

The Language Teacher

<http://jalt-publications.org/tlt>

JALT2025 Conference Preview

JALT2025 Speaker Articles

- 9** Naoko Taguchi
- 11** Shoko Sasayama
- 14** Masato Kaneko 金子 正人
- 15** Balsamo Asian Scholar:
Ladomchanh Khantry
- 18** Kevin Cleary Invited Speaker:
Kinsella Valies



**JALT
2025
TOKYO**
OCT 31 - NOV 2

JALT2025 Information

- 5** JALT2025 Registration Information
- 8** JALT2025 Postconference Publication: Call for Submissions
- 20** Featured Speakers
- 22** Hotel and Venue Information

JALT Praxis

- 24** Teaching Assistance
- 26** JALT Focus



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Contents

JALT2025 Speaker Articles

- ▶ Naoko Taguchi 9
- ▶ Shoko Sasayama 11
- ▶ Masato Kaneko 金子 正人 14
- ▶ Balsamo Asian Scholar: Lodomchanh Khantry 15
- ▶ Kevin Cleary Invited Speaker: Kinsella Valies 18

JALT2025 Information

- ▶ JALT2025 Registration Information . . . 5
- ▶ JALT2025 Postconference Publication: Call for Submissions 8
- ▶ Featured Speakers 20
- ▶ Hotel and Venue Information 22

JALT Praxis

- ▶ Teaching Assistance 24
- ▶ Writers' Workshop 26

Other

- ▶ JALT Membership Information 28

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>

In this month's issue . . .

JALT2025 Conference Preview

As September unfolds, we are eagerly anticipating the JALT2025 International Conference on Language Teaching and Learning, to be held this year in Tokyo at the National Olympics Memorial Youth Center from October 31 to November 2. Please visit the conference website for registration details and updates: <https://events.jalt.org/event/37/> overview.

Along with JALT's new website redesign, the conference has been revamped as a three-day event, beginning Friday, October 31 and concluding on Sunday, November 2. The Technology in Teaching (TnT) workshops were held as a special online event on August 9 and are no longer part of the main conference schedule.

This year's theme—**LanguageS: Learning, Teaching, Assessing – JALT 50 Years – Challenges and Perspectives**—invites us to reflect on JALT's half-century legacy while looking ahead to the evolving roles we play as educators, researchers, and agents of change in our local contexts and within the JALT community.

In this special pre-conference issue of *The Language Teacher*, we highlight articles from our plenary and invited speakers. **Naoko Taguchi** addresses the challenges of defining, teaching, and assessing intercultural competence in Japanese higher education. **Shoko Sasayama** explores how technology can both enhance and complicate core processes in second language acquisition. In the spirit of this year's theme of embracing multilingualism, we present **Masato Kaneko's** article, written in Japanese, about multicultural inclusion through language and emotional support systems in elementary schools. **Kinsella Valies**, the Kevin Cleary Invited Speaker, reflects on collaborative research within professional communities like JALT, offering insights on both its rewards and its interpersonal challenges. **Lodomchanh Khantry**, this year's Balsamo Asian Scholar, discusses her work empowering English teachers in Laos through agency, autonomy, and locally grounded leadership.

Continued over



JALT
2025
TOKYO
OCT 31 - NOV 2

LanguageS: Learning, Teaching,
Assessing
— JALT 50 Years —
Challenges and Perspectives

October 31 to November 2, 2025
National Youth Olympic Center in Yoyogi, Tokyo.



TLT Editors: Brian Strong & Greg Dalziel
TLT Japanese Language Editor: Mami Ueda

This year's program includes two featured panel discussions that explore key conference themes. On Friday, the plenary speakers will discuss internationalization and multilingualism in Japan, with a focus on foreign language education and plurilingual perspectives. On Sunday, the panelists will explore heritage, minority, and endangered languages, highlighting revitalization efforts in Welsh, Southern Ryukyuan, Māori, and Ainu communities.

Finally, you can enjoy two regular JALT Praxis columns in this issue: *Teaching Assistance* and *JALT Focus*.

We look forward to seeing everyone in Tokyo for what promises to be an engaging and inspiring conference!

—Alexandra Terashima, TLT Guest Editor

JALT2025年次大会プレビュー

9月が幕を開け、10月31日から11月2日まで東京の国立オリンピック記念青少年センターでの開催となるJALT2025国際大会が待ち遠しくなりました。大会への参加登録や更新事項に関しましては、大会のウェブサイト、<https://events.jalt.org/event/37/overview>をご覧ください。

JALTの新しいウェブサイトの模様替えに伴い、大会も10月31日(金)に開会、11月2日(日)に閉会の三日間の開催となります。The Technology in Teaching (TnT) のワークショップはスペシャル・オンラインイベントとして8月9日に開催され、本大会のスケジュールには含まれません。

今年のテーマは、LanguageS: Learning, Teaching, Assessing-JALT 50 Years-Challenges and Perspectives で、私たちが、それぞれ自身の固有の場において、教育者、研

究者、変化の担い手として進化していく役割を演じるのを見越すと同時に、JALTコミュニティ内で半世紀に亘り受けつがれてきたことを振り返る機会を与えてくれています。

このTLT大会前の特別号では、基調講演者と招聘講演者の記事に焦点を当てています。Naoko Taguchi は日本の高等教育の場における異文化間コンピテンスに関して、その定義、教授法、評価法について論戦をはっています。Shoko Sasayama はいかにテクノロジーが第二言語習得の根幹となるプロセスにおいて、その可能性を広げる一方で複雑にしているのか探究しています。今年のテーマである多言語主義の包摂の精神を鑑み、小学校における多文化包摂に関しての言語と情緒のサポートシステムについて、Masato Kanekoの日本語による記事をご紹介します。The Kevin Cleary Invited Speaker であるKinsella ValiesはJALTのような専門のコミュニティにおける協働研究に関して省察し、その利点と個人間の関係性の難しさの双方について洞察を加えています。Ladomchanh Khantryは本年のBalsamo Asian Scholar ですが、ラオスにおける自身の研究が英語教師に、主体性、自律性、地元根付いたリーダーシップを与えたと論じています。

今年のプログラムには二つの特色あるパネルディスカッションも含まれており、それらは今年の大会の基本テーマを探究するものです。金曜日には、基調講演者が、日本における国際化と多言語主義についてディスカッションを行い、外国語教育と複言語的な観点に焦点を当てます。日曜日には、パネリストたちは継承、マイノリティー、消滅危機言語について議論し、Welsh、南琉球、マオリ、アイヌコミュニティにおける、その復興のための尽力にスポットライトを当てます。

最後に、通常のJALT Praxisのコラム、Teaching AssistanceとJALT Focusもお楽しみください。

皆様と繋がり刺激し合えることとなる東京での大会でお目にかかるのを心待ちにしております。

—Alexandra Terashima, TLT Guest Editor

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>

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2025 JALT Research Grants

Each year, JALT awards up to three grants for a maximum of 100,000 yen 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 2025 grants receive funding to conduct their research in the 2026 academic year. The deadline for applications is October 5, 2025.

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

<https://jalt.org/jalt-research-grants/>

Winners will be announced at JALT2025!

Also, please keep an eye out for our workshop at JALT2025 to learn more about the grants and get tips for next year's applications:

Getting Your Research Funded Through JALT



JALT2025 Conference Preview

Hello *TLT* readers. JALT2025 is scheduled to take place in the Yoyogi neighborhood of Japan's capital city, Tokyo! As we are celebrating JALT's 50th year as a professional organization we welcome you all to join us in this once in a lifetime event. And while the conference will be three days instead of four, we have the same vibrant program you have come to expect. Friday will see a full day of concurrent sessions along with a closing plenary panel session on the topic of language education policy. Also, on Friday there will be our traditional *Welcome Reception*, and this year we suggest you bring a costume for the Halloween festivities (of course costumes are optional—all are invited and welcome). Throughout the weekend, there will be a full array of presentations and events. Our Special Interest Groups (SIGs) will have a featured room along with our always generous and supportive JALT Sponsors. Beside them will be spaces dedicated to our young learner community; JALT Junior will have a great program for all in attendance. From our Featured Speaker Workshops to Graduate Student Showcase (GSS), if there is something professional development-wise you are looking for, we have it. Saturday night will see the pride of JALT celebrated at the Michele Steele Best of JALT Awards Ceremony. Always a fun and uplifting event as we shine a light (literally and figuratively) on the presentations and literary contributions that make JALT a premiere professional development organization in the community of language education. And when you just need a break for some refocus and relaxation, the Mind and Body Space will be there for you. Parents and guardians of young ones, we have a space for you as well. Caregivers will be onsite to watch your little people while you attend a workshop, give a presentation, or network with colleagues new and old. Don't worry, we have you covered! So, come check us out. All are welcome and appreciated. For the most current information please visit:

<https://events.jalt.org/e/jalt2025>

Registration

You can register online or by postal payment (postal *furikae*; see the form at the back of this *TLT*). We encourage you to take advantage of the lower early bird registration rates. **Note: Early Bird rates end 15 October 2025.**

Please note that presenters **MUST** register by 15 September 2025 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://events.jalt.org/e/jalt2025>—for the most recent registration pricing and information!).

