



JASAL 2020 National Conference Online

Conference Program

Learner Support in Self-Access Language Learning

Saturday, December 5, 2020

Welcome! The Japan Association for Self-Access Learning (JASAL) is very pleased to invite you to join the JASAL 2020 Annual Conference. The aim of the conference is to bring together practitioners, administrators, and students involved in the field of self-access learning across Japan and beyond to share our innovative practices, learn from each other, and inspire each other to expand this field in Japanese institutions. Please join us for the plenary talk and a wide variety of presentations. We hope that you will have a fruitful day learning about initiatives at other institutions, participating in discussions, and meeting many like-minded colleagues! Last but not least, we are very thankful to Tokyo International University for their flexibility and understanding when we had to move the conference online. We are delighted that they can still be a part of it with a virtual SAC tour!

ようこそJASAL 日本自律学習学会の年次大会2020へお越しくださいました。本大会は、セルフアクセスマネジメントや自律学習教育に携わっている全国・海外からの教育関係者やセルフアクセスセンターで活動を行なっている学生が集い、各教育現場での斬新なアイデアの実践報告、研究発表、ディスカッションなどが一日を通して行われます。本日が、お一人お一人にとって有意義な時間となれば幸いです。最後になりましたが、本大会の開催にあたりまして、突然のオンラインカンファレンスへの変更にもかかわらず柔軟に対応してくださった東京国際大学の関係者の皆様に厚く御礼申し上げます。

JASAL Board

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JASAL2020 Conference Chair: Katherine Thornton
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The SAC Virtual Tour

Watch the video of the Tokyo International University (TIU) English Plaza facilities (made available before the conference) and interact with staff and students from TIU at the Q & A session.

Time: 14:00-14:55



Quick Guide to the JASAL 2020 Conference



Registration

Participants: Free

Donations accepted for 2021 grants

Presenters: ¥1,500

Undergraduate Presenters: ¥0



Morning Mixer

9:00-9:30

Start your day at the conference here! Come chat with other participants over your coffee/tea/breakfast.



JASAL AGM

11:30-11:45

JASAL will hold an AGM right after Plenary Talk. JASAL will update members with new developments in the organization.



Plenary Q&A and Open Forum

12:00-12:55

There will be a special session to discuss issues raised in the plenary talk (10:45-11:30), which will lead into an open forum discussion to discuss any SALL-related matters with knowledgeable SALL practitioners and leaders in the field.



TIU SAC Virtual Tour & Q&A

14:00-14:55

Watch the video of the Tokyo International University (TIU) English Plaza facilities (made available before the conference) and interact with staff and students from TIU at the Q&A session.



SAC Administrators' Forum (SAC職員フォーラム)

16:30-17:25

このフォーラムでは、他大学のSAC職員と業務に関わる課題や展望について意見交換をし、効率的なSAC運営について話し合います。本フォーラムは、日本語で行います。

This forum provides a time for SAC administrators to get together and discuss common issues they are facing in effectively managing SACs. This is a rare chance for SAC administrators to meet administrators from other universities.



Social Room

A Social Room will be available throughout most of the day for people to gather and chat. This room can also be used to continue discussions which start after a presentation.



JASAL Social

19:15 - 20:30

Bring your drink and unwind after a satisfying day at the conference.

Plenary Talk

10:45-11:30

Reflective Dialogue and Learner Support in Self-Access Language Learning

Satoko Kato, *Kanda University of International Studies*
Hisako Yamashita, *Konan Women's University*



Abstract

Over the past fifteen years, self-access learning has grown exponentially in terms of the number of self-access centers (SACs) and the quality and the variety of educational support offered to facilitate the development of autonomous learners. Despite the unexpected arrival of the pandemic, SAC practitioners and learners have been inventing and trialing ways to provide support in the best ways they can. In this plenary, Hisako Yamashita and Satoko Kato will talk about the importance of reflective dialogues in self-access language learning and share some practical ideas and strategies to support both learners and educators.

