labour intensive.

Another challenge is the clumping and lumping together of disparate but equally important concepts, in this case, in the form of “DEIA”—much more easily pronounced as “IDEA”—that stands for inclusion, diversity, equity and access/availability, to which “belonging” has recently been added. However, inclusion is not the same as diversity, diversity is not the same as equity, equity is not the same as access, and so forth. Furthermore, when we embark on our missions to make our workplaces more diverse, we should start by acknowledging all the factors that are actively working against such diversity, including racism, people holding onto inter-generational money and power, and right-wing, anti-immigration politics.

It is entirely understandable that those who have lived a lifetime of privilege mainly because of, for example, their skin colour and/or gender—after centuries and countless generations of such privilege—would be highly reluctant to give that up. If we were in their shoes, we would probably be reluctant to give that up too! But it is that resistance which accounts for the move in many countries to more far-right, populist politics and politicians in the USA, Italy, Germany, and elsewhere. Thankfully, the 2024 elections in the U.K. and France gave us some glimmers of hope on that front.

As international educators and language teacher-learners, we know the benefits of diversity, as many of us can see those benefits every day in our classrooms and in our workplaces. And for us two, in our daily lives, there too do we see the benefits of diversity, every time our family gets together, representing as we do, India, China, Europe and South America, with even just a few of us around the dinner table. However, after the long, multilingual, multicultural lives that we have led, we are also well aware of the challenges of diversity. We therefore applaud the JALT2024 Conference Committee for making this one of the focal points of this year’s 50th Anniversary event, to which we are very much looking forward to being a part of, learning from, and meeting many different peoples from many different places.

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Liying Cheng (PhD) is Professor and Dean at the School of Education, City University of Macau. Prior to joining the City University of Macau, she has been Professor and Director of Assessment and Evaluation Group at the Faculty of Education, Queen’s University, Ontario, Canada. Her seminal research on washback illustrates the global impact of large-scale testing on instruction, and the relationships between assessment and instruction—with \$2.4 million CAD of research grants and more than 170 publications.



Plenary Abstract

50 Years of JALT – And a Journey of More Than a Century

To say that life is a journey is to invoke a saying so well known that it is sometimes thought of as a cliché. However, in the case of international educators, the metaphor of the life-long journey is especially apt, and one which brings to mind the famous poem by Robert Frost, *The Road not Taken*. Published in 1915, the poem concludes: “Two roads diverged in a wood, and I—/ I took the one less traveled by, / And that has made all the difference.” Now, after 50 years of life as an association, JALT can look back at half-a-century of change and challenges, of growth and development. And likewise, so shall we two, as JALT’s first ever joint plenary co-speakers, be reflecting on our combined journeys, together yet in different directions, of a total of more than a century by now, covering dozens of countries, working with thousands of teachers, and travelling more than a million kilometres, around the world and back again. Ending, in some ways, where we began, and peering, tentatively, into some possible futures, including the end of the EFL/ESL distinction, the end of a historical monopoly on the ownership of English by a select few countries, and the recent and important rise of English as an international language, owned by all, used by all. In relation to the conference themes, we will also be sharing our personal and professional experiences of trials and tribulations, joys and pains, highs and lows in relation to opportunity, diversity, and excellence.

Workshop Abstract (Andy Curtis)

The New Peace Linguistics: Words and Worlds, War and Peace

Although the idea of Peace Linguistics (PL) has been around for decades, the practice of PL is much more recent, and until recently PL in the field of TESOL was defined and described mainly in terms of English language teachers working with English language learners to help them use non-threatening language that would not upset anyone, and thereby avoid conflict. In addition to adding more to the already-full plates of such teachers and students, much of the PL work was heavy on the “P” for Peace but light on the “L” for Linguistics or

Language Study (i.e., with little, if any, deep-level systematic analyses of any language). Consequently, PL was re-defined as “an area of applied linguistics, based on systematic analyses of the ways in which language is used to communicate/create conflict and to communicate/create peace. PL is interdisciplinary, drawing on fields such as peace studies/peace education and conflict resolution/transformation, bringing those together with fields such as sociolinguistics and critical discourse analysis, including text/genre analysis” (Curtis, 2018). Out of that re-defining came a new peace linguistics (NPL) that focuses on the language of the most powerful people in our world today, as it is they—sadly not us, as language teachers and learners—who have the power to end the war or to end the world. How they use language can affect us all. Therefore, NPL dives deep into the language of those people, to help us make a more peaceful and less war-torn world.

Workshop Abstract (Liyang Cheng)

Assessing for Student Success

In the present educational climate, teachers are continually faced with complex assessment issues. There is a great deal of discussion now about alignment as a guiding principle for high-quality assessment; that is, the degree of agreement amongst standards/examinations, curriculum, learning outcomes, assessment tasks (including tests) and instruction. Alignment, along with validity, reliability, fairness, consequences, and practicality, are viewed as central aspects of assessment practice which supports learning. Assessment serves as the key process to check on learning and provide essential information to teachers. Assessment is an ongoing, iterative, and cyclical process of supporting students throughout teaching. In this sense, teaching and assessment is one integral and interconnected process. Teachers need to constantly ask themselves: Have my students learned? And how well have they progressed as a result of my assessment practices? For teachers to support student learning through assessment, teachers need to engage themselves as well as their students in the discussion of assessment of learning, assessment for learning, and assessment as learning. We know that alignment and assessment of, for, and as learning ultimately empower our students’ language development.

JALT2024 Plenary Speaker • Janina Tubby

Transforming Education: Embracing New Ways of Teaching with Generative AI While Promoting Diversity

Janina Tubby

Kobe Bilingual School (KOBILS)

“Moving JALT into the Future: Opportunity, Diversity, and Excellence,” is not merely the title of JALT’s 50th conference, but a call to action for all educators to innovate and adapt to our evolving educational landscape while encouraging students to understand their position and the place of others in our global society. Rich-





ard Culatta (2022), CEO of the International Society for Technology in Education explains, COVID-19 brought opportunities for innovations greater than any seen in decades, pushing the digital infrastructure upon us that we should have developed many years earlier. In many ways, the timing of that push was critical. Because in late 2022, we were shaken out of any digital malaise we had again developed as generative AI started coming for our classrooms!

Kim Martineau (2023) defines generative AI simply as deep-learning models that can generate high-quality text, images, and other content based on the data they were trained on. Some educators focus on challenging AI as a perceived evil and expend more effort trying to figure out how to stop or catch students using it than learning how to harness its power. These efforts are misguided. The genie is out of the bottle, and it is all too late. As fast as we can work to detect AI, ChatGPT and similar tools advance. For example, in May of this year, ChatGPT 4.0 introduced references for all results returned. As of writing this article, those references need to be checked for errors as they are sometimes “hallucinated” (i.e., ChatGPT makes them up!), but it’s reasonable to assume AI will continue to evolve. Whether educators view this evolution as exciting, challenging, difficult, or even regrettable, our teaching needs to embrace it. Students will use AI in their working lives. So, what are the downsides of student use of generative AI?