Childcare at the Conference

There will be accessible onsite volunteer childcare at the National Olympic Memorial Youth Center. These services will be operated by vetted caregivers organized by JALT. 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 rea-

son 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://events.jalt.org/e/jalt2025> 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 pages 22-23 of this *TLT* for hotel information.



Message from the Conference Chairs: Maria Gabriela Schmidt and Samuel Nfor

Dear conference attendees,

It is with great excitement and pride that we welcome you to the 51st Annual

JALT International Conference on Language Teaching and Learning, held here in Japan. This year's conference theme, **LanguageS: Learning, Teaching, Assessing—JALT 50 Years—Challenges and Perspectives**, invites us to reflect on the dynamic past, present innovations, and future directions in language education. The theme underscores the multifaceted nature of language education, embracing diversity in language, context, and learner experience while acknowledging the evolving challenges we face in teaching and assessment.

As we celebrate JALT's 50-year journey, we are proud to gather educators, researchers, and practitioners from around the globe to share knowledge, explore emerging ideas, and foster professional growth. We hope you would find the presentation sessions, plenaries, panel discussions, and networking opportunities enriching and inspiring as we explore the evolving landscape of language learning, teaching, and assessment.

This year, for the first time in our organization's history, the conference is co-chaired by members from Europe (Maria Gabriela Schmidt) and Africa



(Samuel Nfor). We believe this representation highlights the truly global and inclusive nature of our field, and we are honored to bring diverse perspectives to this important event.

We look forward to reconnecting with distinguished colleagues and engaging with new attendees joining us for the first time in Tokyo this fall.

Warm regards,

Maria Gabriela Schmidt and Samuel Nfor
Conference Co-Chairs, JALT2025

Dr. Maria Gabriela Schmidt has been working with university and language learners since 1987, first in Europe and then in Asia (South-Korea and Japan). She is the CEFR LP SIG president and is currently a Special Appointed Professor at the College of Humanities and Sciences, Nihon University.



Dr. Samuel Nfor is a member of the Performance in Education SIG of JALT. He currently holds an Associate Professor position at Seitoku University.



JALT2025は、下記の機関より後援をいただいております

- 文部科学省
- 国際交流基金
- 日本学術会議
- 渋谷区
- 東京都教育委員会
- 渋谷区教育委員会

We received *koen meigi* for JALT2025 from the following organizations:

- Ministry of Education, Culture, Sports, Science and Technology – Japan
- The Japan Foundation
- Science Council of Japan
- Shibuya City
- Tokyo Metropolitan Board of Education
- Shibuya Board of Education



LanguageS: Learning, Teaching, Assessing
— JALT 50 Years —
Challenges and Perspectives
October 31 to November 2, 2025
National Youth Olympic Center in Yoyogi, Tokyo.



JALT2025 Registration Information

How to Register

<https://events.jalt.org/e/jalt2025>

You can register online or by postal payment (postal *furikae*). We encourage you to take advantage of the lower preregistration rates by registering by 15 October 2025. Please note that presenters **MUST** register by 15 September 2025 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. If you have not received your acknowledgement by 16 October 2025, please contact the JALT Central Office at jco@jalt.org. If you register after 16 October, 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, but not by postal registration.

Regular registration will be offered online throughout the conference. VISA, MasterCard, JCB, and American Express will be accepted.

Discount Details

1) Regular Attendees

If you pay your conference registration fees by the 2025 preregistration deadline of October 15, you qualify for the lower registration rates. If your JALT membership is valid through 2 November 2025, 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/join-renewal/>
- If you are not a JALT member but will become

a member and register, 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 2 November 2025, 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 2 November 2025, 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://events.jalt.org/e/jalt2025> 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. Without correct documentation you will need to pay the regular registration rate.

Important Notes

1. Preregistration

Deadline 15 October 2025 (Please note that presenters **MUST** register by 15 September 2025 to remain in the program). Postal payments must be postmarked up to the 15 October 2025 deadline. No applications postmarked or submitted online on or after 16 October 2025 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.



JALT2025 Registration Information

2. Preregistration for Presenters

Presenters must pay their conference fees by 15 September 2025, (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 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, 10 October 2025, 5 pm: Cancellation charge 30% of Registration Fee
- By Monday, 20 October 2025, 5 pm: Cancellation charge 50% of Registration Fee
- No refund will be given for any cancellation received after Monday, 20 October.
- 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 2 November 2025. 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.





JALT2025 Registration Fees

Registration fees for JALT2025 are as follows. Early bird registration rates are available until October 15th. Registrations from October 16th will be priced at the regular registration rate.

Presenters need to complete payment by September 15th to confirm final scheduling in the conference handbook and program.

Please check the JALT conference website - <https://events.jalt.org/e/jalt2025> - for the most recent registration pricing and information!

Registering For	Preregistration (to 15 Oct)		Regular Registration	
	JALT Member	Nonmember	JALT Member	Nonmember
3 Days (31 Oct - Nov 2)	¥22,000	¥39,000	¥31,000	¥45,000
1 Day (31 Oct, Nov 1, or Nov 2)	¥17,000	¥24,000	¥20,000	¥28,000
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Notes

- * If you will be 65 on or before 31st October 2025, or are a full-time student, you are eligible for discounted conference fees.
- ** JALT Junior is a satellite conference that focuses on teaching children and training teachers to teach children.
- *** Global Professionals applies to nationals currently residing in the country of their nationality where the country has a gross national income as defined by the World Bank of less than USD\$15,000. The countries this applies to can be found in this list on the TESOL website.

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All noncommercial presenters at JALT2025 are cordially invited to submit a paper based on their presentation for publication in the official 2025 Postconference Publication, *LanguageS: Learning, Teaching, Assessing—JALT 50 Years—Challenges and Perspectives*. 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:

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Submission Deadline: Sunday, January 11, 2026. Submissions can be made from Monday, November 3, 2025. All papers must be submitted by 23:59 Japan Standard Time, Sunday, January 11, 2026. Submissions after that date will not be considered.

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JALT2025 Plenary Speaker • Naoko Taguchi

Northern Arizona University

Plenary Session

Intercultural Competence in Language Learning: Challenges and Perspectives

As societies around the globe are becoming increasingly transcultural, there has been a keen interest in higher education to produce students who can function effectively in intercultural settings. Correspondingly, many universities situate intercultural learning as part of their strategic plans, promoting it through general education requirements, language courses, and study abroad programs. Hence, development of intercultural competence, broadly defined as “a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” (Fantini, 2007, p. 1), has become an important mission of higher education today. Yet, many challenges and questions still remain when implementing this mission. For example, there is no uniformed agreement in definitions and constructs of intercultural competence. Methods and measures for assessing intercultural competence are diverse, making it difficult to choose one appropriate measure. Most importantly, the question on how intercultural competence develops has been under-addressed. In this presentation, I will first review these challenges with a survey of the current literature. Then, I will present my research, tracing students’ development of intercultural communicative competence (ICC) in an English-medium university in Japan. I will conclude my presentation with implications and future directions of ICC research.

Plenary Workshop

Teaching Pragmatics: A Case of Japanese Speech Style

Pragmatics is the study of linguistic forms, how they are used, and what meanings they create in social contexts. In this workshop, we will first look at the definition of pragmatic competence by studying three key dimensions involved in the competence: (1) knowledge of form-meaning-context mappings, (2) interaction abilities, and (3) agentive choice-making capacity. Specifically, we will discuss how these dimensions are reflected in Japanese speech style (i.e., *desu/masu* and plain forms). Then, we will examine interview excerpts coming from international students enrolled in a study-abroad program in a Japanese university. The excerpts present various confusions that the students experienced with the use of speech style in the local community. Workshop participants are invited to discuss the excerpts and think about what kind of advice they can provide to the confused students. The final part of the workshop involves materials development. Participants design an instructional activity for teaching Japanese speech style and present the activity for peer feedback.

Globalization and Intercultural Competence

In step with globalization, developing students’ intercultural competence has become an important mission in Japanese higher education. This mission is particularly evident in the context of English-medium instruction. This paper discusses three major challenges in promoting intercultural learning in universities: (1) defining intercultural competence and identifying key dimensions of the competence, (2) developing reliable and valid measures assessing intercultural competence, and (3) teaching intercultural competence and documenting instructional outcomes.



Globalization has brought considerable changes to the linguistic and cultural make-up of the world. National borders for languages and cultures are blurring as people around the world are more quickly and intensively connected than ever before. Amid these changes, there has been a collective effort to internationalize higher education so that we can produce graduates who can communicate effectively in the global society (Martel et al., 2021; Soler et al., 2022). Many universities have situated intercultural learning as part of their strategic plans, implementing it through general education requirements, foreign language courses, and study abroad programs. Correspondingly, developing students’ intercultural competence has become an important mission of higher education today.