In the first part, Hisako will talk about the importance of reflective dialogue in facilitating the development of autonomous learners. From an ecological view of learner autonomy, it is important that learners have the opportunities to project their voice, self, emotions and authorship within their community of practice. The development of autonomy is dialogical in that it is socially produced but appropriated and made one's own. Hisako will talk about her endeavors to design activities for learners to engage in peer reflective dialogues in the classroom and in the SAC, and how such opportunities in class and in the SAC have created a “ripple effect of affordances” not only for the individual learners involved, but also for the members of the wider community.

In the second part, Satoko will focus on how reflective dialogue can support not only learners, but also teachers/advisors. We usually pay attention to developing learner autonomy, but not much attention is paid to promoting teacher/advisor autonomy. In recent years, the field of language learning psychology has increasingly focused on a more holistic and dynamic understanding of learner psychology. Similarly, well-being has become a focus of language teaching approaches, and thus, educators' professional well-being has to be the priority in teacher/advisor education. In this presentation, Satoko will introduce some ideas on how to structure advisor/teacher education programs to support educators' well-being through reflective dialogue, and share some strategies and tools which can be used in daily conversation and classroom teaching.

Satoko and Hisako have worked closely for more than 10 years in developing the advisor training program, promoting advising in language learning, and in publishing the award winning 『英語学習手帳』 (Eigo Gakushu Techo, English Learning Planner). They have offered their original advisor training courses to more than 200 participants. From 2016, Satoko has been further developing the advisor education program into an advisor certificate program at KUIS, and Hisako has been focusing on developing programs in classrooms and in SACs.

Bio of plenary speakers

Satoko Kato is a Senior Education Coordinator/Lecturer, at the Research Institute for Learner Autonomy Education, Kanda University of International Studies (KUIS), in Chiba, Japan. She is also a lecturer at the Graduate School of Language Sciences, KUIS, teaching 'learner autonomy' and 'teacher autonomy.' She holds a Ph.D. in Education and Learning Science from Hiroshima University, and a Master's degree in TESOL from Teachers College, Columbia University. She has conducted over 4,000 advising/mentoring sessions as a learning advisor and as an advisor educator in the past years. She co-authored "Reflective Dialogue: Advising in Language Learning" with Jo Mynard (Routledge, 2016) and 『英語学習手帳』 with Hisako Yamashita (KUIS Press, 2013-2015). She is currently involved in developing and implementing an [online advisor certificate program](#) at KUIS.

Hisako Yamashita is a Lecturer/Learning Advisor at Konan Women's University, in Kobe, Japan. She also teaches the Learner Autonomy course at the Graduate School of Language Sciences, Kanda University of International Studies (KUIS). Hisako is one of the founding members and a former president of JASAL. Currently she serves as the Student Involvement Coordinator and has organized several SAC student conferences. She has conducted over 4,200 advising sessions with EFL learners. She holds an MA in Teaching Foreign Languages from the Monterey Institute of International Studies (now the Middlebury Institute of International Studies at Monterey) and is currently pursuing a PhD at Kansai University. Her classroom activities, integrating language skills and learner autonomy, have been published in New Ways in Teaching Speaking 2nd edition (TESOL, 2019) and in New Ways in Teaching Adults, revised (TESOL, 2015). She also published 『英語学習手帳』 (KUIS Press, 2013-2015), co-authored with Satoko Kato.

