



JASAL2022 National Conference

Held at and co-sponsored by Akita International University

Onsite and Online

Conference Program

Inclusion and Accessibility in Self-Access Language Learning

Saturday, October 22nd, 2022

The Japan Association for Self-Access Learning (JASAL) is delighted to invite you to join the JASAL2022 National Conference, co-sponsored by Akita International University, home to one of the oldest SACs in Japan. Every year we bring together practitioners, administrators, and students involved in the field of self-access learning across Japan and beyond to share our practices and research findings. This year, after two years online, we are running a hybrid conference with the theme of inclusion and accessibility in self-access language learning. We hope that you will have an inspiring day learning about practices and initiatives at other institutions, whether you're joining us in Akita or online! Have a wonderful day!

ようこそ日本自律学習学会(JASAL)2022年年次大会へお越しく下さいました。日本で最も歴史のあるSACの一つを有する国際教養大学と共催させていただくことを嬉しく思います。毎年、日本国内外でからセルフ・アクセス・ラーニングの分野に携わる教育者、運営者、学生が集まり、実践と研究成果を共有しています。2年間のオンライン開催を経て、今年は「セルフアクセス言語学習におけるインクルージョンとアクセシビリティ」をテーマに、ハイブリッド型のカンファレンスを実施します。会場で参加される方も、オンラインで参加される方も、他の教育機関での実践や取り組みについて学び、刺激的な一日をお過ごしいただければと思います！素敵な一日をお過ごしください！

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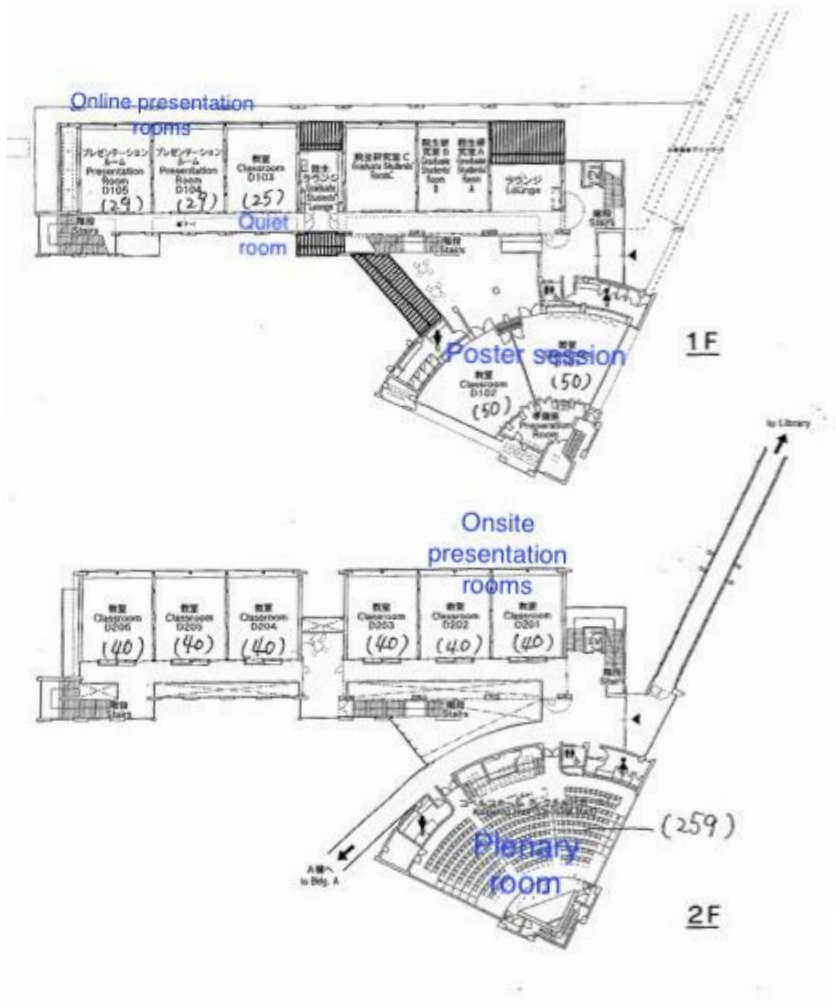
Online Coordinators: Hisako Yamashita, Daniel Hooper

**A huge thank you to all the session moderators &
on-site AIU student volunteers!**

AIU Site Map



Lecture Building-D



Quick Guide to the JASAL2022 Conference



Registration

Onsite attendance fee: ¥2500 / Online attendance fee: ¥2000

Presenter surcharge: ¥1500

JASAL Member discount: -¥500

Undergraduate student participants: free



Online Morning Mixer 9:15-9:45

Start your day at the online conference here!



Plenary Panel

10:00-11:00

Betsy Lavolette, Ashley Moore, & Satoko Watkins.



JASAL AGM

11:00-11:15



Tea/Coffee break

11:15-11:30



Presentations

11:30-13:00



Lunch

13:00-13:45



LDIC SALC Tour

13:45-14:30



Presentations

14:30-15:30



Tea/Coffee break

15:30-15:45



Poster Session

15:45-16:30



Presentations

16:30-18:00



Closing Remarks

18:00-18:20



Networking reception 20:00 - 22:00

Unwind after a satisfying day at the conference.

Plenary Panel

10:00-11:00



Betsy Lavolette

(PhD, Michigan State University) is Associate Professor of English at Kyoto Sangyo University. Her research focuses on language learning and teaching with technology, professional development, language learning spaces, and forging connections between scholars and literatures of such spaces in the US, Japan, and globally. Formerly, she directed the Gettysburg College Language Resource Center and facilitated the Kyoto JALT Social Justice Working Group. She is the co-editor of two volumes on language spaces (Language Center Handbook, 2018; Language Center Handbook 2021, 2021).