Relevance to Japan

This internationalization trend is also evident in Japanese higher education (Yonezawa, 2009). Over the last two decades, the Japanese government has introduced various strategic plans and policies to develop Japanese citizens who can thrive in the international community. Notable policies include: the Action Plan to Cultivate Japanese with English Abilities, the International Students 300,000 Plan, the Global 30 Project, and the Top Global University Project. A common emphasis across these policies is English-medium instruction (EMI). Policymakers expect that EMI can help improve Japanese students’ functional English abilities so that they can commu-



nicate their expertise in the international society. They also expect that EMI can help expand the body of international students in Japanese universities, as they can earn credits toward their degrees while in Japan. Having both domestic and international students together on campus, EMI institutions are expected to promote intercultural development by providing a space for culturally diverse students to communicate using English as a *lingua franca*. The strategic role of EMI for globalizing Japanese higher education has been discussed elsewhere (e.g., Bradford & Brown, 2017; Hofmeyr, 2021).

Challenges in Defining, Assessing, and Teaching Intercultural Competence

Although the importance of intercultural competence has been recognized in both domestic and international contexts, challenges remain as how to nurture competence in higher education. One challenge is how to define and conceptualize intercultural competence. Intercultural competence has been studied in a variety of fields, including psychology, personality studies, international business and management, global leadership, intercultural communication, applied linguistics, and international education. Due to the interdisciplinary nature of this construct, there are more than 30 models of intercultural competence covering over 300 related constructs (Leung et al., 2014), making it difficult to come to a consensus on what constitutes this competence. A rare attempt to synthesize existing definitions was made by Deardorff (2006). Using the Delphi method, Deardorff documented a consensus among 23 leading intercultural experts, yielding the most agreed-upon definition of intercultural competence as the “ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (p. 247). Almost two decades after Deardorff’s publication, more effort toward a unified definition is necessary.

Similar to the scope of definitions, measures for assessing intercultural competence are also diverse, making it challenging to choose one appropriate measure to use. In addition, the current assessment measures are primarily survey-based (e.g., Likert-scale items and multiple-choice questions), assessing participants’ perceived intercultural behaviors and attitudes rather than their actual intercultural performance (Griffith et al., 2016). Although surveys have a merit in practicality by helping researchers to gather a large amount of data in one setting and analyze it quickly, survey data may not reveal a

direct representation of participants’ intercultural competence because participants respond as they think they would do in imaginary situations. Performance-based assessments eliciting participants’ actual verbal and nonverbal behaviors can generate more direct information of what participants can do in a real-life intercultural situation. As a recent example, Taguchi (2023) used virtual reality simulations, where participants acted as mediators of intercultural conflicts on the spot and evaluated their performance based on key components of intercultural competence (e.g., empathy, perspective-taking, effective communication, etc.). Unique affordances of virtual reality—feeling of presence, multi-modal input, and embodied experience—added to the ecological validity of the assessment.

Finally, a challenge exists in the area of pedagogy. The current practice of teaching intercultural competence has been largely restricted to course design and materials development (Huber & Reynolds, 2014; Wagner et al., 2017). Drawing on the principles of experiential, cooperative, and project-based learning, teachers use a variety of activities, such as role-plays and simulations, analyses of cultural artifacts (e.g., films and images), and ethnographic observations and interviews. Although these activities are useful to develop students’ intercultural awareness and experience, it is important to adopt objective assessment measures to document learning outcomes so that teachers can communicate the value of those activities with various stakeholders. Several studies have used a pre–post design to document learning outcomes. For example, in Mu and Yu’s (2023) study, Chinese students studying business English were taught how to compare and reflect on cultural behaviors using role-plays and other activities. Pre–post survey data showed significant gains in knowledge of cultural distinctions and value systems. Students also demonstrated interests in cultural perspectives and products, understood the importance of effective intercultural communication, and developed intercultural awareness.

In conclusion, intercultural competence is an invaluable asset in today’s globalized society. Yet, various challenges remain in defining dimensions of the competence, developing valid measures assessing the competence, and teaching the competence with a goal of documenting learning outcomes. I hope that a collective effort among researchers and teachers across disciplines can address these challenges so that we can produce the next generation who can successfully navigate today’s intercultural demands.



Higher education in Japan, particularly EMI contexts, can serve as a venue to address such challenges.

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JALT2025 Plenary Speaker • Shoko Sasayama

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Plenary Session

Designing Tasks for Meaningful L2 Teaching and Assessment

The ability to communicate effectively in a new language is an essential goal for many second language (L2) learners. A key foundation for achieving this goal is the idea that learners acquire a language best by using it experientially to engage in and accomplish relevant communicative tasks (Dewey, 1938; Long, 2014). But, how should the tasks be selected, designed, and sequenced to support meaningful language learning? Drawing on research from instructed second language acquisition and task-based language teaching, I will explore key principles of syllabus and lesson design that optimize L2 acquisition, with a particular emphasis on the design of tasks. A critical first step towards effective language lessons is to establish clear learning outcomes in terms of target tasks—real-world tasks that students should learn how to perform. With these goals established, pedagogic tasks can be designed strategically to scaffold learners towards developing the language required for accomplishing the target tasks. We know from accumulated research evidence that by changing design

characteristics, we can alter the difficulty of a task and thereby encourage L2 learners to focus on different aspects of their production, comprehension, interaction, and learning (Sasayama et al., 2025). Effective lesson design also involves gauging students' learning through assessment tasks designed carefully to ensure meaningful progress. I will share actual classroom examples to demonstrate these key principles of syllabus, lesson, and task design in practice.

Plenary Workshop

Designing Meaningful L2 Vocabulary Instruction

This workshop focuses on the design of effective vocabulary instruction as a way of fostering learners' abilities to communicate in a second language (L2). We begin by reviewing the importance of vocabulary learning as a critical foundation for the improvement of L2 communication abilities as well as the different types of vocabulary knowledge, from receptive to productive, that are necessary for successful communication. We then consider approaches to teaching and learning vocabulary based on insights from instructed second language acquisition and task-based language teaching. Research findings indicate that effective L2 vocabulary learning relies on



repetition, active use, and contextual learning, with a focus on both word form and meaning (e.g., Nation, 2001; Schmitt & Schmitt, 2020). The question is: How best can these elements be integrated into an L2 classroom? Working with examples from the *Official TOEFL Vocabulary Guide*, we will explore learner-centered techniques for designing tasks, lessons, individual practice, and assessments that will support meaningful L2 vocabulary development. Given the growing role of technology in L2 instruction, we will also discuss how technology can assist L2 vocabulary learning, especially for self-study. Participants will be invited to engage in hands-on creation of their own teaching materials that emphasize the activation of vocabulary knowledge for communicative purposes.

Shaping Meaningful Language Education in the Digital Age

What does meaningful second language (L2) learning, teaching, and assessment look like in the age of technology? This article reviews some of the key principles of second language acquisition (SLA) and discusses how technology might enhance or augment opportunities for SLA in light of students' real-world, communicative needs and goals. It also explores potential challenges that technology presents and how we might overcome those challenges to make meaningful L2 education happen.



The landscape surrounding second language (L2) learning, teaching, and assessment has changed dramatically over the past 50 years. When JALT was first established in 1976, personal computers were just beginning to emerge, the internet and email were not yet publicly accessible, and computer-assisted language learning was still in its infancy (Warschauer & Healey, 1998). Now, half a century later, it is all-too-common to own a personal computer and mobile devices, and the COVID-19 pandemic has further accelerated society's shift to engaging in nearly every aspect of work, education, and leisure communication via online platforms. Social media has become prevalent in our daily lives, and the rise of generative AI has, with little doubt, completely changed the game. As this rapidly evolving state of affairs inevitably shapes how and where we communicate, it also raises the critical question: What does meaningful L2 learning, teaching, and assessment look like in the current era?

Before considering the role of technology in second language acquisition (SLA), we should first

review the most basic principles of SLA. The past 50 years has also witnessed tremendous progress in our understanding of SLA, with numerous theories proposed by various researchers and the accumulation of considerable evidence about language learning. To demonstrate how such core principles of SLA may be reinterpreted in the current context, here, I will focus in particular on three seminal ideas: the input hypothesis (Krashen, 1985), the output hypothesis (Swain, 1985), and the interaction hypothesis (Long, 1983). In short, accumulated research evidence suggests that input, output, and interaction are absolutely critical conditions for SLA. In other words, L2 learners require plenty of opportunities to actively and intentionally listen and read (input), speak and write (output), and interact with others for meaningful purpose in the target language, especially when communicative ability is the goal of language learning. In what follows, I will discuss how opportunities for these basic principles of input, output, and interaction can be effectively created in the context of today's technological advancements.

Input

With the spread of technology, it has become easier to gain access to authentic input in both oral and written modalities. Movies, YouTube videos, podcasts, news articles, and social media posts are now just a fingertip away. Even in foreign language contexts, learners can easily be exposed to real-world language use by a variety of speakers and writers. Although this availability of authentic input is certainly beneficial for SLA, it also introduces an important challenge: how to make input comprehensible to L2 learners. If choosing between audio-only input (e.g., podcast) and multimodal (i.e., audio plus visual) input (e.g., YouTube videos), opt for multimodal input to facilitate learners' comprehension of the content. Here, if the purpose is to push learners' language acquisition through comprehensible input, presentation of complementary information in multiple modalities (e.g., narration plus visual support that adds to information provided orally) lowers the overall cognitive load and thus promotes comprehension (Sweller et al., 1998). At the same time, care should be taken when using multimodal input. For example, providing on-screen texts, such as subtitles in the target language, is not always a good idea. Findings from multimedia learning suggest that concurrent presentation of redundant information in multiple formats (e.g., voice-over plus text that is identical to the narra-



tion) may interfere with, rather than facilitate, comprehension (Sweller et al., 1998). Having to process the same information in different formats causes cognitive overload, especially for L2 learners with limited proficiency. An effective alternative might be to familiarize learners with the content through a pre-task activity or to pre-teach key terms. These strategies will lower the overall cognitive load of a task and thus facilitate learners' comprehension of the input content, potentially allowing them to focus on language use as well (Sasayama et al., 2025).

Output

Output—speaking and writing—plays a critical role in promoting SLA. One advantage of technology in this respect is its ability to make output-based tasks more reflective of real-world scenarios. Take an email-writing task as an example. Helping learners develop abilities to select the appropriate register, to express politeness, and to craft impactful messages are all important learning outcomes, but additionally, students must learn how to do all these things in a meaningful, real-world context. In reality, we often need to write an email quickly, in a noisy café or busy train station, where we have limited time and numerous distractions. Technology is useful in replicating the real-world scenario, allowing us to add relevant visuals and background noise (Norris et al., 2023) or to simulate real-life contexts through the use of virtual or augmented reality (Bahari, 2022). One thing to keep in mind when implementing simulation-based learning is that high-fidelity tasks pose high cognitive demands (van Merriënboer et al., 2003). Having to deal with time-pressure and background noise, for example, is extraneous to the task at hand and thus may interfere with learning if not introduced appropriately. It is critical to gradually increase the degree of fidelity and, as a result, the level of cognitive demands (Robinson, 2010), so that students can learn to deal with real-life extraneous factors in a step-by-step manner and eventually to execute the task successfully outside the classroom. In a similar vein, technology-mediated, high-fidelity tasks offer a unique advantage in assessment. Given their proximity to reality, such tasks better gauge learners' ability to use the language for real-world communication purposes (Norris, 2016). This aspect of technology is particularly important because it helps us tailor our instruction towards real-life goals.

Interaction

Similarly, communicative interaction has become increasingly technology-mediated and AI-driven. Technology-mediated interaction may help address the problem of a lack of interlocutors, especially in foreign language contexts. Given the criticality of interaction for SLA, this advancement in technology is no doubt beneficial. A recent meta-analysis has found that AI interventions, including interaction with AI agents, promote language acquisition (Wu, 2024). AI can provide useful feedback based on spoken production and interaction patterns, which helps enhance the availability of an important learning mechanism. Having acknowledged these potential benefits, we should not forget that communication is fundamentally human in nature, especially spoken interaction with its immediacy and intimacy. Most of the time, we learn how to communicate with others in a new language to talk to people, not AI agents. The question then is whether the skills acquired through AI-mediated communication can be transferred to real-world scenarios where learners are expected to interact effectively with fellow humans in the target language. More research is needed along these lines, and we, as language educators, should continue to strategically balance and augment the use of AI with an understanding of our learners' real-world communication needs. A good dose of human-to-human interaction remains a vital component of meaningful language teaching.

Technology will continue to evolve and play a critical role in L2 learning, teaching, and assessment. Although the value of input, output, and interaction for SLA remains constant, we should carefully consider how opportunities for these basic principles can be offered and tailored to each student's real-world needs. Technology is useful, but it may at times present a double-edged sword. We should strive to take advantage of it while being aware of its potential challenges and their possible solutions.

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JALT2025 JALT Junior Plenary Speaker • 基調講演

Plenary Session

多文化共生の学校づくり

横浜市立南吉田小学校は、2025年4月現在、全校児童577人の半数以上（58.5%）が外国籍または外国につながる児童（以下外国籍等児童）で、つながる国や地域は20におよぶグローバル化のすすんだ学校である。学校では、増え続ける外国籍等児童の日本語教育と多文化共生教育に力を入れ、学校教育目標の一つに「多様性を尊重できる子ども」を掲げ「誰一人取り残さない」をモットーに様々な取組を行っている。

Plenary Workshop

海外編入児童の受入れに必要な教職員の連携について

外国籍等児童を受け入れる上で欠かせないのが職員間、支援者間の連携である。子どもの得意不得意を理解し、友達関係や家族関係の悩みを把握し、安心して学校生活を送れる環境づくりをする。そのためには担任と国際教室担当の連携をベースに、支援者との情報共有を大切にしている。心のケアではスクールカウンセラー、家庭生活の悩みやトラブルは、SSWを介して区役所、児童相談所など関係機関と連携して解決に向けて動く。本人の意志と関係なく来日しているケースがあることから、心のケアをしていくことは大切なことである。

Plenary Article

多文化共生の学校づくり

学校概要

横浜市立南吉田小学校は、全校児童577人の58.5%が外国籍または外国につながる児童（外国籍等児童）で、つながる国や地域は20におよぶグローバル化の進んだ学校である。中国籍児童が多数を占めるが、韓国、フィリピン、タイ、ベトナムなどアジアの国々につながる児童や、近年はネパール、イスラム圏からの編入児童も増えている。増え続ける外国籍等児童の日本語教育と多文化共生教育に力を入れ、学校教育目標の一つに「多様性を尊重できる子ども」を掲げ「誰一人取り残さない」をモットーに様々な取組を行っている。



日本語教育

海外編入児童はまず横浜市日本語支援拠点施設「ひまわり」に通い初期日本語指導を受けながら、学校の国際教



室でも初期指導を受ける。GIGAスクール構想により、1人1台PCが貸与されてからは、写真や動画、ひらがな、カタカナアプリ、デジタル教科書なども活用して日本語指導を行っている。

多くの児童は半年から1年で初期指導を卒業し、学年の国際教室での指導に移る。この段階で日常会話は概ね分かるようになっているが、学習言語を習得するにはさらに3年から5年ほどかかるという研究もあり、日本語指導を継続していく。

在籍学級では外国語補助指導員や母語支援ボランティア(横浜市教育委員会事業)が教室に入り込みサポートする。

多文化共生教育

本校では「笑顔で結びつなげよう南吉田」を合言葉に、国や言語、文化の違いを超えて認め合える子どもの育成を目指し、様々な取組を行っている。

6か国語のアナウンスで始まる運動会では、民族衣装を着た児童が聖火リレーを行い盛り上げる。運動会ではオリンピックの精神を体現しているとして「東京2020 みんなのスポーツフェスティバル」で大会組織委員会から表彰された。

夏休み国際読書会は、各国の講師が来校し多言語で読み聞かせをした後、その国の遊びを紹介する。その他

にも、世界の遊びを紹介する集会、二胡教室やK-popダンスなどの催しを通じて、子どもたちのつながる国の言語や文化にふれる機会をもっている。

母語教室も開いている。どの取組も学校だけではなく、PTA、地域協働本部、行政や横浜市国際交流協会が運営するみなみ市民活動・多文化共生ラウンジ、横浜国立大学等との連携で行っている。

保護者、児童を対象に実施している学校評価アンケートでは「国や文化の違いを超えて認め合う気持ちが育っています」という質問に、9割近い保護者が肯定的な回答を寄せている。

Masato Kaneko 金子 正人 (校長 Director)

横浜市立南吉田小学校校長

95年から3年間台北日本人学校勤務。文科省「JSLカリキュラムの開発に係る協力者会議」委員。その後教育委員会事務局やこども青少年局勤務を経て現職。

学校ホームページ

- <https://www.edu.city.yokohama.lg.jp/school/es/minamiyoshida/>
- <https://minamiyoshida-es.note.jp/n/nf8fbcddb5f4e>

JALT2025 Balsamo Asian Scholar • Lodomchanh Khantry

Plenary Session

From Barriers to Bridges: A Decade of ASP Impact

Over the past decade, the Academic Support Program (ASP), implemented through the Laos-Australia National Scholarship and The Asia Foundation, has been instrumental in advancing educational equity in Laos. As the Head Teacher, I have had the privilege of working closely with students from marginalized communities, including those with disabilities, who face substantial social, economic, and structural challenges to accessing higher education. This presentation reflects on the evolution of the ASP and its comprehensive approach to supporting students. The program integrates English language instruction, IT skills training, soft skills development, personalized counseling, extracurricular activities, and teacher professional development. Through inclusive pedagogy and a flexible curriculum design, ASP has empowered hundreds of students with the confidence and skills necessary to succeed both academically and personally. A core aspect of the program is its focus on student well-being and resilience, providing not only academic support but also emotional and psychological counseling, mentorship, and community-building opportunities. ASP also fosters a culture of inclusion and equity by providing professional development workshops for educators on inclusive teaching strategies and practices. As a testament to the power of targeted, student-centered support, ASP has demonstrated how barriers to education can be transformed into bridges for success. This session will discuss the program's impact and offer a model for replicable inclusive educational practices in resource-constrained settings.

Plenary Workshop

Soft Skills and English Language Teaching

This research investigates the workplace soft skills most needed by graduates from the Department of English, Faculty of Letters, National University of Laos (NUOL), with a focus on their integration into English teaching. In today's increasingly competitive job market, graduates are expected to possess not only academic knowledge and language proficiency but also a wide range of soft skills essential for effective communication, collaboration, leadership, and professional growth. The study employed a quantitative research design, using survey data from alumni to identify the most in-demand soft skills and analyze them across gender and age groups. The findings reveal significant gaps between the soft skills emphasized in the current English curriculum and those expected in the workplace. Key areas lacking include human skills, self-confidence, work ethic, personal organization and time management, and leadership. To address these challenges, the study provides practical recommendations for implementation. These include integrating soft skills explicitly into English language courses, updating teaching methods to promote active learning and communication, strengthening teacher training, and providing student support services focused on soft skills development. The research highlights the need for a more holistic approach to English education that aligns academic instruction with real-world expectations. These insights are valuable for educators, administrators, and policymakers working to improve graduate employability and the quality of English language education in Laos.



A Champion of Agency and Autonomy for Lao English Teachers

It is with great enthusiasm that I welcome the honor of being selected as the Balsamo Asian Scholar for the upcoming JALT Conference, where I will have the opportunity to showcase my work and advocate for greater agency and autonomy among English language teachers in Laos. As a leader, I strive to embody the principles of professional independence, resilience, and empowering educators—values essential for advancing English language teaching and student learning in resource-limited contexts.



Background and Significance of Lao Education

Laos, a land of diverse ethnic groups and languages, faces complex educational challenges. The country's educational system has historically been underfunded, with low wages and limited resources hindering teachers' ability to exercise professional judgment and agency. Recent economic pressures, such as currency devaluation and increased border traffic, have further strained the educational infrastructure. Many Lao students and teachers grapple with the stark reality that higher education and professional development are not offering the opportunities for higher salaries that working abroad can offer.

Despite these hardships, Lao teachers demonstrate remarkable dedication and passion. They work tirelessly with minimal resources, often out of a deep sense of duty and hope for their students' future. However, the systemic limitations placed upon them can stifle their professional autonomy—their capacity to adapt teaching strategies, innovate in their classrooms, and develop their own pedagogical voices. Supporting and empowering these teachers is crucial for fostering a resilient, autonomous education system that responds to local needs and promotes lifelong learning.

Why Agency and Autonomy Matter for English Language Teachers

In the context of English language teaching, especially in resource-constrained settings like Laos,

agency and autonomy are vital. Teachers must be equipped not just with materials and curricula but with the confidence and authority to make pedagogical decisions suited to their unique classroom contexts. Autonomy encourages teachers to adapt teaching methods, incorporate local culture, and address students' specific needs, thereby enhancing student engagement and learning outcomes.

Moreover, fostering teacher agency contributes to professional growth, motivation, and retention—key factors in addressing the looming shortage of qualified teachers in Laos. When teachers feel empowered to innovate and make decisions, they are more likely to take ownership of their professional development and become catalysts for positive change within their communities.

Leadership and Contributions to the Teaching Community

My work reflects a strong commitment to agency and autonomy. As the Head of the English Department at the National University of Laos (NUOL), I have consistently championed initiatives that build teachers' capacity to act independently and confidently. As a leadership in the LaoTESOL community and my involvement in the LaoTESOL Conference over the past two decades have provided platforms for teachers to share best practices, collaborate, and develop their professional identities.

One of my most impactful initiatives is the LAN (Laos Australia National Scholarship) program, which supports underprivileged students, many from ethnic minorities, in pursuing higher education and professional development. My role in designing the program's curriculum, monitoring mechanisms, and assessment tools has fostered a culture of ownership among participating teachers and students. My approach emphasizes inclusivity, equipping teachers with the skills and confidence to support diverse learners, thereby promoting a sense of agency within their classrooms.

Furthermore, my research and presentation on the LAN program's outcomes—conducted over ten years—highlight the importance of locally-driven, context-specific approaches. By documenting and sharing these findings at international platforms, I advocate for greater autonomy among Lao teachers, encouraging them to adapt strategies that best serve their students without excessive reliance on external directives.



The Importance of International Support and Collaboration

My participation in the JALT Conference aligns with a broader goal: to reinforce Lao teachers' agency through international collaboration and recognition. When teachers from resource-limited contexts are given platforms to present their work, they are empowered to take ownership of their professional narratives. Such exposure not only boosts morale but also facilitates knowledge exchange, inspiring innovative practices tailored to local realities.

The conference's focus on agency and autonomy dovetails with my advocacy for teachers' professional independence. My experience demonstrates that when teachers are trusted, supported, and given opportunities for leadership, they can transform their classrooms and communities. Sharing my work in Japan will contribute to a global dialogue on empowering educators, especially in marginalized settings.

Challenges and Opportunities

The Lao education system is at a crossroads. With enrollment declining at the university level and a looming shortage of qualified teachers, empowering teachers to act autonomously is more urgent than ever. Recognizing teachers' expertise, encouraging innovative pedagogies, and providing platforms for professional voice are essential strategies to address these challenges.

My leadership exemplifies how nurturing teacher agency can lead to sustainable development. In leadership positions, I aim to foster a culture where teachers are not mere implementers of policies but active agents of change, capable of shaping their professional environments and, ultimately, their students' futures.

Conclusion

In conclusion, JALT's support by selecting me as the Balsamo Asian Scholar is an investment in the future of Lao education—a future where teachers are empowered to exercise their autonomy, adapt pedagogies to local contexts, and lead educational reform. My dedication, research, and leadership embody the core values of agency and independence that are vital for transforming education in Laos. My participation in the JALT Conference and the Four Corner Tour will not only showcase my work but also inspire teachers worldwide to recognize and nurture their own professional agency.

I hope my presentation will offer insights into how teacher autonomy can be cultivated in challenging environments and how international collaboration can serve as a catalyst for sustainable educational development.

Ladomchanh Khantry, M.A. in TESOL, University of Technology Sydney, Australia, currently leads the English Department at the National University of Laos. She has over 30 years of experience directing the Laos-Australia Academic University support programs, where for over 10 years, she has advocated for agency and autonomy through participatory curriculum design, personalized counseling, and mentorship initiatives for teachers, but mainly for female scholarship minority ethnic group students for students with disabilities. Additionally, she has helped to organize 19 LaoTESOL conferences.

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JALT2025 Kevin Cleary Invited Speaker • Kinsella Valies

Jissen Women's University & Aoyama
Gakuin University

Session

Collaborative Research: Trials and Triumphs

In today's globally connected academic landscape, collaboration among language educators is both a strategic necessity and a rich source of innovation. By working as research duos or teams, scholars can enhance their research capabilities (Glebova, 2024). In other words, combining different skill sets and resources can help teams tackle complex challenges that exceed what individuals can handle alone. This 25-minute presentation addresses the practical, interpersonal, and intercultural dimensions of building successful research partnerships between colleagues in higher education. Focusing on what should and should not be done to ensure effective collaboration, the talk explores key questions: Should you partner with someone who shares your style and research interests, or seek out a colleague whose knowledge and skills complement your own? Is it better to form a tightly coordinated partnership or to build a larger, more diverse team? What are the benefits and potential drawbacks of collaborative scholarship—especially across cultures, institutions, and disciplines? With particular attention to diversity, intercultural communication, and complementary expertise, the presentation draws on empirical literature and personal experience to offer guidance. Topics covered include selecting the right partner(s), negotiating project roles and authorship, managing differing communication styles, and maintaining long-term collaboration across institutional and cultural boundaries. Designed for early-career and experienced researchers, this session highlights how collaboration, done well, can deepen pedagogical insight, and foster a more inclusive, innovative academic culture. Attendees will leave with concrete tools and questions for reflection, which they can use to initiate or improve their research partnerships in linguistics and EFL.

Workshop

Co-creating Research: Are You an Effective Team?

According to Wenger et al. (2002), *communities of practice* “are the result of continuous processes of learning in which individuals engage and sustain through time.” It can be said that collaborative research starts at the community-oriented level and moves to the practice-oriented level as research goals are formed (Córdoba & Robson, 2006). In this interactive and reflective 60-minute workshop, participants will explore the interpersonal and intercultural dimensions of research collaboration. Building on the presentation “Collaborative Research: Trials and Triumphs,” this session will introduce practical tools for forming, maintaining, and reflecting on academic partnerships. The workshop focuses on collaborative dynamics such as selecting partners with complementary strengths, co-defining project roles, navigating power imbalances, and fostering equitable authorship practices. Participants will engage in structured pair and group activities, including a brain-

storming session, a “Collaboration Style Match” exercise, a discussion, a “Conflict Mapping” scenario roleplay, and a reflective dialogue. By integrating core principles of diversity, equity, and inclusion (DEI), the workshop empowers participants to approach research collaboration as a culturally responsive practice. Whether their context includes working across departments, institutions, or continents, attendees will leave with a clearer understanding of how to build resilient, respectful, and productive academic relationships. Designed for early-career researchers and seasoned scholars alike, the session combines reflection, dialogue, and strategic planning in an energizing format. Participants may gain valuable insights into fostering trust and achieving shared success in their collaborative endeavors.