JASAL 2020 Conference Schedule

Saturday, December 5, 2020

9:00-9:30	Morning Mixer				
9:30-9:40	Opening Remarks				
	Room 1	Room 2	Room 3	Social Room	
9:45-10:10	A Project-based Seminar on Learner Autonomy LAVOLETTE	Supporting Learners via Social Media amid the COVID-19 Pandemic NAMAIWAWA & OKI	Tourism Revival Project: How to Improve Academic Skills Autonomously through Active Learning FUKUTOME		
10:15-10:40	将来を見据えたハイブリッド型ALCへの展望:オンラインサポート体制から得た成果と課題 KANDUBODA & LIU	Adapting a Self-Access Learning Program for Emergency Remote Education YAMAMOTO, MACH, MERTENS, SHOLDT & STRINGER	Grasping the Moment in non-SALC Sites: Strategies, Successes, Regrets and Reflections ISOZAKI		
10:45-11:30	Plenary Talk “Reflective Dialogue and Learner Support in Self-Access Language Learning” KATO & YAMASHITA			not available	
11:30-11:45	JASAL AGM				
	Room 1	Room 2	Room 3	Social Room	
12:00-12:25	Student Staff Perspectives on the Global Commons at Kyoto Sangyo University CLAFLIN & LAVOLETTE	Organizing an Online Event and a Community for Learners during the Pandemic TAKAHASHI <Student>	PLENARY Q&A and Open Forum		
12:30-12:55	Learners Creating the Spaces They Belong in Student-led Learning Communities HOOPER	Addressing Demotivation and Amotivation in Self-Access Language Learning BENNETT & EDLIN			
13:00-14:00	LUNCH				
14:00-14:25	Tokyo International University Virtual SAC Tour of the English Plaza			High SALL Participation – Free Online Cooperative Learning Team Tournaments CIHI What Should Our Students Really be Watching? CONDON	
14:30-14:55					
15:00-15:25	Drama Events in Self-Access Centers: Traversing Uncharted Waters RATHORE	Online and Back Again: Adapting a SALC to Changing Circumstances in a Pandemic THORNTON & PHELPS	Using Moodle to Manage Attendance Records of a LLS JOHNSON		
15:30-15:55	留学生とアドバイザーの双方向的な成長—アドバイジングとタンデムの事例 MUKAE & MORIYA	Support for Multi-Language Learning: A Case of OU Multilingual Plaza at Osaka University SEI & ABE	Two Self-Access Centers' Transition to Online Services During the Pandemic WONGSARNPIGOON, WRIGHT & IMAMURA		
16:30-16:55	SAC Resources Across Four Stages of Skills Development for the Four Skills EDLIN	Positive Outcomes from Online Learning BUDDING	SAC Administrator's Forum		
17:00-17:25	An Attempt to Create a Virtual Social Space through Zoom OHARA, ETO, ISHIMURA, MACK & MEDLEY				
17:30-17:45	Closing Remarks (We will hold a JASAL Social: 19:15-20:30)				