Certainly, showing students how to use AI effectively rather than just to shortcut task completion is an important teaching objective. It is not, however, the only issue or, arguably, even the most important one. Consider this experiment: Ask ChatGPT to generate a picture of a 14-year-old playing soccer, a studious-looking 10-year-old, or a white-collar adult behind a desk. You may discover that the gender balance in results is adequate in some instances, but the race balance is almost always appalling. Unsurprisingly, if we think about it, AI is massively biased towards Caucasians and, in business contexts especially, towards Caucasian men! Digital activist Joy Buolamwini (2023) is among several fighting this inherent AI bias, but educators should be aware of it and form strategies to address it. We must encourage the responsible use of AI to enhance learning while ensuring our students receive a global education with a diverse vision.

Ghody Muhammad’s (2023) equity framework for culturally and historically responsive literacy is a great place to start planning lesson content. Although it was developed with traditional text

selection in mind, both prior to COVID and the rise of generative AI, it can guide us in selecting appropriate texts and tasks, in crafting appropriate prompts for AI, and for ensuring a balance of different activity types in lesson planning. Muhammad argues that texts and activities should promote:

- identity development—help youth make sense of themselves and others
- skill development—develop proficiencies across academic disciplines
- intellectual development—gain knowledge and become smarter
- criticality—develop the ability to read texts to understand power, equity, and anti-oppression

Practical Example: Integrating AI in Class

In a 90-minute evening class for junior high school students at the A2–B1 CEFR levels, I introduced the QuillBot paraphrasing tool to help students enhance their writing skills. We started by reading textbook articles that aimed to develop curiosity about how children from other cultures go to school. The students, aged 12–14, read about a Ghanaian teenager’s school day and contrasted it with a blog post about students’ experiences in the UK and South Korea. The students, who all attended different junior high schools, then verbally shared their own school experiences with peers in pair work. After generating ideas orally, they had five minutes to speed write about their school week so that a student from another country could understand. The following is a sample of one student’s five-minute “speed write” activity:

I’m from Japan. This is my school day. My school starts at eight thirty and ends at three thirty or four thirty. After that, we sometimes have club activities. We have a 10-minute break and a 40-minute break for lunch. My favorite school days are Monday and Friday. It is because we have PE and there are no maths and science. Thursday is the worst day of the week because we have long homeroom and double science and just study subjects. On Thursday I always feel I am at school for hours. We get a lot of homework on Thursday but we don’t get too much homework on Monday and Friday. We also get more homework before tests. School is OK and I like playing with my friends.

In pairs, students had autonomy as to whether to speak or type their speed-written first drafts into Quillbot’s paraphrasing tool. The second student had to input the work by either verbally dictating



or typing as the first student read their first draft aloud. Students then reviewed their dictated writing selections together, sentence by sentence, and chose different sentences from QuillBot's generated suggestions to rewrite. The following is the rewritten text from above:

I'm from Japan and I'm going to tell you about my school day. My school day starts at 8:30 and runs until 3:30 or 4:30. We occasionally have club activities after that. During the school day, we take 10-minute breaks and we have a 40-minute break for lunch. Monday and Friday are my two favorite school days. The reason is easy, we have PE but no Math or Science! We have seven classes on Thursday, making it the worst day of the week. On Thursday, we have extended homeroom and double science. I always feel that school goes on forever because we have one academic subject after another. When tests are coming up, we have more homework than usual, but on normal weeks it's not so much. I think my school life is OK, but the best part is hanging out with my friends.

Outcomes and Reflections

This activity was highly engaging for students. They enjoyed exchanging phrases and discussing the best ways to express their thoughts. The process not only improved their written work with new phrases appropriate to their level but also fostered collaboration and critical thinking. It ensured the work was their own and provided an opportunity to develop identity, skills, intellect, and critical thinking as per Muhammad's (2020) framework, as well as improve pronunciation, spelling, and grammar.

Conclusion

As we move into the future, embracing the opportunities that technology offers is essential. By rethinking and reshaping our teaching approaches, we can ensure that students improve their language skills and are equipped with the skills, tools, and mindset needed in the workplace, while also understanding their position in society and the place of others. Join me at JALT's 50th conference to explore more practical examples and strategies to transform our educational practices and students' attitudes towards learning. Together, we can create learning environments that are effective, demand student input and critical thinking, and are inspiring and inclusive for all students.

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Plenary Abstract

Transform Education: Embrace Diversity and Excellence

How can we help our students strive for excellence, embrace diversity, and maximize opportunity? As we celebrate JALT's 50th conference, we find ourselves reflecting on our journeys as educators in Japan and looking forward to where we should go. Sixteen years ago, I founded KOBILS, a bilingual international school in Kobe, with the aim of cultivating creative thinkers bold enough to take responsibility for their own learning, make mistakes, embrace diversity, and view challenges as opportunities for growth. In this session, I share innovative strategies and examples from our work at KOBILS that transcend traditional language teaching to enhance socio-emotional learning and foster resilience, autonomy, creativity, and flexible thinking among students of all ages. I propose a three-pronged approach that: (1) integrates soft skills with highly engaging, collaborative learning; (2) encourages students to identify what needs changing in our world, to speak up and speak out against everyday injustice, and to fiercely protect the environment; and (3) leverages the power of AI to responsibly boost students' academic contributions without overshadowing their individual voices. Join me in exploring this plan that transforms language classrooms into incubators of innovation and empathy. Let's rethink and reshape our approaches to teaching to ensure we equip our students with the skills, tools, and mindset to thrive in an ever-changing world. By doing so we can commit to making a difference by embracing opportunity, celebrating diversity, and striving for excellence, so it is reflected back in our students' achievements, contributions, and their love of learning.



Workshop Abstract

Rethinking Assessment for Future Success

This future-forward workshop will challenge educators to explore alternative approaches to assessment that align with the themes of opportunity, diversity, and excellence and turn traditional assessment on its head by embracing innovative approaches to evaluating and supporting student growth. It is crucial we develop assessment strategies that not only measure academic performance but also foster creativity, critical thinking, personal growth, autonomy, and resilience in our students. This session will examine formative assessments, project-based learning, and student self-assessment techniques that provide a more holistic view of student capabilities while developing their pride in their achievements. Participants

will engage in practical exercises to kickstart the design and implementation of these alternative assessments in their own classrooms whether they be teaching children, university students, or adults. We will discuss how these methods meet diverse student needs and how they promote a growth mindset, encouraging students to see assessments as a tool for learning and development rather than just to please parents or teachers, or to secure a grade, or as a ticket to career advancement. Additionally, we will explore the integration of technology in assessment, particularly the use of AI to provide personalized feedback and to support student learning. Educators will leave this workshop with actionable strategies to transform their assessment practices that ensure they are equitable, inclusive, and conducive to preparing students for future success.

JALT2024 Balsamo Asian Scholar • Francisca Maria Ivone

Excelling With Technology in ELT by Embracing Diversity and Innovations

Francisca Maria Ivone
Universitas Negeri Malang

As an academic interested in teaching English using technology and researching its use in English language teaching, I find the future of technology in ELT enticing but daunting. Today's era is the most unpredictable and dynamic for technology in all aspects of human life including ELT. The rate of change can make us feel excited but also overwhelmed. New AI-driven tools, applications, and gadgets allow for automating administrative and pedagogical tasks, innovative content creation, and more personalized learning. However, with this development comes implications that must be dealt with promptly and carefully, as they raise alarming health and ethical issues and more profound educational problems. Thus, it takes broadmindedness to view technology integration into ELT from multiple perspectives that allow us to innovate and be aware of the diversity in technology,



pedagogy, and in the content and context of language learning.

Looking into the issue from a determinist perspective, we may have conducted or read studies focusing on technologies being the reasons for language learning success because they enhance language learning by making it more engaging, fun, manageable, personalised, and flexible (Elverici, 2024; Ma & Chiu, 2024; Godwin-Jones, 2007). Research on old and new technologies has claimed to have revolutionised language teaching by offering new tools to enhance language learning (Chang & Hung, 2019; Zainuddin, 2023). For example, language learning apps and online platforms provide flexible access to abundant multimedia resources, interactive tasks, and gamified activities. Online platforms like course/learning management systems and digital libraries allow our students to engage with English beyond the classroom, making language learning more continuous and immersive. Virtual reality (VR), augmented reality (AR), and other forms of artificial reality also open exciting communication possibilities. VR can immerse my students in virtual environments for authentic language use or simulations, and AR can add additional layers of language learning input, such as text, audio, and audio-visual content. Staying abreast of these technologies and their affordances helps us stay updated and ready to adapt our practices to leverage them effectively.

Moreover, technology also facilitates the development of 21st-century skills. Allowing language learners to engage in authentic tasks and project-based learning by creating digital content, such as blogs, podcasts, videos, and websites, helps develop these skills. More importantly, these innovative language learning tasks promote more profound



engagement with the target language. However, because it is easy to create content using technology, language teachers and learners can experience information overload, making it hard to differentiate facts from opinions, or relevant information from irrelevant information. We are bombarded by massive amounts of content developed by humans and AI that can benefit and jeopardise language learning. AI-injected platforms can help us find information and generate language learning and teaching content. Today, chatbots offer personalised feedback and conversation practice that feels almost real to some but not to others. Thus, it is thought-provoking to consider how this new technology affects language development. Some of us feel the urgency to view this from a critical lens and ask questions such as:

- What impact does conversation with chatbots over time have on the development of EFL learners' proficiency?
- How do beginners learn English by conversing with AI?
- How do language learners learn pragmatics from AI?
- In what ways can chatbots help learners of different levels of language proficiency engage in interactive storytelling?

In other words, we relentlessly think innovatively to examine how current technologies support or hinder language development.

Furthermore, using modern technology means we are surrounded by radiation, electromagnetic fields, and tech-related activities that distress our bodies and minds. Consequently, there are “new” illnesses associated with the use of modern technology, such as: obesity due to a sedentary life; tech addiction due to excessive gaming, social media, and internet use; screen fatigue due to exposure to screen radiation; carpal tunnel syndrome due to repetitive motion and prolonged use of keyboards and mice; cybersickness due to prolonged exposure to virtual environments and fast-moving visuals; hearing loss due to prolonged use of earphones and headphones at high volumes. These and other conditions, like technostress, did not exist in the pre-computer, tablet, and mobile-phone era. Technostress in language education encompasses a range of challenges related to integrating technology into teaching and learning practices, digital literacy and communication skills, managing digital distractions, and navigating technology-enhanced tasks and assessments. Understanding and addressing these

stressors are essential for promoting effective and sustainable use of technology in language education and supporting educators' and learners' well-being and learning outcomes.

Thus, we are also prompted to view technology integration from an instrumentalist perspective, thinking that technology is only an instrument used to support language pedagogies. It is not technology that makes the difference, but how it is used, pointing to the pedagogical aspects that determine language learning success. For instance, jigsaw, a staple language classroom activity, has been successfully conducted for years without technology. Traditional task-based activities or language games can also be undertaken without technology. Although learners can be more engaged and enthusiastic when technology is injected into these activities, it does not guarantee language learning success.

To conclude, some lessons that I have learned from researching and integrating technology in ELT are that: (1) Personalised and relevant tasks seem to be two critical aspects of changes and innovation in language learning methodology and practice that work in my situation; (2) Instead of finding the best technology for language teaching and learning, I focus on working on sequencing language learning so that each type of technology can function optimally; (3) Disruptive technology may need to be disrupted by other technology or by its absence; (4) Technology in any digital format will create digital divide, so its inclusivity should be maintained; and finally (5) Technology use in language teaching and learning should be normalised because when it is ubiquitous and well-blended in language learning it will contribute to a more significant impact.

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Francisca Maria Ivone, an associate professor of applied linguistics at Universitas Negeri Malang, Indonesia, specializes in listening and reading comprehension, extensive reading (ER), extensive listening and viewing (EL/V), and technology-enhanced language learning (TELL). She shares her expertise at national and international conferences and webinars across Asia, and her research appears in journal publications and book chapters. She also serves on the board of directors for Indonesia Technology-Enhanced Language Learning (iTELL) and Indonesia Extensive Reading Association (IERA).

Workshop Abstract

Crafting “Choose Your Own Adventure” Stories

This immersive 60-minute workshop session will explore how low- and high-tech approaches may be combined and sequenced to create dynamic language learning experiences. Participants will create their own “choose your own adventure” stories utilising task-based language teaching (TBLT) scenarios, which combine conventional tools with cutting-edge generative AI technology. They will use both paper and pen and chatbots to draft plots, extend narratives, and create branching routes, all while emphasising communication, collaboration, critical thinking, and creativity. This hands-on session gives participants practical experience of partaking in flexible and engaging language learning activities. Throughout the workshop, we will address the pedagogical benefits of combining and sequencing low- and high-tech means, with an emphasis on their ability to enhance language learning, critical thinking, and narrative skills. Participants will leave with practical techniques for adopting these language learning ideas in their own language teaching and learning contexts. Whether the participants are language teachers or technology enthusiasts, this session offers a unique opportunity to leverage both traditional and innovative tools to enrich the language learning experience. They will gain practical skills and insights to revolutionise their language teaching or learning practices, ensuring they can effectively blend these approaches in their own language teaching and learning environments.

JALT2024 Kevin Cleary Invited Speaker • Robert Chartrand

Exploring Learner Potential and Educator Possibilities

Robert Chartrand

Kurume University

In this Kevin Cleary Invited Speaker presentation, I would like to explore some of the more interesting facets of second language acquisition including the topics of raising children in a bilingual environment, what it means to be a competent language teacher, to be trilingual, and how to acquire languages. It has taken me a great amount of effort to learn English and Japanese, and this is a powerful tool to remember when I walk into the classroom and teach a language. I would like to reflect on my career as a language learner, language teacher, an educational technology enthusiast, and on my experience more recently advising a secondary school in Japan. Finally, I will discuss ideas on how we can improve the curriculum and teaching strategies to remain competitive in a society with declining demographics.



It is a great honor to be nominated as the Kevin Cleary Invited Speaker for the 50th JALT International Conference. I fondly remember meeting Kevin when he visited the Fukuoka Chapter and being deeply impressed by his kindness and passion for the professional development of language teachers in Japan. His influence inspired me to begin volunteering for JALT, which provided me with the opportunity to connect with other esteemed members of our organization and envision a future career in language teaching. The conference theme, “Moving JALT into the Future: Opportunity, Diversity, and Excellence,” resonates deeply with me, as I have a long history as a JALT participant, volunteer, and leader in various capacities.

JALT has provided me with numerous opportunities to develop professionally as a language teacher. I have actively participated in Fukuoka Chapter events, attended the annual international conference, and taken part in various PanSIG and JALTCALL conferences. When I first came to Japan in 1983, it was meant to be a short-term life experience. To prepare for my initial job as a language teacher, I learned the direct method (Celce-Murcia, 2014) and began teaching French and English at the Berlitz School of Languages.

Diversity is important to me because French is



my first language, yet I am an English teacher. I started learning English at the age of 10 and became passionate about it by reading English books and watching English TV programs. Immersion worked for me because I believed that with persistence, I would eventually become fluent. It took about six years for me to feel academically competent in my second language. Research shows that it typically takes 4-12 years of second language development to achieve academic proficiency comparable to native speakers (Collier, 1995). My own proficiency greatly improved after reading fascinating books like *The Catcher in the Rye* by J. D. Salinger (1951), *The Sun Also Rises* by Ernest Hemingway (1926), and F. Scott Fitzgerald's *The Great Gatsby* (1925), amongst others.

So, what does this all mean? Patience and persistence are virtues, but the desire to learn and active involvement in language acquisition truly make a difference (Gardner & Smythe, 1975).

As Krashen (1981) hypothesizes in the Monitor Theory, there are two independent systems for developing second language ability: subconscious language acquisition and conscious language learning. Krashen emphasizes that subconscious acquisition is far more important. This type of acquisition requires meaningful interaction in the target language, where speakers focus on communication rather than form. I can attest to this theory, as I became proficient in English through extensive interaction in the language, without much formal grammar training or conscious learning methods.

Interestingly, despite my proficiency, I still retain a slight French accent when speaking English. This may be related to the critical period for language learning and the differences in pronunciation between French and English. Moyer (2014) notes that second language learners beyond the age of 9 or 10 can exhibit native-like behavior in certain language aspects, but it is rare to achieve native-sounding pronunciation. Even now, when I meet someone new, they often ask, "Where are you from? I can't quite place your accent!" After I tell them I am from Montréal, they usually respond, "Aha, I knew it was a French accent!" It's subtle but still noticeable.

These experiences have profoundly informed my approach as a language teacher. One of the most important lessons I have learned is that language acquisition requires significant time and effort. This understanding has made me more patient and empathetic as an educator, as I am familiar with the frustrations that language learners face. I have also realized that vocabulary acquisition is one of the

most crucial tasks in language learning. Emphasizing the repetitive learning of high-frequency words is particularly effective in helping students acquire a new language.

Although it is widely accepted that vocabulary learning is essential for overall communicative competence, many teachers provide little or no classroom attention to it, assuming students will learn words incidentally (Zimmerman, 1997). Therefore, it is important to make a concerted effort to select word lists that are most appropriate for the learners (Browne, 2021).

Reflecting on my own breakthrough in improving my academic ability in English, I remember that reading books was the most important task I could undertake. Therefore, I highly recommend extensive reading for any school program that can incorporate it into the curriculum. Research shows that extensive reading not only enhances reading ability but also leads to improvements across a wide range of language skills and knowledge (Nation, 1997).

Most recently, I have been involved in an English education advising project to help a private secondary school in Tokyo improve its English curriculum. The school aims to reform how English is taught by utilizing technology and modern pedagogy effectively. Their goal is to create an environment where English is not only taught for university entrance exams but also seen as a practical and useful language for students' lives after graduation. This contemporary approach to optimizing English language acquisition for high school students gives me hope that we, as language teachers, can make a significant contribution to Japanese society, resulting in successful outcomes and satisfied learners.

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Robert Chartrand is from Montréal, Canada and has been living in Fukuoka since 1983. He is a professor at the Institute of Foreign Language Education, Kurume University. His research interests are in second language acquisition and educational technology. He completed a master's degree in TESOL at the School for International Training, and a PhD in Information Engineering at the Kyushu Institute of Technology. He has served in various leadership roles in JALT for over 20 years.

JALT2024 Featured Speaker • Charles Browne

The NGSL Project: Words and Tools for Success

Charles Browne

Meiji Gakuin University

Sponsor: Kinseido Publishing Company Ltd.

This presentation introduces the *New General Service List Project*, consisting of seven open-source vocabulary lists tailored for ESL/EFL learners. It showcases various free online tools for teaching, learning, and research, including gamified flashcards, a *Wordle* game, and an AI-powered text profiling tool. Each corpus-based list targets specific genres like daily English and academic English, offering extremely high coverage. Modular development enables flexibility, and ongoing research confirms their efficacy in various contexts, including high-stakes exams.



Practice-Oriented Short Workshop

NGSL Profiler: Simplifying EFL Materials the Easy Way!

The NGSL Profiler is a novel corpus-based tool designed to simplify materials to learners' levels (Browne, 2024). Part of the New General Service List Project, it joins a suite of free teaching resources. Inspired by tools like OGTE and AntWordProfiler, it caters to educators and content creators, offering intuitive profiling and AI-powered text creation and simplification. This session introduces the NGSL Profiler and explores its integration with other NGSL resources for enhanced language learning.

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Charles Browne is Professor of Applied Linguistics at Meiji Gakuin University as well as Director of the English Department's MA and PhD Program and creator of their EFL teacher-training program. He is an internationally renowned public speaker having given more than 50 plenary or keynote addresses at academic conferences around the world as well as a TEDx Talk on his main area of research, second language vocabulary acquisition. Dr. Browne is also a US State Department English Language Specialist, helping governments around the world with tailor-made teacher training programs that promote



cross-cultural understanding and excellence in teaching. He was the first National Chairperson of the cross-cultural exchange JET (Japan Exchange & Teaching) Program and has served on multiple Japanese Ministry of Education national committees, including the steering committee for the JET Program. Dr. Browne has written dozens of books, articles, and research in the areas of second language learning. In addition to his work in creating

many important new corpus-based word lists and a wide range of free online tools to teach, learn, and create texts based on these lists, he has also developed countless free online extensive reading, extensive listening, and vocabulary learning sites, tools, and apps, and has worked relentlessly to share this knowledge through presentations, seminars, and hands-on workshops around the world.

JALT2024 Featured Speaker • Melissa Reed

Teacher Connectivity: Empowering Growth

Melissa Reed

Macquarie University

Sponsor: Macquarie University

Over the last few years, teachers have been increasingly self-directing their professional development to adapt to rapidly changing circumstances (Mercer et al., 2022). This includes an increase in the importance of face-to-face and online networks and communities. However, with the vast number of networking opportunities, it is important to be strategic. In this workshop, participants will identify professional development needs, and opportunities to meet these through developing connections and productive learning conversations with peers.



thy (Wegerif et al., 2019). Through valuing different perspectives, it can promote inclusive learning environments and improve learner outcomes (Phillipson, 2020). In this workshop, participants will learn about implementing strategies for dialogic learning in the classroom and engage in discussion activities encompassing the principles of dialogic learning.

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Practice-Oriented Short Workshop

The Power of Talk: Dialogic Learning in the Classroom

Not all classroom talk is created equal. Dialogic learning offers a framework for classroom dialogue and education in general which encourages deep learning, critical thinking, collaboration, and empa-

Melissa Reed is a Lecturer in Applied Linguistics and TESOL at Macquarie University. She has over 15 years' experience in the English language teaching sector as a teacher, manager, researcher, and teacher educator. Her research interests focus on professional development and teacher education



(e.g. Reed & Chappell, 2021; Reed et al., 2024), and she is currently involved in a classroom project investigating dialogic approaches in university education. She has presented papers at national and international conferences. She was a member of the English Australia CPD Framework Review Steering Committee.