Navigating Real World Collaborative Research

It was quite a wonderful surprise and honor to be chosen as the Kevin Cleary Invited Speaker for the 2025 JALT International Conference. In honor of Kevin Cleary's distinguished contribution to JALT, I have chosen to present on a topic that I am sure will resonate with educators, researchers, and



JALT volunteers. This year's conference theme is *LanguageS: Learning, Teaching, Assessing—JALT 50 Years—Challenges and Perspectives*. JALT has flourished for 50 years and overcome challenges through the power of collaboration, developing professional partnerships, and service. As Dykes, referring to working on a conference team, wrote, “it's more honest and real. Ideas and opinions are shared more freely (...). You walk away with an idea of who that person is in a way often is not possible from many other scenarios” (personal communication, May 20, 2025).

In my time as a JALT participant, volunteer, and leader in various capacities, I have been provided with numerous opportunities to develop professionally as a language teacher, editor, presenter, and researcher. I have actively participated in previous Shizuoka Chapter events, attended the annual international conference, and taken part in various PanSIG and regional conferences. Supporting colleagues is important to me, and during my stint as the chair of the Writers' Peer Support Group, I was



privileged to work with a committed team to support educators from the membership and beyond as they worked to publish their research. Many were new researchers who benefited from the experience of more advanced colleagues, who shared their advice either live or online through workshops, or by means of written feedback on papers. Supporting each other as colleagues and as JALT community members is part of the organization's tenets around improving learning, teaching, and volunteering.

My upcoming JALT International presentation, celebrating JALT's 51 years of fostering professional partnerships, will be about collaborative research. Japan has seen a notable increase in international research collaborations. According to the National Science Board (Schneider et al., 2023), in 2022, 31.8% of Japan's scientific and engineering articles involved international co-authors. This is a significant rise from 18.7% in 2003. I will touch on why each of us should take advantage of the JALT community of practice to support this trend, grow our skills as researchers and cement global academic relationships.

Wenger (1998) describes a community of practice as a community that centers around shared practice, around something that matters to people. People can participate in different ways and to different degrees. A community of practice such as JALT is defined by knowledge rather than by task and exists because participation has value to its members. Collaborative research is generally born from communities of practice and an exchange of ideas between their members. According to Das (2025), collaborative research is "a form of scientific inquiry conducted by researchers from different groups, disciplines, or institutions who come together to pursue a shared scientific objective" (para. 3). For example, researchers meet at a JALT conference, discuss their shared interests, and decide to work together on a project.

Collaborative research provides numerous benefits, notably accelerating discovery and efficiency. This occurs because it pools diverse expertise and resources, allowing teams to tackle complex challenges and access broader funding opportunities. This interdisciplinary approach enhances scientific rigor, facilitates the efficient translation of research findings into practical applications, and champions diversity and inclusion by bringing together individuals from different fields, regions, and cultures. Finally, it significantly contributes to career growth, especially for early-career researchers, by increas-

ing visibility, opening interdisciplinary doors, and enhancing communication and skill development.

Collaboration can take the form of pairs or teams. Glebova (2024) states that dyadic relationships in "research duos" can function as foundational units for larger collaborative efforts. This type of collaboration can enhance communication, forge interpersonal bonds, and build peer support. For dyadic collaboration to be effective, flexible roles and responsibilities and agreements on authorship are of paramount significance. My experience as a member of research and writing duos lead me to conclude that though task division in the early stages may be efficient, co-writing and co-editing, for example, become more important in the final stages.

An illustration of how collaborative research fosters peer support is the integration of peer editing during the team project's writing phase. As research partners working on the same study, collaborators are uniquely positioned to offer insightful feedback on clarity, accuracy, and overall quality within each other's work.

Finally, the world of academic collaboration, while promising rapid and efficient discovery and career growth, often encounters the messy reality of human dynamics. Four common collaborative conflicts illustrate reasons why early-career researchers might shy away from collaborative research: subtle power imbalances, generational and methodological clashes, communication breakdown and disrespect, and team dynamics and bullying. These mirror real-world conflicts common in academic partnerships, and such situations often arise when one language educator's lack of focus, disregard for others' time, or poor communication skills frustrate their collaborative partner.

In response, one partner can directly, yet calmly, address the specific behaviors, acknowledge their impact, and propose concrete solutions, such as strict meeting agendas, time limits, and written confirmations for key decisions. By proactively managing expectations, fostering open communication and a supportive environment, we can transform potential pitfalls into opportunities for stronger, more effective, and genuinely inclusive academic collaborations within our community of practice.

My talk will delve into the above "challenges and perspectives," focusing particularly on how we can make collaborative experiences more effective, and memorable by nurturing positive working relationships.



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Kinsella Valies is an Assistant Professor at Jissen Women's University and Aoyama Gakuin University. With a background in cinema and photography, TEFL, and applied linguistics, her research interests include filmmaking in the classroom, speaking assessment, and black women's experiences in Japan. A dedicated contributor to JALT, she has held numerous leadership roles and is currently chairing the Nominations and Elections Committee. Her recent work includes JSPS-funded research on student empowerment through film festivals.

JALT2025 Featured Speakers

Emotional Journeys in Teaching Languages Other Than English: An Intensive Single-Case Study with Early Career Teachers

Athip Thumvichit
 Thailand TESOL
athip.thu@mahidol.edu

This presentation reports on a semester-long study that followed the changing emotional states of three Thai secondary Languages Other Than English (LOTE) teachers (Chinese, French, and Japanese) through repeated card-sorting tasks. The findings reveal that emotions are shaped by expectations, the perceived status of each language, and shifting classroom conditions tied to student engagement and progress. The study suggests that the realities of LOTE education should be made clear to pre-service teachers and should guide ongoing professional development.



From Simulation to Skill: Student-Centered

Kuepper, Eileen
 Bonn-Rhein-Sieg University
 of Applied Sciences
Eileen.Kuepper@h-brs.de



This interactive workshop explores how student-centered simulation projects can build intercultural competence and language skills. Based on a decade-long global collaboration, participants will experience authentic tasks, reflect on cultural dynamics, and leave with low-threshold templates for designing their own accessible and meaningful projects. Emphasis is placed on student agency, real-world communication, and cultural reflection to deepen language learning in diverse classrooms.

CEFR: An Ecological Perspective and Pedagogical Implications

Nagai, Noriko
 Ibaraki University
noriko.nagai.kishimoto@vc.ibaraki.ac.jp

Emphasizing the CEFR's conceptual rather than evaluative function, this workshop gives practical



insights into a more holistic, context-sensitive application of its tenets in language education. Despite the CEFR's global recognition, its foundational principles—learners as social agents and the action-oriented approach—remain underutilized in pedagogical practice. This workshop reflects the CEFR tenets through an ecological lens for language learning as a situated, dynamic, and collaborative process of sense-making in language education.



Digital Pedagogies for EFL: AI Training for EFL Teachers in the Global South

Zuliati Rohmah

English Language Education, Faculty of Cultural Studies, Universitas Brawijaya, Malang, Indonesia

zuliatirohmah@ub.ac.id

This study examines the impact of AI training on EFL teachers in Malang, Indonesia, focusing on materials development. Using a pretest-posttest design with 40 participants, the program significantly improved teachers' knowledge and classroom practices. Teachers gained skills in using AI for vocabulary, reading, and interactive content. However, attitude changes toward AI were not statistically significant, suggesting a need for extended exposure. The findings highlight the importance of targeted digital training in developing educational contexts.



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Our 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。





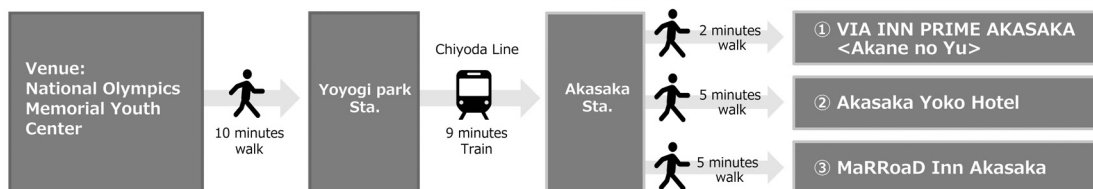
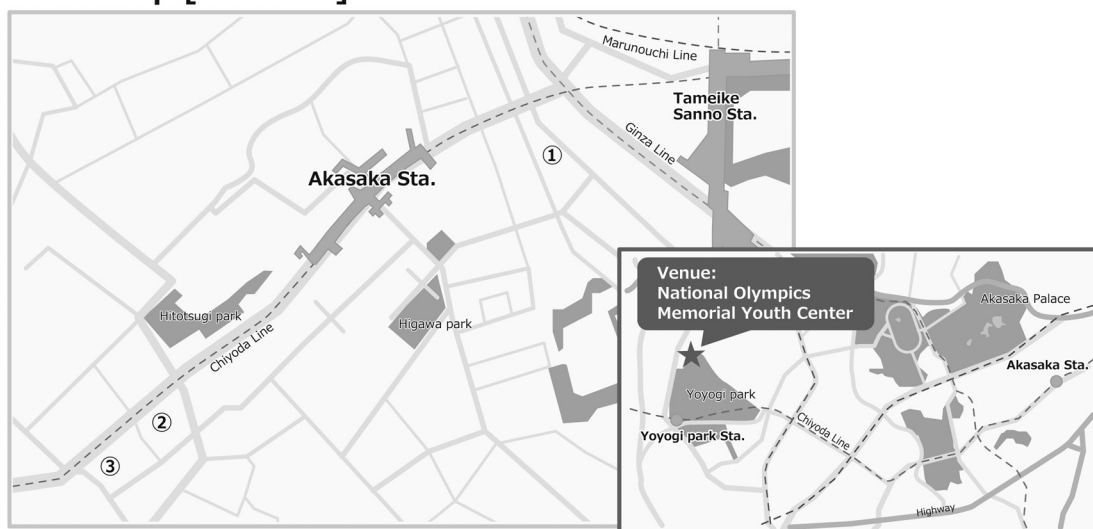
JALT2025 Hotel Information

Dates: October 31 (Fri.) – November 2 (Sun.) Venue: National Olympics Memorial Youth Center

Venue Access: 7 minute walk from Sangubashi Station on the Odakyu Line; 10 minute walk from Yoyo-gi-Koen Station on the Chiyoda Line

No.	Hotel Name	Room Type	Smoking	Room Size	Accommodation fee (incl. service fee/tax)			Access to the Hotel
					Date	per night per person	Breakfast Rate	
1	VIA INN PRIME AKASAKA Akane no Yu	Single Room	Non-Smoking	13m ²	10/29-31	¥14,620	¥1,980	2 minutes walk from Akasaka Subway Station. 25 minutes from the venue by train.
				11/1,2	¥21,870			
		Twin Room (twin-use)		19m ²	10/29-31	¥12,420		
					11/1,2	¥19,670		
2	Akasaka Yoko Hotel	Single Room	Non-Smoking	13m ²	For all days	¥13,300	¥1,650	5 minutes walk from Akasaka Subway Station. 25 minutes from the venue by train.
		Twin Room (twin-use)		16m ²	For all days	¥9,900		
3	MaRRoaD Inn Akasaka	Single Room	Non-Smoking	10m ²	10/29,30	¥12,200	¥1,650	5 minutes walk from Akasaka Subway Station. 25 minutes from the venue by train.
					10/31-11/2	¥13,300		
		Twin Room (single-use)		15m ²	10/29,30	¥23,300		
					10/31-11/2	¥25,500		
		Twin Room (twin-use)			10/29,30	¥12,200		
					10/31-11/2	¥13,300		

Hotel Map [Akasaka]





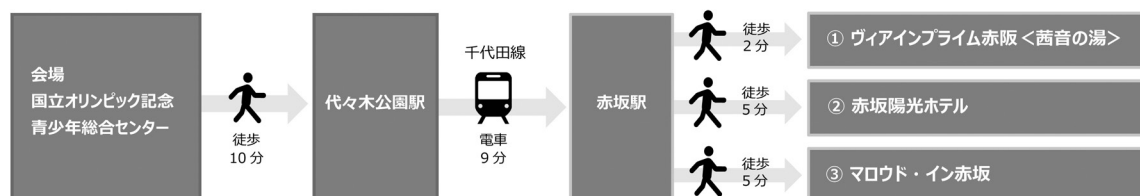
JALT2025 ホテル情報

会期: 2025年10月31日(金)～2025年11月2日(日) 会場: 国立オリンピック記念青少年総合センター

会場アクセス: 小田急線参宮橋から徒歩7分、千代田線代々木公園駅から徒歩10分

No.	ホテル名	客室タイプ	禁・喫	広さ	お一人様あたりの宿泊料金(サ・税込)			アクセス
					該当日	料金(素泊)	朝食料金	
1	ヴィアインプライム 赤坂<茜音の湯>	シングルルーム	禁煙	13m ²	10/29-31	¥14,620	¥1,980	千代田線赤坂駅から徒歩2分 会場から25分(電車利用)
				11/1,2	¥21,870			
		ツインルーム (2名利用)		10/29-31	¥12,420			
				11/1,2	¥19,670			
2	赤坂陽光ホテル	シングルルーム	禁煙	13m ²	全日程	¥13,300	¥1,650	千代田線赤坂駅から徒歩5分 会場から25分(電車利用)
		ツインルーム (2名利用)		16m ²	全日程	¥9,900		
3	マロウド・イン赤坂	シングルルーム	禁煙	10m ²	10/29,30	¥12,200	¥1,650	千代田線赤坂駅から徒歩5分 会場から25分(電車利用)
				10/31-11/2	¥13,300			
		ツインルーム(1名利用)		10/29,30	¥23,300			
				10/31-11/2	¥25,500			
		ツインルーム (2名利用)			¥12,200			
				10/31-11/2	¥13,300			

ホテルマップ【赤坂】





David McMurray

Graduate students and teaching assistants are invited to submit compositions in the form of a speech, appeal, memoir, essay, conference review, or interview on the policy and practice of language education. Master's and doctoral thesis supervisors are also welcome to contribute or encourage their students to join this vibrant debate. Grounded in the author's reading, praxis, or empirical research, contributions are expected to share an impassioned presentation of opinions in 1,000 words or less. Teaching Assistance is not a peer-reviewed column.

Email: jaltpubs.tlt.ta@jalt.org

The author of this issue's essay came to Japan to study the Japanese language. After four years of undergraduate study, Yang Chen came to realize that because English is an international language, learning it also, might provide greater opportunities to communicate while traveling, to earn money, and to build a career. In this vibrant essay, the graduate student reveals the process of how she came to a decision on where to learn English.

I Can't Stop Thinking About Where Else I Should Go to Learn English

Yang Chen

Graduate School of The International University of Kagoshima

My academic clock is ticking. Having come to Japan to study at the graduate school level, I find that I cannot stop thinking about where else I should go before returning to work in China. My dream is to enjoy traveling to places where I have never been. I hope to see the scenery of Canada and to hear the folk stories of Ireland. I really should also experience debating with people in America who likely hold different values and opinions from me. Zhang (2004) suggested that the best teaching countermeasure for Chinese students with low fluency levels is to immerse themselves in an English-speaking milieu. If I really want to improve my fluency in oral English expression, it seems that I have to change my environment. I decided to overcome the main cause affecting my average performance by traveling to a country where English is spoken. Photographing the unique flora and fauna of Australia and New Zealand is tempting, but it might be easier for me if I travel to countries where English is spoken as an international language rather than a native language. As I have been bitten by the travel bug, it might, however, be easier for me to travel and shop in Korea, order noodles in Vietnam, or go

to a beach in Indonesia if I can relate to people who are speaking in English as an international language (EIL). According to a study by Tauchid et al. (2022) conducted in Indonesia and Japan, the way that English is used in business, culture, and education—as well as the attitudes regarding English-related diversity and practices for multicultural communication—are statistically similar. Therefore, in this essay, I explain my thought process for making a decision about where to study the English language.

The First Time I Came to Japan

When I first came to Kagoshima, I fell in love with this small city on the edge of Japan. When I flew in to southern Kyushu, I looked down at the buildings and the warm sea hugging Mt. Sakurajima's volcano. The first people I met were very gentle and friendly. I encountered a tranquility that I had never experienced before. I was 19 years old when I came to start college life in Japan. When I selected a seminar, I wanted to listen to authentic English. That is why I chose a seminar on Haiku poetry taught by a native-English-speaking teacher. Through my seminar, I had a happy life, made good friends, and found a new hobby, which was haiku poetry. At nineteen, I did not know much about haiku, but I was very familiar with Chinese poems, so I started comparing the differences between Chinese poems and Japanese haiku. When I felt I was ready, I began to study haiku in English.

Figure 1

The Author Presents Her Calligraphy to an American Professor



Classroom Learning Environment in Japan

As a student from China, studying Japanese in Japan makes sense because I can immerse myself in this target language. Learning English, however, is more challenging because my classmates also struggle, and we do not have the opportunity to immerse ourselves in an English-speaking environment on campus. In daily life, I mainly use Chinese to communicate with friends, which increases the difficulty of language learning. It is rare to come into contact with native English speakers, who are students. When guest speakers come to my university to give lectures in English, I am usually the first student to volunteer to approach them. An example of this can be seen in Figure 1 in which, despite being nervous, I decided to present my calligraphy to a visiting professor from North Carolina State University.

I am comfortable enough communicating in English with international classmates in Japan. That might be because we use simple grammatical structures and a limited number of words. However, I tend to stumble when reading texts longer than one or two pages because I have not reached a satisfactory lexical threshold of 5,000 words (Nation, 1990), and I falter with the different meanings of phrasal verbs. I also get confused by homonyms; words that have the same spelling or pronunciation but different meanings (Wang et al., 2018).

Knowing 5,000 words, of course, involves far more than simply recognizing the meaning of each word. The vocabulary of English is huge, and English words are constantly being updated. Mastering more than 5,000 vocabulary items will be a challenge and will require memorization and perseverance. In addition, the grammatical structure of English is different from that of Chinese and Japanese, which requires a lot of my time and energy to understand. I have trouble understanding phrasal verbs, such as “take off” and “step down,” and also differentiating between “be about to,” “had better,” and “be bound to.” The phrase “had better” is more confusing for my Japanese classmates because they lack a direct equivalent of it in the Japanese language. In classroom discussions on learning different grammatical forms, we found subtle differences between “had better,” “should,” “would better,” and “ought to.” Even when I read simple stories, I continue to be confused by homonyms such as “bare” and “bear.” When I read a sentence like, “It is of the utmost importance,” I tend to think the word “upmost” is more logical in terms of its meaning.