JASAL 2020 Annual Conference Programme

Presentation Abstracts

	Abstracts
9:45-10:10 Room 1	<p>A Project-based Seminar on Learner Autonomy <i>LAVOLETTE, Elizabeth (Kyoto Sangyo University)</i> I am developing a two-year seminar on learner autonomy, both as an academic subject of inquiry and as course content. This project-based seminar would have two major outcomes: a presentation at a venue such as JASAL's student conference and a publishable paper coauthored by all students and the instructor. In this presentation, I will explain the background to this project and how I intend to structure the class. I hope to get feedback from the audience on these ideas and their advice about implementation, such as how to scaffold students to read and write academic articles in English.</p>
9:45-10:10 Room 2	<p>Supporting Learners via Social Media amid the COVID-19 Pandemic <i>NAMAIZAWA, Kayo & OKI, Miru (Kanda University of International Studies)</i> This presentation focuses on support for language learners at a self-access center at a university in Japan specifically under the circumstances of the COVID-19 pandemic. The presenters will introduce initiatives to support learners via social media (SNS) in cooperation with students, teachers and administrative staff. Even under these circumstances, we endeavored to provide more learning opportunities via SNS than usual, as online tools provide a convenient means for delivering educational content and providing a space for connection to students. Therefore, we focused on providing learning opportunities via SNS under three important keywords: (1) Connection, (2) Support, and (3) Cooperation.</p>
9:45-10:10 Room 3	<p>Tourism Revival Project: How to Improve Academic Skills Autonomously through Active Learning <i>FUKUTOME, Mikiko (Yamanashi Gakuin University)</i> In an online self-access center, the "Tourism Revival Project" task sought to help students develop academic skills and autonomously maintain their motivation through communicative and collaborative tasks with the help of assistant language teachers, who facilitated students' active learning. Assistant teachers developed a rapport with students due to their relative age. Interviews reveal that students' fear of disappointing the assistant teachers helped motivate them to learn. Through this project, students have become more aware of their autonomous learning.</p>
10:15-10:40 Room 1	<p>将来を見据えたハイブリッド型 SALCへの展望:オンラインサポート体制から得た成果と課題 <i>KANDUBODA, Prabath, B. & LIU, Soraya (Ritsumeikan University)</i> 本稿は、大学における自立学習支援センター（SALC）のオンラインによる活動から得た成果と課題を共有することが目的である。具体的には、2020年度の春学期の運営にかかわった学生と教員が実践してきた活動の記録・振り返り文などを基に行った分析を報告する。今後の SALC 支援においては、オンライン支援を混合することで学生の自律学習をより一層高められることができるハイブリッド型支援体制が必要であると提唱する。</p>
10:15-10:40 Room 2	<p>Adapting a Self-Access Learning Program for Emergency Remote Education <i>YAMAMOTO, Shari, MACH, Thomas, MERTENS, Craig, SHOLDT, Gregory, & STRINGER, Tom (Konan University)</i> The presentation covers an approach taken by a university Self-Access Center, the LOFT, to provide essential language learning and social support services to learners in an emergency remote education environment. The presenters will first briefly introduce LOFT and describe an initial plan to address the distinct challenges of providing Self-Access services remotely in the 2020 spring semester. After reviewing feedback from students and staff, the presenters identify adjustments made to the program for the fall semester and discuss possible directions for LOFT to continue to offer Self-Access services in different online and social distanced scenarios.</p>
10:15-10:40 Room 3	<p>Grasping the Moment in non-SALC Sites: Strategies, Successes, Regrets and Reflections <i>ISOZAKI, Anna Husson (JALT)</i> Well before covid, SALCs began to open, aid students, and advance research in autonomy across the field. In two universities in which SALCs were not yet in place, how did what has been learned from their examples and their shared autonomous learning research help in rebooting learning plans in the pandemic? This presentation will briefly share some of the strategies and materials tried, some mistakes and some successes, and will invite discussion: 1. What can we do from here? 2. What will we keep in mind post-pandemic? 3. What will we happily return to? 4. What will we leave behind?</p>

Abstracts	
12:00-12:25 Room 1	<p>Student Staff Perspectives on the Global Commons at Kyoto Sangyo University <i>CLAFLIN, Matthew & LAVOLETTE, Elizabeth (Kyoto Sangyo University)</i> To help show the connections between the bodies of literature on self-access language centers (SALCs) and US-style language centers (LCs), we present a case study of the Kyoto Sangyo University Global Commons (GC). We focus on previously unreported student staff interview data, including what students and student staff do there. We conclude the GC is closest to an administrative center and present our recommendations for moving the GC toward becoming a social-supportive SALC (Mynard, 2019). Finally, we present an expansion of Mynard's (2019) Japan-focused typology to include US LCs.</p>
12:00-12:25 Room 2	<p>Organizing an Online Event and a Community for Learners during the Pandemic <i>TAKAHASHI, Yusei <Student> (Kanda University of International Studies)</i> This presentation describes how we (student staff) adapted learners' events to online environments and how participants felt about them. An event named Talking Activity and Collaborate with Others (TACO) is the focus of the presentation. TACO aims to encourage collaboration between students through friendly conversations and activities using both English and Japanese. In addition, the presenter also runs a learning community aimed at improving English conversational skills. Thus, the presentation also includes an effort to maintain the learning community in the online environment. This presentation can aid both educators and students who wish to develop online learning environments.</p>
12:00-12:55 Room 3	<p>PLENARY Q&A and Open Forum <i>Moderators: THORNTON, Katherine (Otemon Gakuin University) & ASHUROVA, Umida (Kinjo Gakuin University)</i> <i>Panelists: PEÑA CLAVEL, Maria de la Paz Adelia (School of Language, Linguistics and Translation-UNAM), KATO, Satoko (Kanda University of International Studies), & YAMASHITA, Hisako (Konan Women's University)</i> <i>Participants can discuss issues raised in the plenary talk, which will lead into an open forum discussion to discuss any SALL-related matters with knowledgeable SALL practitioners and leaders in the field.</i></p>
12:30-12:55 Room 1	<p>Learners Creating the Spaces They Belong in Student-led Learning Communities <i>HOOPER, Daniel (Kanda University of International Studies)</i> This presentation outlines a study that investigated members' identification with a student-led learning community within a university SALC. Interview data from members of LFs, an English conversation community, was analyzed using Wenger's (2010) modes of identification framework. The findings of the study suggested members' identities within the LFs community were connected to the comfortable learning environment, a link to an international imagined English community, and the ability to negotiate certain sociocultural norms. This presentation will also address some practical implications based on the findings of this study for SALC staff aiming to cultivate and support student-led learning communities.</p>
12:30-12:55 Room 2	<p>Addressing Demotivation and Amotivation in Self-Access Language Learning <i>BENNETT, Phillip & EDLIN, Curtis (Kanda University of International Studies)</i> While much attention is often paid to how to motivate language learners, we should also be aware of how our actions and environments can lead to demotivation and amotivation in students, counteracting or nullifying learners' positive motives. Demotivation and amotivation and their causes are distinct, but each can significantly counteract learners' positive motives, which is especially important in self-access learning where motivation underlies effective self-regulation. In this presentation, we detail how demotivation and amotivation are defined and how they can be identified. We will then illustrate concepts and interventions to help address, mitigate, or obviate some of those factors.</p>
14:00-14:25 Room 3	<p>High SALL Participation – Free Online Cooperative Learning Team Tournaments <i>CIHI, Guy (Lexxica R&D)</i> TGT (Teams Games Tournaments) Cooperative Learning fosters interpersonal relations. This session outlines the process of organizing free global vocabulary learning tournaments. In these tournaments, SALC student staff organize teams of eight to 15 self-access English language learners. Team members study individually with a free game app. Team leaders communicate through the app to keep everyone motivated to win the next weekly round. In this session, attendees will learn how to participate in free online Team Challenge vocabulary tournaments and also how to organize their own tournaments.</p>
14:00-14:55 Room 1	<p>Virtual SAC Tour of the English Plaza, Tokyo International University <i>MUELLER, Kevin (director), HAYS, George (associate director), NARASAKI, Brandon, BUSSO, Alexis, DOMINGO, Ricky, CORPUS, Aida, & FAINGNAERT, Pedro</i> <i>Student Interns: MINH, Barry, QUACH, Hailee, KORCHI, Lindo, & ASSAVATESANON Baimon</i> Watch the video of the Tokyo International University (TIU) English Plaza facilities (made available before the conference) and interact with staff and students from TIU at the Q&A session.</p>

14:30-14:55 Room 3	<p>What Should Our Students Really be Watching? <i>CONDON, Barry (Kwansei Gakuin University)</i></p> <p>This presentation will offer up a methodology which will assist administrators, advisors and teachers in making better-informed TV/movie recommendations and purchases. Recommending that students watch TV shows and films in their second language has long been common practice among educators. While all L2 exposure is to be encouraged, not all content is created equal. We may suggest that students watch a particular show or movie for a variety of readily apparent reasons such as general suitability, subject matter, and entertainment value, while perhaps the most important factor that should be considered, the true level of language input, often remains oblique. This presentation will examine the results of a text analysis of a variety of television shows and films that are typically available to students in order to determine which content contains the most comprehensible input for learners across each level. Moreover, an explanation of the methodology behind the analysis will be presented, giving educators the tools to conduct similar analyses and to provide better-informed future recommendations.</p>
15:00-15:25 Room 1	<p>Drama Events in Self-Access Centers: Traversing Uncharted Waters <i>RATHORE, Chhayankdhar Singh (Soka University)</i></p> <p>In this presentation, the presenter will shed light on the potential for using process drama in Self-Access Learning. This discussion will begin with a brief explanation of the first two drama events – Fun with Drama Games and Telling Stories through Drama. The presenter will also discuss the lessons learnt from these two events, which eventually led to the conceptualization of the third event – Understanding Global Issues Through Drama. The remaining session will focus on outlining the structure, contents, process, response, and potential challenges with regard to the Understanding Global Issues Through Drama event.</p>
15:00-15:25 Room 2	<p>Online and Back Again: Adapting a SALC to Changing Circumstances in a Pandemic <i>THORNTON, Katherine & PHELPS, Christopher (Otemon Gakuin University)</i></p> <p>Along with many SALCs in Japan, English Café at Otemon (E-CO) had to rapidly reenvise its services and move online due to the Covid-19 pandemic. When the institution decided to reopen campus for some of classes in Fall, E-CO has again had to rethink its provision. In this presentation we will describe the accommodations E-CO has made, both in the original move online and subsequent adaptation to the more complicated hybrid model, highlighting the affordances and challenges thrown up, and how we have tried to cater to student needs in extraordinary circumstances.</p>
15:00-15:25 Room 3	<p>Using Moodle to Manage Attendance Records of a LLS <i>JOHNSON, Andrew (Future University Hakodate)</i></p> <p>Future University Hakodate has a LLS called Connections Cafe. Its main activity is 'small-group sessions', held seventeen times per week for 40 minutes each, where up to eight students can volunteer to participate in discussions led by an English-speaking facilitator. As small-group sessions can have over 1000 attendance slots filled per semester, it is important that accurate and transparent records are kept for students, facilitators and managers. This presentation will describe in simple terms how Connections Cafe uses Moodle to do this and can provide more detailed supplemental information for those interested in creating a similar system.</p>
15:30-15:55 Room 1	<p>留学生とアドバイザーの双方向的な成長—アドバイジングとタンデムの事例 <i>MUKAE, Haruka & MORIYA, Ryo (早稲田大学大学院)</i></p> <p>本研究は日本の私立大学内で実施した日本語学習者へのタンデム学習とアドバイジングに関する事例研究である。(1)タンデムに参加した学生 30名とアドバイジングを利用した 614名の留学生情報;(2)アドバイザー 8名でのグループインタビュー;(3)タンデムに参加した学生 6名への事後調査の 3種を分析対象とした。その結果、留学生・アドバイザーの双方向的な成長や包括的な自律学習支援に向けた支援の在り方が明るみになった。</p>
15:30-15:55 Room 2	<p>Support for Multi-Language Learning: A Case of OU Multilingual Plaza at Osaka University <i>SEI, Yoko & ABE, Maya (Osaka University)</i></p> <p>The paper introduces OU Multilingual Plaza (OUMP), a SALC facility established at Osaka University in April 2020. OUMP provides support for: ESAP particularly for natural sciences, 25 languages studied as major subjects, and Japanese for foreign students. OUMP remained closed during the COVID-19 pandemic, and the staff developed the system to promote autonomous learning through our website. The academic staff and TAs have written columns on strategies of language learning, TAs' experiences of it, and ways to motivate language learning, some of which are translated into several languages. OUMP also provides online language learning advising.</p>
15:30-15:55 Room 3	<p>Two Self-Access Centers' Transition to Online Services During the Pandemic <i>WONGSARNPIGOON, Isra, WRIGHT, Pornsri, & IMAMURA, Yuri (Kanda University of International Studies)</i></p> <p>This presentation details learner support during the pandemic by two self-access centers within one university. For one center, mainly supporting English, we address the improvement of web-based resources and moving advising services online. The other center, supporting majors in seven other languages, matched students with teachers on Zoom for conversation, vocabulary development, and supplementing class activities. We will compare both centers' services and reflect on our experiences helping learners studying English and Thai, illustrating the diversity of online support which self-access centers can provide. This presentation can inspire those working with learners online or seeking to support learners focused on languages other than English.</p>

16:30-16:55 Room 1	<p>SAC Resources Across Four Stages of Skills Development for the Four Skills <i>EDLIN, Curtis (Kanda University of International Studies)</i></p> <p>Self-Access Centers (SACs) are places where language learners can work on developing their language skills autonomously or in self-regulated ways. To support them properly, we should make sure that we have a range of resources that are effective in supporting all stages of development in the language skills they want to grow. This presentation identifies three resource domains--people, places, and materials--and cross references opportunities in each for each of the four skills, paying specific attention to four stages of skill development: unconscious incompetence, conscious incompetence, conscious competence, unconscious competence (Whitmore, 2002). A document with example resource activities will be made available.</p>
16:30-16:55 Room 1	<p>Positive Outcomes from Online Learning <i>BUDDING, Carlos (Akita International University)</i></p> <p>Prior to the pandemic, first year students in our EAP program were required to complete 60 hours inside of our self-access center in order to pass EAP. Assessment was strictly focused on hours completed. In response to an all online semester, students were asked to provide weekly reports of EAP related to and/or autonomous work done from home. As a result, assessment showed that while all students completed the EAP-related time requirements, a few students excelled in terms of autonomous work. Other positive outcomes included data on formative assessment, improved communication between student and teacher, and noted motivation among students.</p>
16:30-17:25 Room 3	<p>SAC Administrator's Forum <i>Moderators: NAMAIZAWA, Kayo & OKI, Miru (Kanda University of International Studies)</i></p> <p>このフォーラムでは、他大学のSAC職員と業務に関わる課題や展望について意見交換をし、効率的SAC運営について話し合います。本フォーラムは、日本語で行います。</p> <p>This forum provides a time for SAC administrators to get together and discuss common issues they are facing in effectively managing SACs. This is a rare chance for SAC administrators to meet administrators from other universities.</p>
17:00-17:25 Room 1	<p>An Attempt to Create a Virtual Social Space through Zoom <i>OHARA, Tetsushi, ETO, Tomoko, ISHIMURA, Fumie, MACK, Lindsay, & MEDLEY, Nicholas (Ritsumeikan Asia Pacific University)</i></p> <p>The Self-Access Learning Center (SALC) at Ritsumeikan Asia Pacific University (APU) has been supporting students online using Zoom since May 2020 because of the COVID-19 pandemic. In the fall semester of 2020, the SALC has organized an online lounge to create a virtual social space using Zoom, so that students can gather and socialize with each other freely as they usually do at the physical SALC facilities. This presentation will introduce how the SALC at APU operates the online lounge to improve the limited opportunities of socialization and social learning, and discuss the success and limitations of this project.</p>

Join us!



The 2nd JASAL Online Student Forum: Call for Participation

Bringing Fun & Community Back

Saturday, February 6, 2021

Many participants from our successful JASAL Student Conference (October 2019) and Student Online Forum 2020 (July 2020) showed a strong interest in joining future opportunities to meet student staff from other universities. Hearing such enthusiasm and passion from both the students and teachers, JASAL decided to hold our 2nd JASAL Online Student Forum this academic year (on February 6, 2021) to share ideas, or to perhaps plan a collaboration project.

The theme of this Student Forum (online) will be "Bringing Fun & Community Back". While many SACs offer only online services, some universities have moved into a hybrid SAC. How can student staff initiate and support activities either online, in person, or in a hybrid SAC? What can student staff do when events cannot be offered in their SAC? In this Forum, we will also have a Feature Talk which will inspire you to engage in your language learning and in your roles as student staff members.

This time, we would like the students to take the lead in planning and running this online student forum. A student leader will plan the Forum with other student leaders, and they will run the Forum. Please note that only one student per institution can participate as a leader.

Please register by [filling in the form here](#).

Apply to become Student Leader: Deadline to apply: by Friday, December 18, 2020

Attend as Regular Participant: Deadline to register: by Friday, January 22, 2021

Whether you would like to participate simply as a participant or both as a participant and a leader, we are looking forward to your active participation!

*Please note that if you are a teacher/administrative staff and would like to attend, you will have an opportunity to observe the forum for a short period of time. However, since it is a student forum, most of the time, we will provide a separate space for your discussions to take place.

If you have any questions, please email Hisako Yamashita, JASAL Student Involvement Coordinator.

About JASAL

The Japan Association for Self-Access Learning (JASAL) is an academic association devoted to promoting self-access language learning in Japan. We aim to provide a forum for our members to disseminate knowledge and share ideas about self-access language learning, running self-access centres and developing learner autonomy. At JASAL, we offer opportunities for professional development and networking, as well as offering our members practical help and support for self-access related projects.

JASAL=Japan Association for Self-Access Learning (日本自律学習学会) は、日本における自律学習教育やセルフ・アクセス・センターの普及および向上を目指す専門家からなる学会です。JASALは、これら専門家に語学教育における自律学習教育の専門的知識、セルフ・アクセス・センターの立ち上げや運営などに関する情報提供や、会員同士が情報を交換し合う場所を提供し、この分野の発展と普及に貢献することを目的としています。セルフ・アクセス・ラーニングや自律学習教育は、今、最も注目され始めた分野の一つです。

Would you like to become a JASAL member? 会員登録のご案内

Simply send an email to jasalorgATgmail.com with the following information:

Name, contact email address, affiliation (and name of SAC if applicable). Membership is free.
会員登録をご希望の方は、お名前、所属機関名(セルフアクセスセンター名)、メールアドレスをJASAL (jasalorgATgmail.com)まで送ってください。会員費は無料です。

Would you like to host a SAC tour?

A SAC tour is one of the great learning opportunities for JASAL members as you will be able to see a live SAC in operation in an institution other than your own and discuss various issues with participants from different institutions. Tours usually include a discussion session, where members get help and ideas from each other about the operation of their language learning spaces, integrating it with curriculum, student involvement, staffing or any other matters related to self-access learning or other services, such as advising. If you are interested in hosting a SAC tour, either this year or in coming years, please let one of the JASAL committee members know.

Would you like to learn more about JASAL?

Visit our website: jasalorg.com

Facebook: fb.me/jasalorg

Twitter: @jasalorg

Instagram: @jasalorg





JASAL Partner Organizations



IALLT

INTERNATIONAL ASSOCIATION FOR
LANGUAGE LEARNING TECHNOLOGY

WHERE TECHNOLOGY SPEAKS YOUR LANGUAGE



JASAL Partner Organizations



Writing Centers Association of Japan



Photography / Screenshots

During the conference, volunteer photographers may be taking screenshots for JASAL promotional use.

If you do not want your image to be captured, please set your Zoom settings so that your image doesn't appear.

If an image of you is uploaded to our webpage or social media which you wish to be removed, please let us know (by DM to our FB, Twitter, or Insta, or by email at jasalorgATgmail.com), and we will promptly remove it.

Thank you for your understanding and cooperation.

JASAL Journal

The third issue of JASAL Journal, which will be guest edited by Bethan Kushida and Umida Ashurova, is scheduled for June 2021, with a submission deadline of **February 28, 2021**.

For the third issue, we welcome the following types of submissions (in English or Japanese):

Research Articles

We welcome research articles of 3000 to 5000 words that discuss issues related to self-access.

Discussions of self-access center practices

Short summaries and progress reports of around 2000 to 2500 words are welcome, describing self-access center practices. A literature review and references are required.

Note that there is no requirement to have presented your research at JASAL2020, and submission is open to all JASAL members, including those who were unable to attend the conference.

Please refer to jasalorg.com (publications) for more information.

Enquiries: jasaljournalATgmail.com