Ashley R. Moore

(PhD, University of British Columbia) is Assistant Professor of TESOL at Wheelock College of Education and Human Development, Boston University. A major strand of his research focuses broadly on queer issues in language education and works towards the realisation of queer- and trans-affirming language education for all. His empirical and theoretical work within this strand has been published in The Modern Language Journal, TESOL Quarterly, ESL Journal, and the Journal of Language, Identity and Education. He worked in Japanese higher education for nine years, including five years as the Director of the Language Learning Center at Osaka Institute of Technology.



Satoko Watkins

(MA, Hawai'i Pacific University) is a Principal Learning Advisor in the Self-Access Learning Centre at Kanda University of International Studies. Her research interests include learner autonomy, advising, self-directed language learning, learning communities, and inclusive practice. In her centre, she has developed student-led prosocial learning communities through peer advising services, tandem language exchange programs, interest-based learning communities, and student-led events. Her recent project on training autonomy-supportive student leaders is supported by KAKEN and its first content was published in JASAL Journal.

JASAL 2022 Conference Schedule

Saturday, October 22, 2022

Presentations in *blue italics* are online, but will be screened in Room D104 or D105

Room numbers correspond to Breakout Room numbers on Zoom

| Time | | Room 1 – D201 | Room 2 – D202 | Room 3 – D104 | Room 4 – D105 |
|-------------|--|--|--|---|--|
| 09:00–12:00 | Registration (D Building) | | | | |
| 09:15–09:45 | Online Morning Mixer (Zoom) | | | | |
| 09:45–10:00 | Opening Remarks (Kobelco Hall, 2F) | | | | |
| 10:00–11:00 | Plenary Panel (Kobelco Hall, 2F) Betsy Lavolette, Ashley Moore, Satoko Watkins | | | | |
| 11:00–11:15 | JASAL AGM (Kobelco Hall, 2F) | | | | |
| 11:15–11:30 | Tea/Coffee Break | | | | |
| 11:30–12:00 | Presentations 1–4 | 1 Kawasaki, N (R) A Preparatory Study on Trial of VR English Chat | 2 Kushida & Haugland (P) Social Language Learning Through Maker Education | 3 Moore (P) <i>Combating Normativity in Self-Access Materials</i> | 4 Vargas (P) <i>SALCs: Tools for Preparing Language Teachers</i> |
| 12:00–12:30 | Presentations 5–8 | 5 Ubukata et al (R) Student Perspectives on In-house Support Materials | 6 Fukutome (P) Weaving Autonomy into Culture-based Learning | 7 Lavolette (P) <i>Adapting Faculty Development Initiatives for DEI to Japanese Contexts</i> | 8 Kwon (P) <i>Writing Center as a SALL Resource</i> |
| 12:30–13:00 | Presentations 9–12 | 9 Ohara (R) Diversity, Ideology, and the Self-Access Center | 10 Kirchmeyer (P) Self-Access Applications of the P-CHAT | 11 Chung (P) <i>Conversation Starters in an Open Language Space</i> | 12 Oki & Hall (P) SALCの理念に基づいた有給学生スタッフ(SALCer)採用活動と新人トレーニングの変遷 |
| 13:00–13:45 | LUNCH | | | | |
| 13:45–14:25 | LDIC SALC tour (Nakajima Library, 2F) | | | | |
| 14:30–15:00 | Presentations 13–16 | 13 Ashton & Sharma (R) From Journal Feedback to Reflective Dialogue | 14 Egri-Nagy (P) Infinity Room—Design and Implementation | 15 Birdsell & Katagiri (P) <i>After 10 Years: The Evolution of a SALC</i> | 16 Ristea (R) <i>Alternative Gateway to SALL for Beginner Learner</i> |
| 15:00–15:30 | Presentations 17–20 | 17 Taylor et al (R) Progress-Tracker Apps for Learning With Peers | 18 Imamura (P) 心理的安全性を考慮したセルフ・アクセス運営と学習サポート | 19 Hayashi & Wolanski (P) <i>Access and Serendipity in a Self-Access Journey</i> | 20 Manabe et al (P) <i>Standardized Test Support on Instagram</i> |
| 15:30–15:45 | Tea/Coffee Break | | | | |

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Room numbers correspond to Breakout Room numbers on Zoom*

| | | | | | |
|-------------|--|--|---|--|--------------------|
| 15:45–16:30 | Poster Session (D101/102) Johnson & Smith , Krasnansky et al , Lege et al , Mynard et al , Ornston et al | | | | |
| | | Room 1 D201 | Room 2 D202 | Room 3 D104 | Room 4 D105 |
| 16:30–17:00 | Presentations 21–23 | 21 Warrington & Tweed (R) Deterritorialising a SAC for Access and Inclusion | 22 Saunders & Saunders (P) Pearson Benchmark Workshop to Foster Self-Study | 23 Kawasaki & Moriya (R) <i>Written Advising Supporting Freshmen by Seniors</i> | |
| 17:00–17:30 | Presentations 24–26 | 24 Thornton (R) Linguistic Diversity in Self-Access Spaces | 25 Sakai (P) 全学共通教育必修科目への自律学習要素の組み込み | 26 Phelps (R) <i>E-CO Stories: The Experiences of SAC Student Staff</i> | |
| 17:30–18:00 | