

The Language Teacher

1976–2026: 50 Years of TLT

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JALT2026: Beyond the Classroom—From Local Voice to Global Impact

November 20–22, 2026

WINC, Nagoya, JAPAN

JALT2026 Conference Preview

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JALT Publications Online

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

To explore our unrestricted archives:

<https://jalt-publications.org>



JALT2026: Beyond the Classroom— From Local Voice to Global Impact

November 20–22, 2026

WINC, Nagoya, JAPAN.

In this month's issue . . .

JALT2026 Conference Preview

As September arrives, we are looking forward to JALT2026, the 52nd Annual International Conference on Language Teaching and Learning, to be held at the WINC Aichi in Nagoya, November 20–22. Please visit the conference website for registration details and updates:

<https://events.jalt.org/e/jalt2026>

This year's theme, *Beyond the Classroom: From Local Voice to Global Impact*, asks us to consider how language education can extend past grammar, vocabulary, and tests to prepare students for real-world communication as global citizens.

In this special pre-conference issue of *The Language Teacher*, we highlight articles from our plenary and invited speakers. **Kazuyoshi Sato** reviews decades of research on how foreign language teachers learn to teach in context, showing how collaborative action research can help teachers challenge their beliefs and sustain professional development. **Loy Lising** argues for a shift from a monolingual to a multilingual mindset, not only among teachers but also at an institutional level, so that students are prepared not just for global citizenship but for full social participation. **Noriko Ishihara** shares important insights into microaggressions, showing how even outwardly well-intentioned compliments can carry implicit insults, and offers practical ways for teachers to raise awareness of these issues in the classroom.

Kip Cates, the Kevin Cleary Invited Speaker and a founder of JALT's Global Issues in Language Education (GILE) SIG, outlines six levels of engagement (classroom, campus, community, country, region, and world) through which teachers can connect students with the world beyond the classroom. **Willy Renandya**, this year's Balsamo Asian Scholar, observes that some of the most important teacher learning happens outside the classroom, and describes six areas where teachers can keep growing, from professional competence and reflective practice to AI fluency and grit.

Continued over



TLT Editors: Greg Dalziel & Alexandra Terashima
TLT Japanese Language Editor: Kazuma Hatano

This issue also includes a welcome from Conference Co-Chairs **Amy Braun** and **Yoko Takano**, as well as a congratulatory message, in Japanese and English, from Nagoya Mayor **Hirosawa Ichiro**, reflecting on the city's international role as host of this year's Asian Games and Asian Para Games.

We look forward to seeing everyone in Nagoya for what promises to be an engaging and inspiring event.

—Greg Dalziel, TLT Editor

9月が訪れるとともに、私たちは2026年11月20日から22日にかけて名古屋のウインクあいちで開催される第52回全国語学教育学会 (JALT2026) を楽しみにしています。登録の詳細や最新情報は、大会ウェブサイトをご覧ください:

<https://events.jalt.org/event/73/overview>

今年のテーマ「教室を越えて: 地域の声から世界への影響へ」は、生徒・学生が地球市民として現実社会のコミュニケーションに備えるために、いかにして言語教育が文法、語彙、テストの枠を超えて発展していけるか考えるよう私たちに問いかけています。

本特別大会事前号の *The Language Teacher* では、基調講演者および招待講演者から頂いた記事を取り上げています。Kazuyoshi Satoh は、外国語教師がどのようにして文

脈に沿って教えることを学ぶかについての数十年の研究をレビューし、協働的なアクションリサーチが教師自身の信念に見直しを促し、持続的な専門性の向上の手助けとなることを示しています。Loy Lising は、教師だけでなく組織レベルにおいても、単一言語志向から多言語志向への転換を提唱しています。その目的は、学生がグローバル市民としてだけでなく、社会に全面的に参加できるよう準備を整えることにあります。Noriko Ishihara は、一見善意に見える褒め言葉でさえも暗黙の侮辱を含んでいる可能性があることを示しながら、マイクロアグレッションに関する重要な洞察を議論し、教師が教室でこうした問題への意識を高めるための実践的な方法を提案しています。

Kevin Cleary 招待講演者であり、JALT の「言語教育におけるグローバル課題 (GILE)」SIG の創設者である Kip Cates は、教師が生徒・学生を教室の外の世界と結びつけることができる6つの関与レベル (教室、キャンパス、地域社会、国、地域、世界) について概説しています。今年の Balsamo Asian Scholar 受賞者である Willy Renandya は、教師の学びにおいて最も重要なもののいくつかは教室の外で起こることを指摘し、専門的能力や省察の実践から AI 習熟度とグリット (やり抜く力) に至るまで、教師が成長し続けられる6つの領域について解説しています。

また、本号には、大会共同議長である Amy Braun と Yoko Takano による歓迎の辞とともに、名古屋市の Hirosawa Ichiro 市長からいただいた祝辞 (日本語・英語) を掲載させていただきました。同市長はこの祝辞の中で、今年のアジア競技大会およびアジアパラ競技大会が開催される名古屋市の国際的な役割について述べられています。魅力的で刺激的な大会が開催されるこの機会に、皆様を名古屋でお迎えできることを楽しみにしております。

—TLT 編集長 Greg Dalziel

The Japan Association for Language Teaching (JALT)

A Nonprofit Organization

The Japan Association for Language Teaching (JALT) is a nonprofit professional organization dedicated to the improvement of language teaching and learning in Japan. It provides a forum for the exchange of new ideas and techniques and a means of keeping informed about developments in the rapidly changing field of second and foreign language education.

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JALT2026: Beyond the Classroom—From Local Voice to Global Impact

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2026 JALT Research Grants

Application Period is Open

Each year, JALT awards up to three grants for a maximum of ¥100,000 each for research on language teaching in Japan. The grants aim to support language teachers with no outside sources of funding and encourage JALT members to engage in classroom-based research. Recipients of the 2026 grants receive funding to conduct their research in the 2027 academic year.

The deadline for application is **October 18, 2026**.

Please access the JALT Research Grants website to learn about the grants in detail and download an application:

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

Getting Your Research Funded Through JALT



JALT2026 Conference Preview

Hello, *TLT* readers. JALT2026, JALT's 52nd Annual International Conference on Language Teaching and Learning and Educational Materials Exhibition, will take place 20–22 November at WINC Aichi in Nagoya City, Aichi Prefecture—a few minutes' walk from Nagoya Station and within easy reach by *shinkansen* from Tokyo, Osaka, and points beyond. The theme this year is *Beyond the Classroom: From Local Voice to Global Impact*. The three-day program includes plenary sessions, concurrent presentations and workshops, the *Educational Materials Exhibition*, spaces for our Special Interest Groups and sponsors, JALT Junior for the young learner community, and the *Michele Steele Best of JALT Awards Ceremony*. For registration details, the schedule, and the most up-to-date information, please visit:

<https://events.jalt.org/e/jalt2026>

Registration

You can register online, by postal payment (postal *furikae*; see the form at the back of this *TLT*), or onsite. We encourage you to take advantage of the lower early bird registration rates. **Note: Early Bird rates end 31 October 2026.**

Please note that presenters **MUST** register by 30 September 2026 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 issue. For the most recent registration fees and information, please check the JALT conference website:

<https://events.jalt.org/e/jalt2026>

Childcare at the Conference

Accessible onsite volunteer childcare will be available at WINC Aichi. The service will be provided by caregivers vetted and organized by JALT, who will do their best to provide a safe, secure, and enjoyable environment for children. For more information, please check the conference website.

Guardian Program

If you wish to bring a caregiver to the conference, JALT will provide that person with a complimentary conference pass so they can enter the facilities and move around as needed. Please email the JALT Central Office at jco@jalt.org with the person's name, the reason they need to attend, and any questions you may have.

Travel and Hotel Reservations

Once conference registration opens, please visit

<https://amarys-jtb.jp/jalt2026/>

to access accommodation booking information from JALT's travel partner, JTB Global Marketing and Travel Inc. (JTB). JTB has partnered with JALT to help conference attendees book accommodations.

The JALT Central Office cannot accept payment for hotel or travel reservations and is not responsible for payments made in error. Please make all reservations and payments directly through the appropriate booking provider. Please direct any questions to the JALT Central Office.

Hotel Information

Please see page 9 of this *TLT* for hotel information.

JALT2026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
- 名古屋市
- 国際交流基金
- 愛知県教育委員会
- 日本学術会議
- 名古屋市教育委員会

We received *koen meigi* for JALT2026 from the following organizations:

- Ministry of Education, Culture, Sports, Science and Technology - Japan
- The Japan Foundation
- Science Council of Japan
- City of Nagoya
- Aichi Prefectural Board of Education
- Nagoya City Board of Education



Message from the Conference Chairs

Amy Braun and Yoko Takano

Dear Conference Attendees,

We are delighted to welcome you to the 52nd Annual JALT International Conference on Language Teaching and Learning here in Nagoya, Japan. This year's conference theme, *Beyond the Classroom: From Local Voice to Global Impact*, reflects the importance of extending language learning beyond the classroom through authentic experiences, meaningful projects, and a clear sense of purpose. As language learning becomes increasingly accessible to a global community, both learners and educators are challenged to consider why we



learn languages and how we can use them to engage with today's interconnected world.

JALT has always been about bringing people together to learn from one another. We hope you take this opportunity to exchange ideas, ask questions, make new connections, and enjoy conversations with colleagues from around the world. May this conference inspire new collaborations and provide ideas you can take back to your own classroom and community.

Whether you are attending JALT for the first time or returning as a long-time member of our community, it is a pleasure to have you with us. We hope you enjoy your time in Nagoya.

—Amy Braun and Yoko Takano
Conference Co-Chairs, JALT2026

Message from the Mayor of Nagoya City

祝辞

名古屋市長 広沢 一郎



第52回全国語学教育学会年次国際大会が、国内外の多くの皆様のご参加のもと、ここ名古屋において盛大に開催されますことを心よりお祝い申し上げます。

名古屋市では、今秋に「第20回アジア競技大会」および「第5回アジアパラ競技大会」が開催され、多様性への理解と国際交流の重要性を改めて実感する大きな機会となります。

さらに、今後は「第60回アジア開発銀行年次総会」の開催も控えており、本市の国際的役割は一層高まっております。こうした中、語学教育の重要性はますます増しており、本大会は教育現場における知見や取組みの共有、さらには実践的な議論を深める大変意義深い機会であると認識しております。

本大会が人的ネットワークの一層の深化と国際理解の促進を通じて、地域社会のさらなる発展に寄与することを期待しております。

結びに、本大会のご成功と貴会のごさらなるご発展を心より祈念申し上げ、お祝いの言葉とさせていただきます。

Congratulatory Message

I would like to extend my warmest greetings to everyone taking part in the 52nd JALT Annual International Conference on Language Teaching and Learning in Nagoya.

This fall, the 20th Asian Games and the 5th Asian Para Games are going to be held in Nagoya. On such a great occasion, we are reminded of the importance of understanding diversity and international relationships.

Along with the 60th Annual Meeting of the Asian Development Bank, also being held in this region, our city's role in the international community is becoming even more prominent. The importance of language education is constantly increasing, and I understand this conference is a very meaningful opportunity to share classroom insights and practices, and to engage in practical discussions.

I am looking forward to this conference contributing to the further development of local communities through the expansion of networks and the promotion of international understanding.

In closing, I am wishing for a successful conference and for the further development of the Japan Association for Language Teaching.

—HIROSAWA Ichiro
Mayor, City of Nagoya



JALT2026 Registration Information

How to Register

<https://events.jalt.org/e/jalt2026>

You can register online, by postal payment (postal *furikae*) or onsite. We encourage you to take advantage of the lower preregistration rates by registering by 31 October 2026. Please note that presenters **MUST** register by 30 September 2026 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 1 November 2026, please contact the JALT Central Office at jco@jalt.org. If you register after 1 November, please wait 24 hours for processing, as we will be in final preparations for the onsite conference and will be very busy. We apologize for any inconvenience.
- *Preregistration* can be done online or by postal registration but not onsite.
- *Regular* registration can be done online or onsite, but not by postal registration.

Regular registration will be offered online or onsite 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 2026 preregistration deadline of 31 October, you qualify for the lower early-bird registration rates. If your JALT membership is valid through 22 November 2026, you are entitled to member rates even if you pay for your membership at the same time as registration.

2) Senior JALT Members 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 when you register, you must provide a copy of an ID showing your date of birth.
- If you are already a senior JALT member and your membership is valid through 22 November 2026, then you do not 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 when applying.
- If you are already a JALT student member and your membership is valid through 22 November 2026, then you do not 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/jalt2026> 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 emailed to JALT at jco@jalt.org for online or postal registration. If you wish to register onsite, please submit documents at the On-site Registration desk. Without correct documentation, you will need to pay the regular registration rate.

Important Notes

1. Preregistration

Deadline: 31 October 2026. Please note that presenters must register by 30 September 2026 to remain in the program. Postal payments **MUST** be postmarked by 31 October 2026. No applications postmarked or submitted online on or after 1 November 2026 will be processed at the preregistration rates. The postal payment system is not designed for regular registration payments. If a postal payment is received after the deadline, the sender will be charged an extra handling fee of ¥2,000 and be billed for the full regular registration rate.



2. Preregistration for Presenters

Presenters must pay their conference fees by 30 September 2026 (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 Acknowledgment 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 acknowledgment 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, 30 October 2026, 5:00 p.m.: cancellation charge 30% of the registration fee
- By Monday, 9 November 2026, 5:00 p.m.: cancellation charge 50% of the registration fee
- No refund will be given for any cancellation received after Monday, 9 November 2026.
- Late refund requests that arise due to exceptional circumstances must be made in writing to the JCO and will be dealt with at JALT's discretion. Please use the Cancellation Notice on the JALT website 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 an 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. The JCO will also contact you if your membership expires before 22 November 2026. 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 on request. 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 print-out of your online registration confirmation. You will need to be able to provide proof of payment to support any inquiry to the JCO regarding payment or refund.

8. Travel Reservations

The JCO will not accept payment for hotel or travel reservations, nor will it be responsible for payments made in error for these purposes. Please make reservations on your own initiative, or book through our agent, JTB Global Marketing and Travel Inc. (JTB). See page 3 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 wish to be photographed or recorded, please alert the photographer or videographer. The team will make reasonable efforts to respect such requests.



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JALT2026 Registration Fees

Registration fees for JALT2026 are as follows. Early-bird registration rates are available until 31 October 2026. Registrations from 1 November 2026 will be priced at the regular registration rate.

Important: Presenters need to complete payment by 30 September, 2026 to confirm final scheduling in the program and conference handbook.

Please check the JALT conference website for the most recent registration pricing and information!

<https://events.jalt.org/e/jalt2026>

Registering for	Early-bird Registration (until 31 October)		Regular Registration (from 1 November)	
	JALT Member	Nonmember	JALT Member	Nonmember
3 Days (20 Nov – 22 Nov)	¥23,000	¥40,000	¥32,000	¥46,000
1 Day (20 Nov, 21 Nov, or 22 Nov)	¥18,000	¥25,000	¥21,000	¥29,000
Senior 3 Days (20 Nov – 22 Nov)*	¥12,000	¥14,000	¥14,000	¥18,000
Senior 1 Day (20 Nov, 21 Nov, or 22 Nov)*	¥8,000	¥10,000	¥10,000	¥12,000
Student 3 Days (20 Nov – 22 Nov)*	¥12,000	¥14,000	¥14,000	¥18,000
Student 1 Day (20 Nov, 21 Nov, or 22 Nov)*	¥8,000	¥10,000	¥10,000	¥12,000
JALT Junior 2 Days (21 Nov – 22 Nov)**	¥12,000	¥14,000	¥14,000	¥18,000
JALT Junior 1 Day (21 Nov or 22 Nov)**	¥7,000	¥9,000	¥9,000	¥12,000
Global Professional***		¥14,000		

Notes

* If you will be 65 on or before 22 November 2026, 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 the list on the TESOL website.



On JALT2025—LanguageS: Learning, Teaching, Assessing— JALT 50 Years—Challenges and Perspectives

It is our pleasure to present the 2025 JALT Postconference Publication: *LanguageS: Learning, Teaching, Assessing—JALT 50 Years—Challenges and Perspectives*. The papers published in the PCP cover a range of topics, concerns, and experiences of the language teaching professionals who presented at the 2025 JALT International Conference in Tokyo.

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

JALT2026 Postconference Publication: Call for Submissions

All noncommercial presenters at JALT2026 are cordially invited to submit a paper based on their presentation for publication in the official 2026 Postconference Publication, *Beyond the Classroom—From Local Voice to Global Impact*. 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 7th edition and our PCP guidelines. Please view our guidelines for more information::

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

Submission Deadline: Sunday, January 10, 2027. Submissions can be made from Monday, November 23, 2026. All papers must be submitted by 23:59 Japan Standard Time, Sunday, January 10, 2027. Submissions after that date will not be considered.

Call for Volunteers

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



OLE SIG Forum on Language Learning Beyond the Classroom

Saturday, November 21, 2026

17:35 PM - 19:05 PM • Room: 1105

This forum showcases approaches connecting foreign language learning with authentic engagement beyond the classroom. Roque de Hishiyama (Spanish) and Wright (Thai) present music-based projects that foster interaction outside formal instructional settings. Ichimura (Japanese) introduces a written activity that strengthens connections between students' learning experiences and the local community. Nekerova (Ukrainian) examines the acquisition of grammatical aspect by Ukrainian learners of Japanese in a cross-linguistic context. The forum is followed by the OLE SIG AGM.

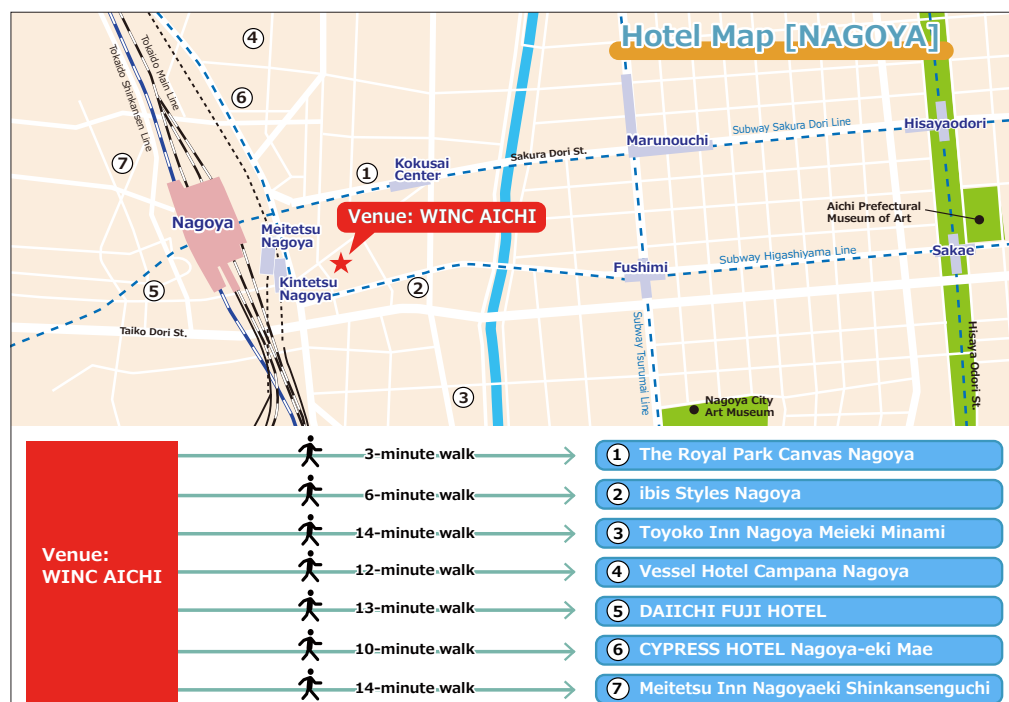


JALT2026 Hotel Information

Venue Access: 5-min walk from Nagoya Station

Accommodation fee per person (incl. service fee/tax)

No.	Hotel Name	Room Type	Smoking	Room Size	11/18 Wed	11/19 Thu	11/20 Fri	11/21 Sat	11/22 Sun	Breakfast Rate	Access to the Venue
1	The Royal Park Canvas Nagoya	Single	Non-smoking	15 m ²	¥16,500	¥16,500	¥16,500	¥23,650	¥23,650	¥2,750	3-min walk
2	ibis Styles Nagoya	Twin or Double (Single Use)	Non-smoking	18 m ²	¥14,300	¥14,300	¥18,700	¥25,300	¥25,300	¥2,500	6-min walk
		Twin or Double (Double Use)			¥7,700	¥7,700	¥9,900	¥13,200	¥13,200		
3	Toyoko Inn Nagoya Meieki Minami	Single	Non-smoking	12 m ²	¥9,800	¥9,800	¥9,800	¥13,600	¥13,600	Free breakfast	14-min walk
4	Vessel Hotel Campana Nagoya	Double (Single Use)	Non-smoking	15 m ²	¥14,350	¥14,350	¥16,850	¥19,350	¥14,350	¥1,700	12-min walk
		Twin (Double Use)		20 m ²	¥11,350	¥11,350	¥13,350	¥15,850	¥11,350		
5	Daiichi Fuji Hotel	Single	Non-smoking	11 m ²	¥13,100	¥13,100	¥13,100	¥13,100	¥13,100	¥1,300	13-min walk
6	Cypress Hotel Nagoya-eki Mae	Single	Non-smoking	12 m ²	¥12,830	¥12,830	¥12,830	¥15,030	¥15,030	¥1,760	10-min walk
7	Meitetsu Inn Nagoyaeki Shinkansen-guchi	Double	Non-smoking	16 m ²	¥16,100	¥17,600	¥17,600	¥29,100	¥23,100	¥600	14-min walk





Conference Preview: JALT2026 • NAGOYA • NOV 20–22, 2026 — Beyond the Classroom: From Local Voice to Global Impact —

JALT2026 ホテル情報

会場アクセス：名古屋駅から徒歩 5 分

					お一人様あたりの宿泊料金(サ・税込)						
No.	ホテル名	客室タイプ	禁・喫	広さ	11/18 水	11/19 木	11/20 金	11/21 土	11/22 日	別途 朝食 料金	会場への アクセス
1	ザ ロイヤルパーク キャンパス 名古屋	シングル	禁煙	15 m ²	¥16,500	¥16,500	¥16,500	¥23,650	¥23,650	¥2,750	徒歩 3 分
2	イビススタイルズ 名古屋	ツイン or ダブル (1 名利用)	禁煙	18 m ²	¥14,300	¥14,300	¥18,700	¥25,300	¥25,300	¥2,500	徒歩 6 分
		ツイン or ダブル (2 名利用)			¥7,700	¥7,700	¥9,900	¥13,200	¥13,200		
3	東横 INN 名古屋 名駅南	シングル	禁煙	12 m ²	¥9,800	¥9,800	¥9,800	¥13,600	¥13,600	無料 朝食付	徒歩 14 分
4	ベッセルホテル カンパーナ 名古屋	ダブル (1 名利用)	禁煙	15 m ²	¥14,350	¥14,350	¥16,850	¥19,350	¥14,350	¥1,700	徒歩 12 分
		ツイン (2 名利用)		20 m ²	¥11,350	¥11,350	¥13,350	¥15,850	¥11,350		
5	第一富士ホテル	シングル	禁煙	11 m ²	¥13,100	¥13,100	¥13,100	¥13,100	¥13,100	¥1,300	徒歩 13 分
6	サイプレスホテル 名古屋駅前	シングル	禁煙	12 m ²	¥12,830	¥12,830	¥12,830	¥15,030	¥15,030	¥1,760	徒歩 10 分
7	名鉄イン名古屋駅 新幹線口	ダブル	禁煙	16 m ²	¥16,100	¥17,600	¥17,600	¥29,100	¥23,100	¥600	徒歩 14 分





JALT2026 Plenary Speaker • Kazuyoshi Sato

Plenary Session

EFL Teacher Development Through Collaborative Action Research Projects

How teachers learn to teach in context has been the focus of general educational research for almost a century (e.g., Lortie, 1975; Rosenholtz, 1989; Waller, 1932), and eventually a focus for teaching English to speakers of other languages (TESOL), English as a second language (ESL), and foreign language communities (e.g., Freeman & Johnson, 1998; Kleinsasser, 1993; Sato & Kleinsasser, 2004). After reviewing the literature, I will introduce my study that examined how English as a foreign language (EFL) junior and senior high school teachers in Japan participated in collaborative action research and engaged in their professional development over four years. Little is known as to how EFL teachers challenge their beliefs and implement innovative practices based on communicative language teaching (CLT) through teacher learning processes. Using a mixed-methods design, the study identified three developmental stages regardless of years of teaching experience: (1) challenging teacher beliefs through TESOL classes and modeling teachers who have done similar action research through trial-and-error teaching as they practice communicative activities; (2) making sense of teaching through adapting and modifying theories of CLT; and (3) building confidence in teaching by actually seeing students change. These stages overlap and are not mutually exclusive, depending on the teacher and the teaching context. The study reveals teachers' dynamic learning processes and professional development.

Plenary Workshop

In 2020, English became a formal subject for fifth and sixth graders in Japan; however, there has been little discussion about how to prepare English teachers. In fact, Curtin and Dahlberg (2004) noted that a lack of skillful teachers has been a serious issue in teaching foreign languages to elementary school students all over the world. Moreover, there is little documentation about how preservice teachers continue to learn to teach as novice teachers in their workplaces (Farrell, 2012). This longitudinal study keeps track of five novice elementary school teachers who received a two-year preservice teacher preparation program based on task-based language teaching (TBLT) and reveals how they try, or not, to "apply the teaching methods they were trained to use" (Farrell, 2012, p. 447) in their school contexts.

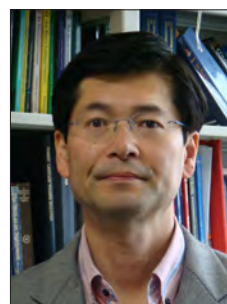
By analyzing interview and classroom observation data for three years, this longitudinal research attempts to document how school contexts influence EFL novice teacher development in their workplaces. This study highlights the three main shaping forces of professional development including "prior influences, initial teacher training, and school contexts" (Clanin et al., 2013, p. 255).

This study is expected to shed light on the dynamics of teacher development by bridging the gap between preservice and teacher development. In fact, Farrell (2012) affirms that "It is important to ask how second language teacher (SLT) education programs could bridge this gap more effectively and thus better prepare novice teachers for the challenges they may face in the first years [sic] teaching" (p. 438).

How Foreign Language Teachers Learn to Teach in Context

Kazuyoshi Sato

How teachers learn to teach in context has been the focus of general educational research for almost a century (e.g., Lortie, 1975; Rosenholtz, 1989; Waller, 1932), and eventually a focus for teaching English to speakers of other languages (TESOL), English as a second language (ESL), and foreign language communities (e.g., Freeman & Johnson, 1998; Kleinsasser, 1993; Sato & Kleinsasser, 2004). Little is known as to how foreign language teachers challenge their beliefs and implement innovative practices based on communicative language teaching (CLT) through teacher learning processes. This article reviews the literature on professional teacher development and identifies research issues.



Foreign Language Teacher Learning in the United States

Kleinsasser (1993) applied Rosenholtz's (1989) model to high school foreign language teachers in U.S. contexts. Data were collected from 37 teachers in 11 schools through interviews, observations, and surveys. The results indicated two distinctive technical cultures. One was a routine/uncertain technical culture (i.e., learning-impooverished), where teachers were uncertain about their teaching and whether or not some of their students could learn, but were engaged in day-to-day routine instructional activities. Furthermore, these teachers reported a lack of communication about teaching issues among their colleagues. The other was a nonroutine/certain technical culture (i.e., learning-enriched), where teachers were confident about their teaching, and their daily instructional practices were less predictable. In addition, these teachers incorporated more communicative activities along with traditional grammar-focused exercises, where-



as those in routine/uncertain technical cultures relied relatively exclusively on established traditional approaches (i.e., grammar-focused, and skill-based drills). Kleinsasser's data revealed a strong relationship between school context and teacher performance at the department and high school level, lending strong empirical evidence to Rosenholtz's model and ideas.

Foreign Language Teacher Learning in Australia

Sato and Kleinsasser (1999) researched 10 teachers of Japanese in Australia concerning their beliefs and practices about CLT using interviews, observations, and surveys. They found that teachers did not understand CLT well, even though they participated in either preservice or in-service programs about CLT. In short, teachers had fragmented knowledge of CLT, and their beliefs about language teaching and learning were based on their L2 learning and teaching experiences without relying too much on formal knowledge. Furthermore, observations revealed that there were few communicative classes, and grammatical points were explained deductively without any contextual clues, followed by mechanical drills.

EFL Teacher Learning in Japan

Sato and Kleinsasser (2004) conducted a yearlong study in a Japanese high school with 19 senior high school English teachers regarding how they learned to teach and understand CLT. The triangulated data from these teachers' context, practices, and interactions revealed at least three rules in this particular teaching culture: (1) managing students and managing various work took precedence over teaching; (2) communication and collaboration centered on keeping pace with others and getting through the day, rather than solving teaching issues; and (3) it was particularly important to teach the same way for the common test and to maintain classroom management. The majority of English teachers reinforced traditional practices (e.g., grammar explanation and translation), ignoring national guidelines. Although a few teachers tried out innovative ideas, those teaching experiences were rarely reported or shared; innovation remained marginalized in this high school community.

Research Issues

These three previous studies found that foreign language teachers had difficulty changing their

beliefs and practices. In essence, beliefs are difficult to change and tend to self-perpetuate; they must be clarified, challenged, and even criticized against new beliefs to make existing beliefs malleable (Fives & Gill, 2015; Pajares, 1992). Otherwise, teachers may continue to teach in the same way (e.g., Hargreaves, 2013). Furthermore, Savignon (2013) noted that some scholars who observed difficulties implementing CLT in non-Western countries criticized CLT by saying that "CLT is best suited for those Western contexts in which it originated" (p. 139). However, Savignon countered that "teachers in both Australia and Japan faced similar difficulties with the most notable being that of changing teachers' beliefs. And individual teacher beliefs and practices were strongly influenced or reinforced by the school culture" (p. 139; see also Sato & Kleinsasser, 1999, 2004).

Yet, as evidenced by Kleinsasser's (1993) study, there are foreign language teachers who incorporate communicative activities and communicate with other teachers about teaching practices, at least in learning-enriched schools. Therefore, how can we create a learning community that provides teachers with continuous opportunities to learn? Collaborative action research offers one answer, with studies by Sato and Takahashi (2008) and Sato and Hirano (2014) demonstrating that teacher collaboration led to better student outcomes. Indeed, Smylie (1995) claimed that "[we] will fail ... to improve schools for children until we acknowledge the importance of schools not only as places for teachers to work but also as places for teachers to learn" (p. 92). As there is no longitudinal research on EFL teacher professional development, this question led to Sato et al. (2022), which will be highlighted in my plenary talk in November.

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Kazuyoshi Sato is a professor emeritus at Nagoya University of Foreign Studies. He holds an MA and a PhD in Applied Linguistics from the University of Queensland, Australia. He established an MA TESOL program for in-service teachers in 2006 and has been promoting action research. He has published several papers on communicative language teaching and teacher development in journals including *The Modern Language Journal*, *Teaching and Teacher Education*, and *Language Teaching Research*.

JALT2026 Plenary Speaker • Loy Lising

Plenary Session

The Multilingual Mindset in Language Teaching

The concept *monolingual mindset* is a way of thinking that privileges the possession and use of a singular linguistic code and considers multilingualism problematic. This concept has long influenced language learning and teaching. It has done so by the way the teaching of language, especially English, has been framed towards achieving an ideal monolingual speaker. Although the multilingual turn in language teaching has been influential in questioning and reframing the monolingual mindset in language teaching and learning, there needs to be a more consistent framework to guide how we move forward and consider language teaching and learning that empowers students beyond the classroom. To achieve this, in this talk, I argue for a shift towards a multilingual mindset, a way of thinking about language learning, language teaching, and language use expectant of variations in our learners' language

repertoire, language use, and language features. I further argue that the multilingual mindset can extend to *multilingual habitus*, an institutional stance that views linguistic diversity favourably and reflects this at the levels of principles, policies, and practices in (English) language learning and teaching. Such an approach highlights the benefits multilingualism engenders, especially, for example, in intercultural communication, and how it facilitates a more inclusive society.

Plenary Workshop

Adopting the Multilingual Mindset in Language Teaching

In this workshop, participants will have an opportunity to query and discuss further the multilingual mindset and multilingual habitus presented in the plenary. In addition, participants will then have an opportunity to work in small groups to identify



how the concepts can be implemented in principles, policies, and practices in their respective educational institutions.

Multilingual Mindset for Social Participation

Loy Lising

This year's JALT conference theme, in consonance with the previous years' themes, invites us to consider our language teaching profession as a call to prepare our students for engagement beyond the classroom—with global impact. What does this mean for us? I offer in this piece three ways we can meaningfully respond to this call: a shift in our mindset, a shift in our policies, and a shift in our practices.



Before I do, let me foreground this piece with four linguistic realities necessary to contextualise our profession. First, most of the population in the world is bi/multilingual (Maher, 2017). This multilingual reality is engendered by the linguistic diversity present in many societies in the world. Beyond these societies, multilingualism has been facilitated by many factors, such as globalisation and international education (Lising, 2026), which have infused and enriched otherwise monolingual-dominant societies with ethnolinguistic diversity. Preparing our students to understand and appreciate this reality is an important first step in our language teaching.

Second, because of the high rate of migration in the world (de Haas et al., 2020), the contexts for our students beyond the classroom will be highly diverse and complex. Sociolinguistics research has shown us that internal variations in language exist due to various social factors such as gender, age, socioeconomic stratification, and education, among others. This variation is further intensified when one considers the diverse ethnolinguistic backgrounds of people whom our students will interact with, especially in the workplace. Embedded within all of this is the need for our students to be skilled in intercultural communication to successfully navigate contemporary societies.

Third, for those of us who teach adult language learning, we understand that language learning

is not only an individual and cognitive challenge but is also a struggle for social and institutional recognition (Piller et al., 2024). Our approach to language teaching, therefore, needs to encompass this challenge.

Fourth, the *multilingual turn* in second language learning and teaching (May, 2014) shifted the lens in our profession from the monolingual approach that used to dominate. The monolingual approach privileges the possession and use of a singular linguistic code and considers problematic both variation at a micro level and multilingualism at a macro level. This approach has long influenced language learning and teaching. It has done so by the way the teaching of language, especially English, has been framed towards achieving an ideal monolingual speaker.

Although the multilingual turn in language teaching has been influential in questioning and reframing this monolingual approach to language teaching and learning, there remains a need for a consistent framework that guides how we move forward and consider a language teaching and learning approach that empowers students beyond the classroom. To do so, it is crucial that we constantly reflect on our language teaching and reevaluate our principles, our policies, and our practices.

What principles govern the way we conduct our language teaching profession? Here, I offer the *multilingual mindset* (Lising, 2026) as an alternative conceptual framework to guide how we do language learning and teaching. The multilingual mindset is “a way of thinking about languages that is mindful and expectant of variation in language proficiency, variation in language repertoire, and variation in language practices. And these have implications in terms of language attitudes, language practices, and language policies across various domains” (Lising, 2026, p. 46). To adopt this conceptual framework in our language teaching means that we fundamentally shift the way we think about language learners and their language learning, in ways that align with the global linguistic realities. In doing so, we make ourselves mindful of ensuring that our own students are also learning language that reflects today's reality. The adoption of this conceptual framework requires a shift in our policies.

What are the current language teaching policies in place in our respective institutions? How does our institution view linguistic diversity? Do our policies recognise the diversity in our students' trajectories and, more importantly, the pathways they can take? Relative to language teaching and



learning, policies are often the practical articulation of the beliefs institutions have regarding linguistic diversity. In other words, they reflect the institution's value systems. How are the policies translated into practices?

What are the language practices in our respective institutions that shape our teaching and our students' learning, so that our students are trained not only to become global citizens but also to achieve full social participation? In other words, are our students trained to be intercultural mediators? To become intercultural mediators, our students need to first recognise and value (ethnolinguistic) diversity. In doing so, they need to be experts of their own language(s) and recognise that others can operate in multiple languages in their repertoire. Making linguistic diversity the norm also means recognising the language ideologies that render languages unequal due to the economic (de)valuing of linguistic codes relative to the benefits they can engender for their speakers.

As we prepare for JALT2026, I hope that what I offer in this piece—a shift in our mindset, a shift in our policies, and a shift in our practices—invites reflection and genuine consideration as we strive to equip our students for full social participation beyond the classroom. I hope to be able to engage with you on these come November.

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Loy Lising is Senior Lecturer in the Department of Linguistics, a Graduate Research Supervision Fellow at Macquarie University, and a Senior Fellow with AdvanceHE. As an applied sociolinguist, Loy's research interest is centred on multilingualism and social participation. She investigates this intersection with a focus on two strands: language features (micro sociolinguistics) and language use (macro sociolinguistics) of multilinguals in both diasporic and homeland contexts, particularly in the domains of family, education, health, and law.

JALT2026 Plenary Speaker • Noriko Ishihara

Plenary Session

Noticing and Disrupting Microaggressions: Toward Linguistic Justice

This talk will discuss microaggressions through a sociopragmatics lens and explore how everyday language choices in today's globalized world can nurture or jeopardize our dignity, inclusion, identity, belonging, and well-being. Microaggressions are subtle messages hidden in brief, seemingly harmless comments or actions. Even when a speaker is well-intentioned, a bias or stereotype may inadvertently surface to insult or invalidate the listener, especially in intercultural communication. Worse, microaggressions can accumulate over time and take a toll on the mental well-being of the marginalized target (Sue & Spanierman, 2020).

The session will introduce relevant research in psychology and connect it to learner realities, focusing on children, adolescents, and adult learners of particular race/ethnicity, gender, sexual orientation, (dis)ability, religion, and language status. In educational settings, mixed-heritage children and adolescents, returnees, and international students, for example, may experience microaggressions or even bullying in person and through social media (Piller, 2016; Tsai, Straka, & Kimura, 2024). Teachers may find themselves in need of responding in the moment when something harmful is said, yet they can also unintentionally contribute to microaggressions themselves through pronoun use, terms of address, other pragmatic choices, accentism, or cultural assumptions (Ishihara & Glasgow, in press). By focusing on sociopragmatic awareness of microaggressions and the role of power, I invite teachers and teacher educators to reflect on the ethical and social dimensions of language and intercultural communication education. I will also share practical resources to begin addressing these issues in age-appropriate and context-sensitive ways in the classroom.

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Plenary Workshop

Combatting Microaggressions in the Classroom

Noriko Ishihara and Aurora Tsai

Language education does not stop at grammar, vocabulary, or pronunciation. It also involves teaching how to navigate the social meaning of language and behavior in the real world. Our everyday remarks, jokes, and assumptions may seem brief and subtle on the surface but can communicate our values and beliefs about who belongs, and whose identities and cultural and linguistic upbringing do not belong. This workshop will look at microaggressions through the lens of sociopragmatics and ask what language teachers need to notice, ques-



tion, and respond to in today's global climate. Drawing on research and documented experiences (e.g., Dovchin, 2020; Glasgow & Kim, 2025; Sue & Spanierman, 2020; Tsai, Straka, & Gaither, 2024), the workshop will examine cases related to younger learners, including mixed-heritage identity, returnee experiences, accentism, bullying, and social media behavior, while also addressing issues that resonate with university instructors and teacher educators. The goal is not simply to raise our awareness of microaggressions but also to explore, using current resources in this area (e.g., Souza, 2020; Sue et al., 2019), how to respond to harmful comments, behaviors, or environments when we encounter them as observers, targets, or initiators.

Enhancing Inclusion in Language and Intercultural Communication Education

Noriko Ishihara

When I tell people of all ages and trades in Japan, the U.S., and elsewhere that I have begun to research microaggressions, I receive a variety of responses. Some have no idea what microaggressions are, some think it is highly important and valuable to study them, others have no opinion, and some sound doubtful: “Well, that sounds interesting, but maybe people are too sensitive these days.” “Many more don'ts, and we won't be able to say anything.”



These various reactions make me wonder whether we share a reasonable understanding of microaggressions. Even if we speak the same language, the scope of our division is so vast today that we may have reached a point where we do not readily access others' perspectives, emotions, or vulnerabilities as we live in different (sub)cultures performing different identities. Given the prevalence of social media and the profound changes they have brought into our lives, cases of misunderstanding, conflict, aggression, impoliteness, even bullying or harassment have become increasingly common (Parvaresh, 2019). On a positive note, although the division may be severe, discussing microaggressions opens up an opportunity to address diversity and inclusion and can assist in bridging the gap.

The term *microaggression* was coined by psychiatrist Chester Pierce in the 1970s to address the

racial slights experienced by African Americans in the U.S. Derald Sue, a Chinese American professor of psychology and education, and his colleagues developed the research further. In a seminal article, they defined *racial microaggressions* as “brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group” (Sue et al., 2007, p. 273). Today, most work in the area goes beyond race and ethnicity to include subtle acts of exclusion targeted at marginalized individuals or communities of particular gender, sexual orientation, age, disability, language status, national, cultural, or religious affiliation, and so forth (e.g., Cho & Corkett, 2023; Glasgow, 2024). Because of their apparent subtlety, microaggressions have been called *everyday racism* (Williams et al., 2021) and compared to “a thousand paper cuts” (Sue, 2021). Although one “paper cut” or one instance of an insult may not be fatal, the accumulation of small derogations can make the pain unbearable and long-lasting.

Lately, microaggressions have been discussed in academic and community forums in Japan. In a symposium organized by Sophia University and International Christian University, Williams (2025) discussed how patients seeking help through psychological therapy could become targets of microaggressions expressed by counselors who may innocently display their biases. Similar risks exist in education, where, for example, well-intentioned teachers may give compliments such as “Wow, you are so good in school,” or “You were so articulate in the way you said it!” Depending on the context, some people may detect an implicit insult: “You are so good for an Ainu,” “It's surprising that a girl is so good at science,” or “Black people are not expected to be so articulate.” Schools and universities in Japan continue to globalize, but what if teachers, as well as students, remain unaware of how to embrace ever-growing diversity in the student population? Some of the students may be international students, but others can be mixed-heritage children, those from gender minorities, those with developmental or learning disabilities, older non-traditional students, or any combination of these and beyond.

Although microaggressions may appear benign, they can accumulate and hurt, especially if they derive from someone close or respected. Microaggressions can not only normalize discriminatory discourse and reinforce unequal power structures, but they may also cause anxiety, serious depression,



post-traumatic stress disorder (PTSD), and adverse physical conditions (Williams et al., 2021). In educational settings, microaggressions can develop into bullying, isolation, increased substance use, self-harm, even suicide (Shimoji & Ichikawa, 2024). For example, *kikokushijo*, or returnee students who have lived and learned “authentic” English outside Japan, can be viewed as unsocialized into the Japanese school culture or lacking an authentic Japanese identity and thus may become the target of microaggressions, bullying, or ostracization (Ford, 2009; Kanno, 2003). Similarly, students from Okinawa may feel alienated due to their ethnicity or the lack of sociopolitical awareness on the part of the mainland majority (Kinjo, 2025). While mixed-heritage children may be romanticized, exoticized, or objectified due to their appearance (Fujimi, n.d.), mixed-race athletes can be maligned on social media based on their race, distinct physical traits, or perceived nationality.

Yet there are promising signs that awareness-raising interventions in educational settings can inform students and teachers alike about the vulnerability of marginalized peers, promote self-reflection on the potential linguistic violence they may engage in, overhear, or receive themselves, and identify and practice possible ways to resist microaggressions when they encounter them (Glasgow & Ishihara, 2025; Ishihara, 2026; Sato, 2026). Depending on the context, anyone can become a perpetrator, observer, or target of microaggressions. Without intervention, we may inadvertently reproduce the oppression we receive and pass it on to others in a vicious cycle (Freire, 1970). In our rapidly-globalizing world, incorporating a unit on microaggressions into our curriculum can be a step forward in seeking more equitable human relationships and enhanced linguistic justice in language education.

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JALT2026 Balsamo Asian Scholar • Willy A. Renandya

Balsamo Asian Scholar Speaker Talk

Teacher Learning Within and Beyond the Classroom Walls

Great teaching is an ongoing journey of continuous learning that takes place in the classroom, and perhaps more importantly, extends far beyond its walls. In this presentation, I explore how language teachers can actively grow and adapt by focusing on six essential areas of professional development: developing professional competence, becoming AI-fluent in a rapidly changing digital world, engaging in reflective practice, embracing student-centredness, committing to lifelong learning, and staying gritty when facing daily challenges. Drawing on current research and my own decades of hands-on teaching experience across diverse Asian contexts, I share practical, real-world insights. Through this discussion, I hope to support fellow language teachers in navigating these areas, helping them keep learning, adapting, and improving their craft every single day.

Balsamo Asian Scholar Workshop

Fast-Tracking L2 Proficiency via Extramural Learning

This hands-on workshop explores how language learning happens both inside and outside the classroom, and why out-of-class (extramural) learning often yields the biggest benefits. While traditional teaching often focuses too heavily on formal grammar, fast-tracking proficiency requires shifting our focus toward building fluency and vocabulary through a healthy balance of input- and output-based learning activities. Throughout the session, I will offer practical ways to leverage extramural learning for faster and more enjoyable results. Through interactive activities, participants will share and develop concrete strategies that help their students immerse themselves in rich and meaningful language and move toward spontaneous communication. Participants will leave this session with a toolkit of practical ideas and activities ready to use in their own teaching context to boost their students' language confidence and learning autonomy.



The Lifelong Teacher: Six Areas of Professional Growth

Willy A. Renandya

Ask any experienced teacher and the answer is almost always the same: the day a teacher stops learning is the day they stop teaching well. Good teaching has never been a fixed skill you acquire once and then carry through a career unchanged. It is a living practice, one that requires constant attention, honest self-reflection, and a genuine willingness to grow. Yet much of the conversation around teacher development still focuses on what happens inside the classroom, when in reality, some of the most important learning happens well outside it.



Drawing on decades of hands-on teaching experience across diverse Asian contexts, alongside current research in language education, this paper explores six core areas that language teachers need to actively invest in if they want to keep improving themselves. Together, these six areas paint a picture of what it really means to be a professional in language education today.

Building and Sustaining Professional Competence

The first area is professional competence. A competent language teacher understands how people learn, how to design purposeful lessons, how to give meaningful feedback, and how to adjust when things are not working. Competence is not a destination; it is something you grow and develop over time.

This matters especially in language teaching, where research into how people acquire languages continues to evolve. What was considered best practice ten or fifteen years ago may have since been revised or even contradicted by newer research evidence. Teachers who stay curious and keep up with developments in their field are better placed to make informed decisions in the classroom.

Becoming AI-Fluent

The second area is one that feels particularly urgent right now: becoming fluent in the use of artificial intelligence tools. AI has moved from being a peripheral curiosity to something that is reshaping how students learn, how teachers prepare lessons, and how educational institutions function. For language teachers specifically, the implications are significant. As we all know, AI writing assistants, language tutoring apps, and automated feedback tools are already in the hands of students. We need to be AI-fluent if we want to guide our students in the learning process.

AI fluency here does not mean becoming an AI expert. It means understanding enough about how these tools work to use them thoughtfully, guide students in using them well, and think critically about what they can and cannot do. Teachers who engage with AI literacy are better equipped to prepare students for a world where these tools are part of daily life.

Reflective Practice

The third area is reflective practice. It is arguably the most foundational habit a teacher can and should develop. Reflection is the process of looking carefully at your own teaching: what worked, what fell flat, why students responded the way they did, and what you might do differently next time.

This is not simply about being self-critical. Effective reflection is structured and purposeful. It can involve keeping a teaching journal, discussing lessons with a colleague, or systematically reviewing student feedback. What it requires above all is honesty: the ability to look at our practice without defensiveness and ask hard questions. Teachers who reflect regularly tend to improve more steadily than those who rely on intuition or habit alone.

Embracing Student-Centredness

The fourth area is student-centredness, which has been a central idea in language education for some time. And yet it is one that can easily remain a principle on paper rather than a reality in the classroom. Real student-centred teaching means designing learning experiences around what students need, not what is easiest to deliver.

In practice, this often means giving students more agency over their learning, making space for their voices and experiences, and responding to their individual differences rather than treating a class as



a homogeneous group. It also means being willing to step back from the front of the room and trust students to take an active role in their own development, helping them take charge of their own learning.

Committing to Lifelong Learning

The fifth area, lifelong learning, is closely related to the others. It is the commitment to keep growing as a professional across the entire career. It should not happen just during the early years when everything is new, but through mid-career and beyond, when it is easy to settle into routine.

Lifelong learning can take many forms: attending conferences, reading research, conducting action research, joining professional networks, trying new approaches in the classroom, or pursuing further study. What unites these activities is an attitude of openness: a belief that there is always more to learn, that learning never stops, and that it is worth the effort.

Staying Gritty

The sixth and perhaps most under-appreciated area is grit. Grit is the capacity to keep going when things are hard. Teaching is demanding work. Classrooms are unpredictable. Students come with a wide range of needs, motivations, and challenges. Administrative pressures pile up. Lessons don't always go as planned. Days are exhausting.

Grit is what allows teachers to stay committed through the difficult periods of their career without burning out or giving up on their own development.

It does not mean ignoring difficulties or pushing through without support. It means having a strong enough sense of purpose to return to the work the next day with care and intention, even when the previous day was hard and stressful.

Conclusion

What connects all six of these areas is a single underlying idea: great teaching requires ongoing investment in yourself as a professional. It does not happen automatically with experience, nor is it something that can be reduced to a checklist or a one-day training session.

This framework is a useful reminder that teacher development is both personal and professional, one that is shaped by individual habits of mind as much as by formal opportunities. For language teachers working across the diverse and rapidly changing contexts of Asia and beyond, that kind of sustained, self-directed growth is not optional. It is what keeps the teaching and the profession alive.

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JALT2026 Kevin Cleary Invited Speaker • Kip A. Cates

Kevin Cleary Invited Speaker Talk Think Globally, Teach Locally: Ideas From Rural Japan

This talk will summarize lessons learned from the presenter's four decades of experience working with global education, an exciting pedagogical field that encourages language teachers to bring the world into the classroom and take students out into the wider world. Global education arose in the 1980s with the work of scholars such as Pike and Selby (1988). Pioneering work on global education and language teaching began in Japan with the publication of *TLT* special issues on global issues (Cates & Mark, 1990) and global education (Cates, 1993).

The session will start with a brief overview of the presenter's background, his rationale for taking a global education approach to language teaching, and his experiments creating language classes designed to prepare students for global citizenship in a multicultural world.

It will then describe initiatives the presenter has taken to engage students with the world beyond the classroom. These include overseas pen-pal programs, community research tasks, field trips to national NGO festivals, and overseas programs to Korea and Mexico. Most notable is the annual one-week Asian Youth Forum for EFL college students, designed to promote global awareness, international understanding, cross-cultural communication, and leadership skills.

The session will conclude by emphasizing the message of scholars, such as Bentley (1998) and Jacobs and Crookes (2022), that one key aspect of our mission as educators is to provide students with opportunities to use their language skills through real-world experiences in the local community and the wider world.



Kevin Cleary Invited Speaker Workshop — Exploring Global Identities in a Multicultural World

According to the current Course of Study of the Japanese Ministry of Education, the goals of foreign language teaching include developing students' practical communication abilities, deepening their understanding of language and culture, and fostering a positive attitude toward cross-cultural communication (MEXT, n.d.). This latter goal of promoting positive attitudes toward communicating with people from different cultures can be hindered by student mindsets linked to ethnocentrism.

Early scholars, such as Cadd (1994) and Hinenoya (1997), have described the negative impacts that ethnocentric mindsets have on foreign language learning and on productive engagement with cultural others. More recent scholars, such as Cater (2020) and Walpole (2026), have discussed how Japan-centric thinking inhibits healthy interactions with people from other countries, whereas Bybee (2024) has explored ways to reduce student ethnocentrism through promoting students' critical thinking.

This session will introduce a set of classroom-tested activities designed to break down "us/them" mindsets and encourage students to rethink their identities in a multicultural, interconnected world. The first activity has students explore the variety of connections they have with people overseas. The second has students calculate what percentage of their identity is linked to foreign countries and cultures. The third activity engages students in ranking the importance of different aspects of their identity from local to global.

Participants will come away with a better understanding of how to design classroom activities that broaden student perspectives, explore multicultural connections, and encourage students to redefine how they see themselves as citizens living in a global age.

Kevin Cleary Invited Speaker Kip A. Cates

The theme of JALT2026 is *Beyond the Classroom: From Local Voice to Global Impact*. For me, this theme is especially relevant because it directly reflects the aims of JALT's Global Issues in Language Education Special Interest Group (GILE SIG). When my colleagues and I founded this GILE SIG back in 1991, it became the world's first professional language teaching group to address the field of global education.

Therefore, how can we engage our students with the world beyond the classroom? How can we empower them to find their voices and make a



global impact? In this article, I will outline six levels where language teachers can invest their energies to promote these aims. Let's start with the four Cs!

Classroom

The first C is the *classroom*, our home base. This is our launchpad for preparing students to become responsible global citizens in a multicultural world. How can we do this? We can do this by designing content-based lessons on global themes, by addressing UN Sustainable Development Goals (SDGs); by having students discuss current events, and by experimenting with activities from fields, such as global education, peace education, and environmental education. Classroom teaching should aim to provide students with knowledge (about the world's peoples, cultures, and issues), skills (critical thinking, problem solving, conflict resolution), attitudes (curiosity, empathy, respect for diversity), and action (encouraging students to "think globally and act locally"). Ideas can be found in resources such as Sampedro and Hillyard (2004).

Campus

The second C stands for *campus*. This means engaging students with activities on your college campus or school grounds. This can take several forms. One is assignments that require learners to interview foreign students, to talk to professors researching social issues, or to visit the international center to learn about overseas programs. Another is extracurricular activities that promote language learning and global awareness. These can include speech contests on environmental themes, a sister-city booth at the school festival, or talks by returned Peace Corps volunteers. More ambitious projects include starting a global issues study group, setting up a human rights club, launching a campus Global Awareness Week, or organizing school charity campaigns to raise money for war victims.

Community

The third C is for *community*—involving students with the outside world through community engagement. Educators such as Bentley (1998) and Jacobs and Crookes (2022) emphasize the value of giving students opportunities to grow through real-world experiences in the local community. These can include language learning excursions to local museums, NGO offices, or recycling centers. Another option is service learning. This aims to have students



acquire knowledge, skills, and experience through tackling real-life problems in the local community. Service-learning projects can range from litter pickups to helping at homeless shelters, hospitals, or refugee centers. Kaye (2010) is a key guide to this field, and Radoman et al. (2024) provide an example of service learning through EFL.

Country

The fourth C stands for *country*. This involves seeking out destinations around the nation that provide students with opportunities that promote language learning and global awareness. In Japan, some schools arrange peace education trips to Hiroshima and Nagasaki. These often include a language learning component that allows students to practice English while learning about war and peace. Other options can include visits to a major mosque (Kobe), an Ainu museum (Hokkaido), the United Nations University (Tokyo), or a world peace museum (Kyoto). Excursions can also include ethnic festivals (Brazil, India, Oktoberfest, etc.) or national events, such as Earth Day Tokyo and Global Festa, Japan's largest gathering of global-issue NGOs. Vascellaro (2011) provides more ideas.

Region

The fifth level is world *region*. For language teachers in Japan, this means engaging students with neighboring countries in Asia. This can be done through school trips, video links, or online exchanges. My first attempt at promoting inter-Asian understanding was a 1991 English pen-pal program between Japan and Korea (Cates, 2016). This resulted in a rich series of exchanges that improved student writing skills while fostering friendship between Korean and Japanese youth. In 1999, I joined EFL colleagues in Japan, Korea, Thailand, and Taiwan to set up an annual Asian Youth Forum. This brought together students from across the region for an exciting week of activities designed to promote international understanding and leadership skills (Cates, 2017). There is an urgent need to work for better relations between Japan and its Asian neighbors, a task that language teachers can help to address.

World

The final level is to “go global” by engaging students with the wider world. This can be done in a few ways. One is by connecting students via online projects and exchanges with their peers around the

globe. Hagley (2020) describes one example. Another way is by taking students abroad for study tours, international events, or volunteer projects. Smith (2002), for example, described how his Japanese students flew to Southeast Asia to teach disadvantaged children and build houses with Habitat for Humanity. Lynch (2006) reported on student eco-tours he arranged to Australia and Indonesia, and Zenuk-Nishide et al. (2019) explained what Japanese students learned from a Model United Nations in New York.

Taking part in overseas programs can be a life-changing experience. Unfortunately, taking students abroad involves several challenges. These include rising prices for flights and hotels, an unstable international situation, and a lack of student interest linked to fear of the outside world and “my-country-first” nationalism. According to Japan's Foreign Ministry, only 17% of Japanese people have a passport, compared with the UK (80%), the US (48%), and South Korea (40%) (Inoue, 2025).

Conclusion

Giving students a chance to use their language skills in real-world situations is an invaluable experience that can promote language proficiency, global awareness, and personal growth. These six levels of engagement provide an exciting set of opportunities for teachers to explore. Educating beyond the classroom, whether at the local, national, or international levels, is a valuable part of our work as foreign language teachers.

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Kip A. Cates is professor emeritus in the Faculty of Regional Sciences at Tottori University. For the past 40 years, he has been active in the field of global education and language teaching as a writer, speaker, and teacher trainer. He is a founder of JALT's Global Issues in Language Education Special Interest Group (GILE SIG; <https://www.gilesig.org>) and edits its quarterly *Global Issues in Language Education Newsletter* (<https://www.gilesig.org/jalt-gile-sig-newsletter-archives>). He has lived, worked, or traveled in 50 countries and speaks nine languages.



JALT2026: Beyond the Classroom—From Local Voice to Global Impact

November 20–22, 2026
WINC, Nagoya, JAPAN.

Okinawa JALT Global Summit

Innovations in Language Education

October 9–11, 2026

Naha, Okinawa

<https://sites.google.com/view/joinokinawa/okinawa-jalt>





JALT2026 Featured Speaker Workshops

Sponsoring Organization:
Yokohama JALT (YoJALT)

The New Auto-Peer: Free Automated Writing Evaluation

Philip McCarthy, Jerry Talandis Jr., and Theron Muller

60-min session summary: This interactive workshop will present the new, upgraded Auto-Peer, free automated writing evaluation software developed for the English language learning classroom. While Auto-Peer has assisted thousands of students worldwide since its initial 2021 release, the advent of generative AI (GenAI) required the developers to rethink its features in light of new developments in natural language processing. This new, upgraded Auto-Peer leverages the advantages of GenAI models to evaluate student writing and provide students with ethical, research-informed options for improving their writing, leaving the actual revision process in students' hands. We will explain how this updated Auto-Peer has been used in classrooms throughout the world and how you might use it to streamline writing feedback in your own writing classrooms.

The New Auto-Peer: Leveraging GenAI in Automated Feedback

Philip McCarthy, Jerry Talandis Jr., and Theron Muller

30-min session summary: This research-oriented presentation introduces the new Auto-Peer's customizations for Japanese beginner-level learners. We describe desirable aspects of generative AI (GenAI) output leveraged to help students further improve their academic writing. Specifically, we describe how comparisons of texts written by students in Japan ($n = 68$) and the UAE ($n = 81$) with GenAI-generated texts revealed insufficient cohesion and, in the Japanese students' texts, inconsistent verb use. We explain how, using these insights, the new Auto-Peer leverages these features of the more proficient GenAI-generated texts to ethically inform students about how to improve their writing.

Theron Muller is an associate professor in the Faculty of Human Sciences at Waseda University. His 2018 doctorate from The Open University, UK, explored the publication practices of Japan-based language teachers. He has published and presented on academic publishing, English language teaching and learning, and teacher development.



Philip McCarthy is an associate professor of English at the American University of Sharjah. His research combines applied linguistics, computational linguistics, artificial intelligence, and writing pedagogy. He is the creator of Auto-Peer, an AI-supported intelligent tutoring system. His current research focuses on computational approaches to language learning and writing.



Jerry Talandis Jr. is a professor at the University of Toyama, Japan. His research focuses on communicative language teaching, academic writing, feedback literacy, and the ethical integration of generative AI into language education. He leads a JSPS-funded project adapting Auto-Peer for L2 writing classrooms in Japan.



Sponsoring Organization:
Pearson Japan K.K.

Developing Critical Thinkers for Real-World Communication

Megumi Uemi

30-min session summary: In the 21st century, language education must move beyond teaching linguistic knowledge to developing students' ability to think, communicate, and engage globally. This presentation demonstrates how the Impact Issues series can serve as a foundation for designing



critical thinking–infused instruction in Japanese L2 contexts. Drawing on a Writing-to-Think learning log model, the session illustrates how structured tasks can transform textbook content into opportunities for discussion, reflection, and presentation. This would help learners move from local voice to global expression while developing both critical thinking and the ability to articulate ideas in L2.

Megumi Uemi is a lecturer at Toyo University's Center for International Education and Exchange and a doctoral candidate in English language education at the University of Tsukuba. Her research explores L2 critical thinking performance, writing-to-think pedagogy, and how linguistic and cultural contexts shape students' meaning-making in English-mediated and intercultural classrooms.



Participants will explore how Q methodology can be used to investigate subjectivity, viewpoints, and shared perspectives in educational contexts. The session will introduce key concepts, including concourse development, Q-set design, Q-sorting, and by-person factor analysis. Common misconceptions and challenges will also be discussed. Drawing on examples from EFL research, the workshop will demonstrate how Q methodology can be used to examine learner experiences, classroom perspectives, motivation, identity, and language learning environments.

Kane Linton is a specially appointed professor at Wayo Women's University and a PhD candidate in Linguistics at Monash University. His research focuses on language education policy, policy enactment, and educational heterotopic spaces. In his free time, he enjoys hiking with his dog, Bart.



Sponsoring Organization: Tokyo JALT

Building Digital Workflows for Policy Research

Kane Linton

60-min session summary: This workshop examines the use of digital workflows for language policy research. Participants will explore how digital methods can support the analysis of language education policy documents across different educational and linguistic contexts. Through hands-on activities, attendees will compare summaries written by humans with AI-generated summaries, develop thematic coding categories, and discuss issues of reliability in AI-assisted research. The session will also introduce the use of policy indices for comparative analysis, including approaches to comparing policies across different languages and systems. In addition, participants will explore methods for building searchable policy corpora and longitudinal repositories for comparative policy research.

What Is Q Methodology and Why Use It?

Kane Linton

30-min session summary: This workshop provides an introduction to Q methodology and its application in linguistics and language education research.

Sponsoring Organization: Tokyo JALT

From Corpora to Practice: Creating and Using Materials

Sarah Deutchman

60-min session summary: This workshop introduces corpora as a practical pedagogical tool. Participants will learn how to use corpora to help learners develop both language comprehension and production. Drawing on Schmidt's (2010) noticing hypothesis, the workshop examines how directing learner attention to patterns in corpora can aid in language acquisition. Attendees will engage with corpus-based materials designed to draw students' attention to collocations (i.e., words that co-occur frequently) and colligations (i.e., grammatical patterns associated with specific words).

Using AI as a Language Teaching Resource

Sarah Deutchman

30-min session summary: AI tools can efficiently support content creation, lesson planning, and curriculum development, adapt materials to different learner needs (Besmer et al., 2025), and potentially increase engagement and motivation (Binhammad



et al., 2024). This workshop explores how various large language models (LLMs) can streamline materials creation, including designing handouts, simplifying language, and generating ideas. Participants will examine which LLMs may be best suited to different purposes, and how to maintain meaningful human oversight throughout the materials-development process. They will also learn to identify and address common AI limitations, such as hallucinations, logical errors, and CEFR inconsistencies.

Sarah Deutchman, Global Teaching Fellow at Tokyo International University, researches data-driven learning, learner autonomy, and vocabulary acquisition. She co-edits *TLT Wired* and is Tokyo JALT's Edtech Chair. A data science boot camp graduate, she continues studying machine learning and NLP, driven by a keen interest in AI's role in education.



Sponsoring Organization:
Literature in Language Teaching Special Interest Group (LiLT SIG)

Reregistration and Creative Writing in EFL

Masayuki Teranishi

60-min session summary: This workshop explores how the stylistic concept of “reregistration” can be used to develop creative writing activities in EFL contexts. Employing literary examples such as “Rules for Dwarf-Throwing,” participants will examine how institutional and procedural registers can be transformed into creative and expressive texts. Through practical rewriting activities, participants will experiment with shifts in register, genre, voice, and communicative purpose while reflecting on their stylistic effects. The workshop demonstrates how stylistics-informed creative writing activities foster creativity, close reading, and metalinguistic awareness. This would encourage learners to reflect on authenticity, social meaning, and the cultural effects of language use.

Translation, AI, and Intercultural Communication in EFL

Masayuki Teranishi

30-min session summary: This presentation compares published English translations of Japanese literary works with AI-generated translations to examine differences in nuance, cultural representation, and communicative effect. It also explores translation and interpretation issues in tourism and environmental communication texts collected through fieldwork in Japan and other countries. Through these examples, the presentation discusses the possibilities and limitations of AI-assisted translation in intercultural communication and English language education. Particular attention is given to how AI-generated translations can help Japanese learners of English develop greater awareness of style, audience, nuance, and culturally appropriate expression across literary, educational, and professional contexts.

Masayuki Teranishi is a professor at the School of Human Science and Environment, University of Hyogo, Japan. He is the Japanese Ambassador for the Poetics and Linguistics Association and former chair of the Japan Association of International Liberal Arts. He is an editorial board member of *Journal of Literary Semantics*.



Sponsoring Organization:
Macquarie University

Project-Based Learning Through Collaborative Online International Learning (COIL) and Global Internships

Josh Kidd and Rory Banwell

60-min session summary: This workshop explores how project-based learning can foster intercultural competence, global engagement, and transferable skills through COIL and international internship programs. Drawing on examples from a Japanese university, Macquarie University's Professional and Community Engagement (PACE) program, and international partnerships, the session demon-



strates how students engage in authentic projects that connect academic learning with real-world and cross-cultural experiences. Participants will examine practical approaches for integrating project-based learning into face-to-face, online, and blended courses. The workshop highlights strategies for developing communication, collaboration, critical thinking, and global competence while providing adaptable models for diverse educational contexts.

AI in Language Education: Perspectives From Students and Teachers

Josh Kidd and Rory Banwell

30-min session summary: This presentation examines the integration of artificial intelligence in language education through the perspectives of both students and teachers. Drawing on data from a large-scale student survey of more than 1,500 university students the session explores patterns of AI use, perceived benefits, challenges, and confidence in evaluating AI-generated content. Teacher survey data and classroom experiences provide a complementary perspective, allowing for comparison between student and teacher perceptions. Attention will be given to areas of convergence and divergence between these groups and the implications for teaching, learning, assessment, curriculum design, and AI literacy development.

Joshua Alexander Kidd is an Associate Professor in the English Program of Utsunomiya University (EPUU), where his work focuses on English for General Academic Purposes (EGAP). His interests include COIL (Collaborative Online International Learning), teacher training, and intercultural communication.



Rory Donal Banwell is an Associate Professor in the English Program of Utsunomiya University (EPUU). His work focuses on English for General Academic Purposes (EGAP) and project-based learning, with a particular interest in designing student-centered, task-driven approaches to learning.



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Equity, Identity, and Agency in English Language Education
Kanazawa Institute of Technology
Nanao City, Ishikawa, Japan
October 10 - 11, 2026

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EARLY REGISTRATION
(Until September 20, 2026, 23:59 JST)
JALT Member: JPY 5, 000
Non-JALT Member: JPY 7, 000

ON-SITE REGISTRATION:
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Details for the conference dinner will be announced at a later date.

- The registration fee is the same for both one-day and two-day conference participants.
- After registration, a confirmation email will be sent with instructions on how to complete your payment.

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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>



JALT2026 TnT AND PD WORKSHOPS

Technology in Teaching and Professional Development (TnT/PD) Online Summer Workshops

Friday, September 11, 2026 will see the second online Summer Technology in Teaching and Professional Development Workshops. Come join us as we continue a new chapter in JALT programming.

There will be a full day of workshops from expert facilitators. The program will also be highlighted by talks from **Adam Jenkins** of Shizuoka Institute of Science and Technology and **Gregory Paul Glasgow** of Kanda University of International Studies.

Cost: ¥5,000 for JALT members ¥7,000 for non-members. Registration will be open from September 1, 2026.

Presentations will be recorded and may be distributed at a later date.

For more information regarding this day of workshops please visit:

<https://events.jalt.org/e/TnTPD2026>

Call for Proposals for Creating Community: Learning Together 10 (CCLT10)

Theme: Learner Development for an Inclusive and Connected World: Practices, Stories, & Challenges / インクルーシブでつながった世界のための学習者ディベロプメント：実践、ストーリー、そして挑戦

Taking place on Sunday, December 6, 2026, 11:30 AM to 4:30 PM at Chuo University, Myogadani, Tokyo, Creating Community: Learning Together 10 (CCLT10) offers a space for students and teachers to share ideas, present, and discuss in a supportive, low-stress environment.

2026年12月6日(日) 11:30~16:30に東京の中央大学茗荷谷キャンパスにて開催される「コミュニティの創造：共に学ぶ10 (CCLT10)」は、学生と教員が互いに支え合い、リラックスできる環境の中で、アイデアの共有、プレゼンテーション、そしてディスカッションを行うための場を提供します。

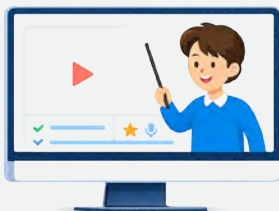
- Proposal form: <https://forms.gle/sJBEzHeUZ8EoPcMV6>
- Presentation formats: Poster presentation, kamishibai, pre-recorded video
- Deadline for proposals: Sunday, November 22, 2026
- Organised by: Learner Development SIG
- Co-sponsored by: Accessibility in Language Learning SIG, Art, Research, and Teaching SIG, & Global Issues in Language Education SIG



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