JALT2024 – Opportunity,
Diversity, and Excellence
Granship, Shizuoka
November 15~18, 2024
<https://jalt.org/conference/>

JALT2024 Featured Speakers • Ryoko Okamoto & Erin Noxon

Global Village: Inquiry to Develop International Mindedness

Ryoko Okamoto

Erin Noxon

Sagano High School

Sponsor: Teaching Younger Learners SIG

This interactive workshop will engage participants in exploring global diversity and issues through various activities including the “If the World Were a Village of 100 People” concept. Through these active lessons designed around inquiry-based learning and international exchange, attendees will learn and share practical strategies for integrating global education into language teaching. As teachers, we can foster global citizenship and empathy in students through creative, exciting, and thought-provoking learning experiences.



Practice-Oriented Short Workshop

Learning Diversity Through Inquiry and Global Citizenship

We’ll discuss inquiry-based learning and international mindedness in education, reviewing important points about diversity everyone should teach in our global world. We’ll outline benefits, challenges, and strategies for integrating these concepts into teaching practices that aid in developing empathy and critical thinking skills. Later in our workshop, we’ll review a variety of activities covered in-depth. Our goal is to prepare students to be global citizens who are capable of navigating and contributing to a diverse world.

Ryoko Okamoto has been a high school teacher for more than 30 years in Japan. She has developed and launched a variety of international exchange, study abroad, and global education programs in Kyoto Prefectural Schools as well as assisting with the development of National debate programs for English language education. She is currently the head of the Global Education department at Sagano High School.

Erin Noxon has taught grades K-12 over the past 20 years and is currently teaching at the high school level with Ms. Okamoto in Kyoto. She is a Google Certified Innovator and helps to coordinate international exchange programs and interactions at Sagano High School. Together, Dr. Noxon and Ms. Okamoto have developed a variety of inquiry-based classes and experiences for students and have aided Sagano High School in the reception of grants from MEXT, Panasonic, and Mitsubishi.



JALT2024 Featured Speaker • Morten Hunke

CEFR Quo Vadis? Myths, Recent Trends, and Perspectives

Morten Hunke

Brandenburg University of Applied Sciences

Sponsor: CEFR and Language Portfolio SIG

The recent development of the CEFR looks towards creating opportunities for more transparent language education, with an emphasis on mediation to raise awareness and foster inclusion in the interaction of groups with a diverse background. As a framework it aims to simultaneously develop



excellence for learners and teachers by means of its reference levels. The speaker will exemplify by a range of international case studies what the CEFR contributes to the future.

Practice-Oriented Short Workshop

The Journey of the CEFR Journal: Multiplying Best Practice

Creating a platform for teachers, researchers, practitioners in the field of language learning and teaching has been the prime objective of this journal. We pride ourselves in helping, aiding, and guiding potential contributors along the way to getting published. We have incorporated the principle of epistemic respect into our reviewer guidelines, and we have installed strong peer review components into the reviewing process. In short, we are attempting to multiply best practice in many ways.

Morten Hunke is a long-term CEFR LP SIG member and officer. He has teaching experience in the UK, Sweden, Germany, and Japan. At the high-stake test developing TestDaF-Institute in Bochum, Germany, he oversaw strategy and innovation. He is a member of EALTA and is co-founder and a co-editor of the CEFR Journal, *Research and Practice*, which has gained a lot of international attention.

We address the challenges of doing research, describe best practices, and discuss the dos and don'ts of writing a literature review. We also discuss the ethics of student participation in research and how to navigate institutional review board requirements.

**Breaking in
(to research)
is hard to do**



A Forum by the Peer Support Group (PSG)

& the Research Ethics Committee (JALT)

Saturday, Nov. 16, 2024

13:00 – 14:30 PM, Hikae 1 (2F)



JALT2024 Technology in Teaching and Professional Development Workshops

Binod Duwadi

Roles of Large Class ELT Teachers: Navigating With ICT Skill

- Technology in Teaching (TnT)
- 45-minute workshop

I am exploring how large classes demand that teachers use modern technology and their expertise to navigate large class issues. There exist a couple of practical challenges in large-sized classes (Duwadi, 2020), for instance, physical space, giving individual attention, checking assignments, and providing feedback (Robertson, 2019). It makes real learning next to impossible. Teacher-centered rote methods become almost inevitable. With so many students, what else can even motivate them?

Binod Duwadi has earned a MPhil Research degree from Kathmandu University School of Education. Now, he works at the Faculty of English in Kathmandu University School of Management. He regularly publishes blogs and write-ups on large class issues, teachers' roles, and critical pedagogy. He is fond of participating in national as well as international seminars.



Brian Rubrecht

Celling Like Hotcakes: The Spreadsheet Gradebook Solution

- Technology in Teaching (TnT)
- 45-minute workshop

Instructors are often tasked with course-centric administrative duties, such as attendance taking, lesson planning, and tracking and calculating students' grades. While commercial and open-source electronic gradebooks may be used, the common yet often overlooked spreadsheet may actually offer instructors more power and flexibility. The workshop presents the benefits and drawbacks of various gradebook options, and details the many ways spreadsheets may be used effectively to carry out instructors' various course-centric tasks and responsibilities.

Brian G. Rubrecht is a professor in the School of Commerce at Meiji University, Tokyo, Japan. His degrees are in TESOL and Bilingual Education, as well as Foreign Language Education. His research



interests include language learning motivation, pronunciation, and various practices that influence the teaching and learning of other languages.

Jerry Talandis Jr. & Theron Muller

Integrating Generative AI into Academic Writing Classrooms

- Technology in Teaching (TnT)
- 90-minute workshop

This practical workshop addresses integrating generative AI (GAI) tools like ChatGPT into English academic writing classrooms. We will share three activities: (1) teaching students prompt engineering to effectively interact with GAI tools; (2) incorporating GAI into a reflective process-writing workflow, and (3) a creative writing task to engage students with GAI ethics. We will conclude by discussing practical issues concerning GAI implementation in the language classroom and by inviting interested participants to discuss possible collaborations.

Jerry Talandis Jr. is currently a professor at the University of Toyama, Japan. He has been teaching English in Japan since 1993. He has researched communicative language teaching, pragmatics, and language testing and is currently investigating generative AI in language learning. He has been active in JALT Publications since 1999. **Theron Muller** is an associate professor at Waseda University's Faculty of Human Sciences. His doctorate is from The Open University, U.K., in which he explored the publication practices of Japan-based language teachers. He has published and presented widely on academic publishing, English language teaching and learning, and teacher development.



Robert Cvitkovic

AI Tools for Quantifying Speaking Assessments

- Technology in Teaching (TnT)
- 45-minute workshop

This workshop explains how to use AI tools to assess speaking and pro-





JALT2024 Technology in Teaching and Professional Development Workshops

nunciation skills, offering a solution to the time-consuming process traditionally requiring human raters and transcription for comprehensibility and intelligibility scores. An AI methodology is introduced that simplifies these assessments, incorporating AI-developed rubrics and tools for precise scoring. By transitioning from subjective to objective, quantifiable methods, this approach provides educators with fast, accurate speaking proficiency data for quantifying speaking evaluation.

Bob Cvitkovic, an associate professor at Teikyo University, specializes in pronunciation and speaking fluency. His research explores the influence of L1 on L2 sound processing, with an interest in the potential of computer-mediated instruction to accelerate L2 speech perception and production skills.

Austin Pack, Juan Escalante, and Natasha Gillette

Master the Art of Prompt Engineering ChatGPT and GenAI

- Technology in Teaching (TnT)
- 45-minute workshop

This 45-minute workshop introduces educators to the effective use of generative AI tools like ChatGPT, Gemini, and Claude, following Ingle and Pack's (2023) prompt engineering framework. It offers hands-on experience in creating educational materials, assessments, and written feedback (Carlson et al., 2023) through interactive stations. Each station emphasizes practical, hands-on learning, facilitated by experts. Attendees are advised to bring a digital device to engage with generative AI tools.

Austin Pack is an assistant professor of English language teaching and learning at Brigham Young University-Hawaii. His research interests include language learning motivation, technology-enhanced language education, and complex dynamic systems. **Juan Escalante** is an assistant professor of English language teaching and learning at Brigham Young University-Hawaii. His research interests include technolo-



gy enhanced-language education, teacher training, and language assessment. **Natasha Gillette** is an assistant professor of English language teaching and learning at Brigham Young University-Hawaii, specializing in language assessment and curriculum development.

Thatcher Spero

Using ChatGPT for Developing Students' Academic Writing

- Technology in Teaching (TnT)
- 45-minute workshop

This workshop will demonstrate how teachers can guide students' use of ChatGPT in responsible and productive ways to benefit their learning when developing academic writing. Participants of this workshop can expect to develop a more nuanced and complex understanding of the use of AI-powered technology like ChatGPT in education, be introduced to tools that can be used for these purposes, and acquire specific skills for incorporating these tools into their teaching.

Thatcher A. Spero, PhD/MEd, is an associate professor of education in Musashino University's Global Business Department, as well as a former professor in the School of International Liberal Studies at Waseda University in Japan, and a former Lecturer in the Department of Educational Policy Studies at the University of Wisconsin-Madison in the USA. Exploring the intersections of globalization, education, culture, language, and identity, his research interests lie in English education, multicultural/multilingual education, global education, and higher education internationalization.

Rab Paterson

Applying Google's Applied Digital Skills to Your Teaching!

- Technology in Teaching (TnT)
- 45-minute workshop

Google has a wide range of apps in its portfolio, some more useful and well-known than others. One of the apps that is a real time-saver for teachers (of all age groups) and very useful indeed, is the Applied





JALT2024 Technology in Teaching and Professional Development Workshops

Digital Skills Lesson Collection. This 45-minute workshop will introduce attendees to this curricular ecosystem and show how to use it efficiently, covering the many pros and a few cons and end with a Q&A.

Rab Paterson (BA, MA, CoETail, MS, MEd, FRAS, FRSA) teaches at Rikkyo University. He is a Best Of JALT, Apple Distinguished Educator, and Google Innovator award winner, and was on JALT's Technical Advisory Committee. Rab has also presented worldwide including Keynote, Plenary, two TEDx presentations, and an Apple Showcase presentation.

Mike Mural

Channeling Creativity With Coding (and Animation)

- Technology in Teaching (TnT)
- 45-minute workshop

Creativity, especially with regards to coding and animation, is becoming ever more popular in schools, and this now includes students using it for classroom projects. This workshop will demonstrate how to implement computer programming and animation into your program for student projects and extend it throughout the year.

Mike Mural is currently working at Yoyogi International School in Tokyo. He has over 20 years of international school experience. He is also an Apple Distinguished Educator (ADE) for Japan (Class of 2011) and has presented various educational- and technology-related workshops for teachers in Japan and Asia.



George MacLean

Achieving Better Assessment and Accountability Using Spreadsheets

- Technology in Teaching (TnT)
- 90-minute workshop

This workshop will show how to build and maintain two parallel and related spreadsheets for any given course: one for the teacher that serves as a grade-book, and one for students that records homework, student feedback, and what was done in each class.



Participants will be given templates that they can adapt for their individual teaching contexts, and a step-by-step demonstration and discussion on how to use and modify them will ensue.

George MacLean is a professor at the University of the Ryukyus. He has given over sixty workshops and presentations in over a dozen countries in the past decade. He serves on editorial and review boards for several educational journals and international conferences. His research interests include Feedback and ICT implementation.

William Brooks

Effective Use of TBL/PBL Exercises in the Classroom

- Professional Development (PD)
- 45-minute workshop

Task-based learning (TBL) and Project-based learning (PBL) are effective methodologies that prioritize engaging students in completing tasks to create genuine language proficiency by immersing them in a natural context (Ellis et al., 2019; Long, 1985; Nunan, 1989; Willis, 1996).

In this session, the facilitator will showcase successful TBL and PBL project ideas, demonstrating their application in business English, writing, and conversation classes. The session will include practical case studies, pair, and group work exercises.

William Brooks is an associate professor of communication at Aichi University, Japan. He has developed various TBL and PBL projects for courses in the Faculty of International Communication. Most of these projects are designed for business English students, but others are used in his seminar and writing classes. His research interests include TBL, PBL, critical thinking, socioeconomics, and AI.



Prateek Sharma

Breathe, Teach, Thrive: Cultivating Mindfulness for Educators

- Professional Development (PD)
- 45-minute workshop

This workshop aims to enhance the





JALT2024 Technology in Teaching and Professional Development Workshops

holistic wellness of university educators through mindfulness and breathing activities. By integrating evidence-based practices with philosophical literature, participants will explore techniques to manage stress, improve focus, and foster emotional resilience. The workshop will provide a supportive space for educators to prioritize self-care, ultimately contributing to a positive teaching environment. Through interactive sessions, I aim to equip university teachers with practical tools for maintaining optimal mental and emotional well-being.

Prateek Sharma holds an MA in TESOL and has taught in India and Japan. He is a certified yoga instructor and works at Kanda University of International Studies. His research interests include mindfulness in language education, peer reflection, advising in language learning, intercultural communication, and AI in language learning.

Geoffrey Carr

Indico for EFL Event Management: Set Your Team Up for Success

- Professional Development (PD)
- 90-minute workshop

Targeted at EFL professionals tasked with conference management, this interactive workshop leads participants through the basics of event management on Indico. By walking through the configuration of each stage of the event, participants will learn how to leverage Indico's comprehensive suite of tools. Attendees will leave with actionable insights and best practices for using Indico to enhance the impact and reach of conferences, making the most of this powerful platform to foster academic excellence and collaboration.

Geoff Carr, a tenured associate professor at Asahikawa City University, teaches CLIL literature, seminar, and survey courses. He established ACU's online internship and journaling programs and chairs the university's international committee. Presently, his research centers on iterative feedback methodologies for student writing and the development of hybrid assessment strategies in response to emerging LLM trends in education. He is active in the JALT CALL SIG in Japan, co-chairing the vetting team for the JALTCALL 2024 conference.

David Cruse

Critical Incidents in Teacher and Trainer Development

- Professional Development (PD)
- 45-minute workshop

Critical incidents (particular challenges or dilemmas encountered whilst teaching) have long been used to empower novice teachers and trainers to reflect on and develop their practice. In this workshop, participants will see examples of critical incidents that have caused the presenter to reflect and have spurred his professional development. Participants will examine these and relate them to their own practice, as well as having the opportunity to discuss critical incidents in their own development.

David Cruse is Adult Courses Coordinator at the British Council Tokyo. He has been teaching English since 2001 and has taught across a wide range of contexts in the U.K. and Japan. His professional interests include materials development, mature learners, curriculum design, and learner progress.



Masda Yuka

Brain-Friendly Study Skills: Plans That Work for Your Dreams

- Professional Development (PD)
- 90-minute workshop

Supported by research findings, the study skills workshops propose 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 (e.g., why does your New Year's resolution always fail?). This session continues from last year's workshop on goal setting and bravely tackles the formidable enterprise of schedule planning and task management to help make your dreams—and resolutions—come true.

Masda Yuka teaches psychology and English at Tokyo University of Pharmacy and Life Sciences. She is an organiser of White Water Writers, which helps Japanese speaking students write an English novel in 5 days and publish it online. Off duty she is a manga, music, go, and kabuki lover.





JALT2024 Technology in Teaching and Professional Development Workshops

Timothy Gutierrez

Using Tabletop Role-Playing Games to Encourage Bilingualism

- Professional Development (PD)
- 90-minute workshop



In addition to 2024 marking the 50th anniversary of JALT, it also marks the 50th year of the first tabletop role-playing game (Peterson, 2020), which has used role-playing and problem-solving tasks (Jackson, 2022) to engage people of all ages since then. Come and learn-by-doing in this engaging game that can be used to promote language learning with children of all ages. Special focus will be on using tabletop role-playing to engage children of bilingual families.

Timothy Gutierrez has been teaching in Japan for 20 years. He is currently applying his knowledge from his masters and doctoral studies in language pedagogy toward engaging second language learners with traditional and ludic language fluency tasks. His recent research efforts are publicized at blog.gutierrez94580.com.

JALT 2024 CONFERENCE

DIVERSITY, EQUITY, INCLUSION COMMITTEE INITIATIVES

DIVERSITY, EQUITY, INCLUSION, & BELONGING WORKSHOP

The JALT DEI committee would like to invite all conference attendees, whether they are new to or familiar with DEI concepts to this workshop. We will review DEI-related terms and will discuss how to deal with workplace micro-aggressions. Participant will also receive DEI-related resources at the end of the workshop. We look forward to seeing you there!

Date: 17th November 2024 Time: 2:20PM - 3:30PM
 Room: Practice Room B

DEI PRESENTER DATABASE

In order to help program chairs diversify presenters and DEI topics at JALT events, we are building a database which will feature participating JALT members' research interests and any identity characteristic they would like to share with JALT officers to help make events more representative of the diverse JALT membership. Add your information to the database to promote your good work in the field of ELT!

To take the survey, scan the QR Code:

JALT2024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 JALT2024 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
- 静岡市 / City of Shizuoka
- 静岡県教育委員会 / Shizuoka Prefectural Board of Education
- 静岡市教育委員会 / Shizuoka City Board of Education

OLE SIG FORUM at JALT2024 Teaching and Learning On a Multilingual Stage

Saturday, November 16
 11:15 AM - 12:45 PM in Room: 907

This forum focuses on maximizing strategies in foreign language courses. Martina Gunske von Kölln reports on designing task-oriented lessons in German Classes at A1 level, Adiene Roque de Hishiyama analyzes the inclusion of text mediation processes in Spanish activities, Pornsri Wright shows the results of exploring culture and religion through Thai folktales, Yoshiko Ichimura describes sessions of Japanese language and culture for international students, Markus Rude and Wu Qi refer to problems for acquiring Chinese tones and potential remedies.



JALT2024 Hotel Information

To make hotel reservations, please visit JTB's JALT2024 website at <https://amarys-jtb.jp/jalt2024>

No.	Accommodation	Room Type	Room Size	Date	Room rate per night	Breakfast Rate per person	Access
1	Hotel Associa Shizuoka	Single Room	15m ²	11/13-11/18* 11/16	¥15,100 ¥17,100	Complimentary Breakfast	1 min on foot from Shizuoka Sta. North Exit
		Twin Room (Single Use)	27m ²	11/13-11/18* 11/16	¥25,500 ¥30,500		
		Twin Room (Twin Use)		11/13-11/18* 11/16	¥14,600 ¥17,100		
2	Shizutetsu Hotel Prezio Shizuoka-Ekikita	Single Room	14m ²	11/13-11/18* 11/16	¥9,900 ¥13,100	¥1,200	3 min on foot from Shizuoka Sta. North Exit
3	Kuretake Inn Premium Shizuoka Station	Single Room	15m ²	11/13-11/18	¥10,230	Complimentary Breakfast	3 min on foot from Shizuoka Sta. North Exit
4	Kuretake Inn Premium Shizuoka Annex	Single Room	15m ²	11/13-11/18	¥10,100	Complimentary Breakfast	10 min on foot from Shizuoka Sta. North Exit
		Twin Room (Single Use)	17m ²		¥11,100		
		Twin Room (Twin Use)			¥8,100		
5	Nakajimaya Grand Hotel	Single Room	12~20m ²	11/13-11/18* 11/16	¥10,600 ¥13,100	¥1,300	5 min on foot from Shizuoka Sta. North Exit
6	Hotel Garden Square Shizuoka	Single Room	16m ²	11/13-11/18* 11/16	¥9,900 ¥13,100	¥1,300	5 min on foot from Shizuoka Sta. North Exit
7	Hotel Ole INN	Single Room	17m ²	11/13-11/18	¥13,100	Complimentary Breakfast	10 min on foot from Shizuoka Sta. North Exit
8	Toyoko Inn Shizuoka-eki Kita-guchi	Single Room	12.23m ²	11/13-11/18* 11/16	¥9,900 ¥11,000	Complimentary Breakfast	5 min on foot from Shizuoka Sta. North Exit
9	Hotel Grand Hills Shizuoka	Double Room	26m ²	11/13-11/18* 11/16	¥14,900 ¥17,100	Complimentary Breakfast	1 min on foot from Shizuoka Sta. South Exit
		Twin Room (Single Use)	26m ²	11/13-11/18* 11/16	¥14,900 ¥17,100		
		Twin Room (Twin Use)		11/13-11/18* 11/16	¥10,600 ¥12,700		
10	Shizutetsu Hotel Prezio Shizuoka Station South	Single Room	16m ²	11/13-11/18* 11/16	¥10,900 ¥14,100	¥1,200	2 min on foot from Shizuoka Sta. South Exit
11	Toyoko-INN Shizuoka-eki Minami-guchi	Single Room	13.37m ²	11/13-11/18* 11/16	¥9,900 ¥11,000	Complimentary Breakfast	5 min on foot from Shizuoka Sta. South Exit

* Different rate for 11/16



JALT2024 ホテル情報

ホテルの予約はJTBのJALT2024ウェブサイトをご覧ください <https://amarys-jtb.jp/jalt2024>

No.	ホテル名	客室タイプ	広さ	お一人様あたりの宿泊料金			アクセス
				該当日	素泊まり料金	朝食料金	
1	ホテルアソシア静岡	シングルルーム	15㎡	11/16以外	¥15,100	無料朝食付	静岡駅北口から 徒歩1分
				11/16	¥17,100		
		ツインルーム (1名利用)	27㎡	11/16以外	¥25,500		
				11/16	¥30,500		
		ツインルーム (2名利用)		11/16以外	¥14,600		
				11/16	¥17,100		
2	静鉄ホテルプレジオ 静岡駅北	シングルルーム	14㎡	11/16以外	¥9,900	¥1,200	静岡駅北口から 徒歩3分
				11/16	¥13,100		
3	くれたけインプレミアム 静岡駅前	シングルルーム	15㎡	全日程	¥10,230	無料朝食付	静岡駅北口から 徒歩3分
4	くれたけインプレミアム 静岡アネックス	シングルルーム	15㎡	全日程	¥10,100	無料朝食付	静岡駅北口から 徒歩10分
		ツインルーム (1名利用)	17㎡		¥11,100		
		ツインルーム (2名利用)			¥8,100		
5	中島屋グランドホテル	シングルルーム	12~20㎡	11/16以外	¥10,600	¥1,300	静岡駅北口から 徒歩5分
				11/16	¥13,100		
6	ガーデンスクエア静岡	シングルルーム	16㎡	11/16以外	¥9,900	¥1,300	静岡駅北口から 徒歩5分
				11/16	¥13,100		
7	ホテルオーレ イン	シングルルーム	17㎡	全日程	¥13,100	無料朝食付	静岡駅北口から 徒歩10分
8	東横INN静岡駅北口	シングルルーム	12.23㎡	11/16以外	¥9,900	無料朝食付	静岡駅北口から 徒歩5分
				11/16	¥11,000		
9	ホテルグランヒルズ静岡 (旧 ホテルセンチュリー静岡)	ダブルルーム	26㎡	11/16以外	¥14,900	無料朝食付	静岡駅南口から 徒歩1分 (ベデストリアン デッキ完備)
				11/16	¥17,100		
		ツインルーム (1名利用)	26㎡	11/16以外	¥14,900		
				11/16	¥17,100		
		ツインルーム (2名利用)		11/16以外	¥10,600		
				11/16	¥12,700		
10	静鉄ホテルプレジオ静岡駅南	シングルルーム	16㎡	11/16以外	¥10,900	¥1,200	静岡駅南口から 徒歩2分
				11/16	¥14,100		
11	東横INN静岡駅南口	シングルルーム	12.37㎡	11/16以外	¥9,900	無料朝食付	静岡駅南口から 徒歩5分
				11/16	¥11,000		

Submitting material to *The Language Teacher*

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. For specific guidelines, and access to our online submission system, please visit our website:

<https://jalt-publications.org/tlt/submissions>

To contact the editors, please use the online contact form listed below, or use the email addresses listed on the inside front cover of this issue of *TLT*.

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

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>

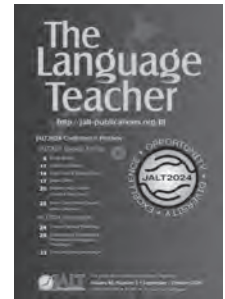
JALT Publications at JALT2024

Workshop

Opportunities to Publish with JALT: Inside Perspectives

Are you interested in the opportunities that JALT Publications offer to share your research findings and teaching ideas with a wider audience but are not sure how to do that? Editors from *The Language Teacher*, *JALT Journal*, and the *JALT Postconference Publication* will provide an overview of publication processes, including submissions and reviews, offer advice on preparing successful submissions, and answer your questions. Novice and experienced authors alike are welcome!

- Day: Sunday, November 17th
- Time: 1:10 PM - 2:10 PM (60 minutes)
- Room: Practice Room 2 (B1)



Poster Session

Opportunities to Grow Professionally with JALT Publications

Do you want to diversify your professional contributions through the volunteer opportunities that JALT Publications offer? Join our team! Editors from *The Language Teacher* and the *JALT Postconference Publication* (PCP) will discuss the valuable professional development opportunities we provide our diverse volunteers, where they gain insights into the publication process, broaden their skill repertoires, expand their professional networks, and improve their own writing for publication. Visit to learn about JALT publications staff roles and responsibilities.

- Day: Saturday, November 16th
- Time: 2:45 PM - 4:15 PM (90 minutes)
- Room: UMI (EME)

More Information

JALT Publications Booth

Be sure to visit our JALT Publications booth in the **Educational Materials Exhibition** (EME) hall for advice on writing and publishing, information about our publications, or to offer your volunteer services.

Grab a coffee and come and chat. We'd love to see you there!





JALT 2024

Things to do in Shizuoka

Temples & Shrines

- ✓ Kunozan Toshogu Shrine
- ✓ Shizuoka Sengen Shrine
- ✓ Kinomiya Shrine
- ✓ Shuzenji Temple
- ✓ Sumpu Castle

Beaches & Water

- ✓ Miho Beach (night view spot)
- ✓ Shiraito Falls
- ✓ Shimuzu Port

Museums & Zoos

- ✓ Nihondaira Zoo
- ✓ Tokaido Hiroshige Museum
- ✓ Shizuoka Prefectural Museum of Art

Hiking & Views

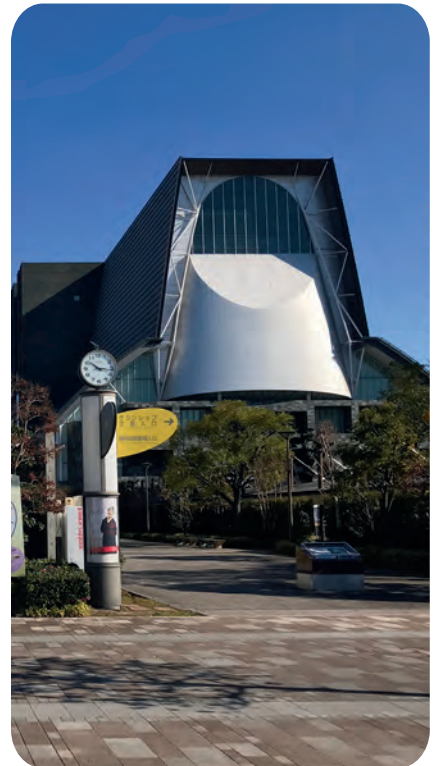
- ✓ Miho no Matsubara (Pine forest)
- ✓ Nihondaira Yume terrace
- ✓ Umegashima Abe Falls
- ✓ Satta Pass
- ✓ Mount Mankanho
- ✓ Shiraito Falls

Shopping & Markets

- ✓ Shimizu Fish Market
- ✓ Kashi no ichi market
- ✓ Cenova Shopping Centre
- ✓ Board Game Café Anagama
- ✓ Gotembo Premium Outlets
- ✓ S-Pilse Dream Plaza

Tea & Culture

- ✓ The 8 Tea Regions of Shizuoka
- ✓ Shizuoka Tea and Drama Tour
- ✓ Shimoda Tea Museum
- ✓ Hanazawano Sato Village



See you at
Shizuoka Granship
Nov 15-18

<https://jalt.org/conference>