The Influence of Learning Methods and Motivation

The choice of learning method seems to have a crucial impact on learning (Tauchid et al., 2022). Interest is a key factor in learning. If learners lack interest because they cannot use English, the enthusiasm and motivation in the learning process will be affected, making it more difficult to learn English. I have started watching English movies not only to pass the time, but perhaps also to help me to stay motivated. Hollywood movies that are within the threshold of 5,000 words include the Marvel series and Harry Potter films. Such movies are far from reality, but are fun to watch. I choose to watch versions with Chinese and English subtitles, because if I do not hear the words clearly, I can take a look at the subtitles. I also read children's books which are simple yet interesting, including *The Little Prince*, *The Wizard of Oz*, and *Heidi*. I write notes in the margins of words that I do not know while reading. After reading the books once, I read them again. The second time I get a different sense of the book. In the future I might try to become friends with native English speakers on the Internet, hoping that I could offer to teach Chinese in exchange for online lessons in English. I thought by studying hard together, we might also become better friends together.

In the Future

In the process of learning English, I realize that it is important for me to master basic vocabulary, grammar, and pronunciation. According to Zhang (2004), however, English language learners need to actively practice speaking and reading in order to truly improve their English proficiency. I also hope to better understand the cultures and ideas from around the world by going to various countries to enrich my personal learning experience. In short, learning English requires continuous effort, but as long as I maintain my enthusiasm for learning and make a reasonable learning plan, I can succeed (Wang et al., 2018).

No matter where I finally decide to go before returning to China, however, if I cannot communicate in English, I will likely not have a good travel experience. Mastering EIL will probably help me greatly to enjoy the experience of international travel, perhaps increase my salary, and open doors to a budding career. As an internationally-used language, mastering English by traveling overseas will not only broaden my learning horizons, but also improve my professional competitiveness and lay a solid foundation for future development.

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[JALT PRAXIS] JALT FOCUS



Michael Phillips

JALT currently has 31 chapters and 32 special interest groups (SIGs) spread out across Japan. Many of these groups are very active, holding regular events large and small. Further, collaboration, in all its forms, is a cornerstone of JALT's presence in the language teaching community. In addition to these "visible" groups, there are many other officers and committees that keep the organisation running smoothly from behind the scenes. This column publishes an in-depth review of one JALT group each issue, providing readers with a more complete picture of what the different groups are undertaking and achieving.

Past columns are available at <https://jalt-publications.org/tlt/departments/jalt-focus>
Email: jaltpubs.tlt.jalt.focus@jalt.org.

JALT's DEI Committee

In this column, we introduce what the Diversity, Equity, Inclusion (DEI) Committee (<https://jalt.org/diversity-equity-inclusion-committee-dei/>) is, what we do, and why it is important for an effective and sustainable JALT.

The DEI Committee began as the Diversity and Equity Practices Committee in 2019 with the help of then President Richmond Stroupe, Thomas Amundrud, Wendy Gough, Michael Hollenback, Tanya McCandie, Joe Tomei, and others. It grew out of the need to create a more diverse, equitable, and inclusive JALT and broader English-language-teaching environment, including the important issues of childcare at conferences and the persistence of all-male, "native speaker" panels. Expanding beyond the scope of formal complaints submitted to the Code of Conduct Committee, JALT's DEI Committee collaborates with the Board of Directors (BoD) to promote, celebrate, and welcome diversity, equity, and inclusion in the organization, including (but not limited to) race, gender, language, national origin, sexual orientation, physical ability, class, age, teaching context, and other social locations. It strives to ensure that JALT and its members are welcomed and celebrated in all their diversities. It also aims to ensure the organization leads through a lens of equity, ensuring that all voices are heard,

especially those that have been marginalized by any form of systemic oppression.

To ensure JALT is a diverse, equitable, and inclusive organization, the DEI Committee works with the BoD through education, communication, outreach, and advocacy within and beyond JALT. To facilitate this, we have a committee of dedicated volunteer members from across Japan and beyond working on various projects. Our current team includes Yaya Yao and Shawna Carroll (Co-Chairs), May Kyaw Oo, Thomas Amundrud, Gretchen Clark, Gregory Glasgow, Risa Ikeda, Margaret Kim, Sachiko Nakagome, Jennie Roloff Rothman, and Terry Tuttle. Our team members embody diverse backgrounds and experiences and are members of various chapters and SIGs across JALT. As a team, we bring workshops and themed panels to the JALT International and PanSIG conferences. At those two events, we also hosted a table to share information about our DEI initiatives and highlighted DEI-related presentations at each conference.

Last year, we also launched our DEI Presenter Database Survey, where we encouraged JALT members to identify their expertise and diverse positionalities, creating a database of diverse presenters for program chairs to access in making their chapters and SIGs more diverse, equitable, and inclusive. We have also created DEI presenter guidelines (see the attachment below). Our team was also involved in ongoing initiatives, such as ensuring childcare is

available at all JALT-branded conferences, as equitable access to professional development opportunities is essential for the continued development of our organization and our field. The DEI Committee also advises the BoD on DEI-related issues on a case-by-case basis.

Diversity is the foundation of JALT, making us stronger and more sustainable as an organization.

JALT continues to be dedicated to encouraging DEI throughout the entire body. Our committee is proud to be part of this movement to ensure that all voices are a part of JALT, improving language education in Japan and beyond. If you are interested in joining us to keep making JALT a more diverse, equitable, and inclusive organization, please email Yaya and Shawna (the Co-Chairs) at dei@jalt.org.

DEI Presenter Guidelines

February 2024

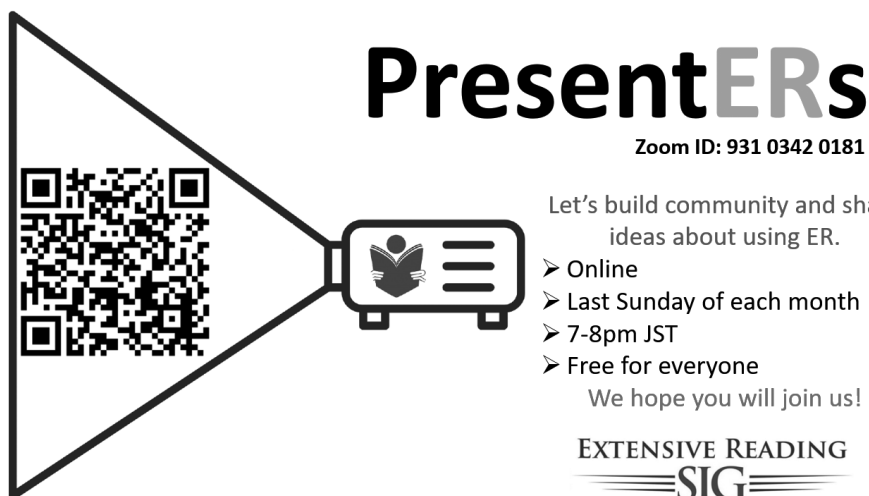
JALT is committed to improving diversity, equity, and inclusion within the organization. As such, these guidelines ensure that all members have equal access to all of the professional development opportunities JALT has to offer.

These guidelines stipulate all SIGs, chapters, and other groups within JALT make an active effort to adhere to principles of diversity, equity, and inclusion and strive for a balanced representation of presenters for events.

When choosing presenters for events, JALT supports and encourages the organizers to consider a balance of presenters incorporating members from underrepresented groups, including members:

- of different genders, gender identities or presentations, and sexual orientations;
- with diverse racial and ethnic backgrounds;
- from a variety of countries with diverse L1 representation;
- with L1s other than English;
- with diverse mental and physical abilities;
- and of different ages and at different career stages.

The list above is not meant to be exclusive or exhaustive, nor should speaker qualifications be made less of a priority when selecting presenters. However, the framework should be used by all groups within JALT to diversify the presenter roster for their events. If groups need support or advice in implementing this, they can contact the Director of Program. The Director of Program and the DEI Committee will support, in a non-judgmental and collaborative fashion, all JALT groups, no matter their size or limitations in terms of technology or geographic distance, to overcome any difficulties in meeting these guidelines. Presenter recommendations from everyone in JALT are welcomed.



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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

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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>



JALT2025 INTERNATIONAL CONFERENCE

 **National Olympics Youth Memorial Center, Tokyo**

 **Friday, October 31 – Sunday, November 2, 2025**

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- 3 plenary sessions and workshops, featured and invited speaker sessions and workshops
- Research and practice-oriented presentations and workshops
- Educational Materials Exhibit (EME)
- Special Interest Group (SIG) forums
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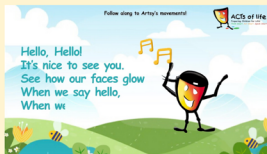
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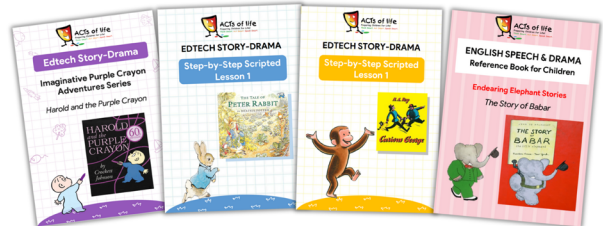
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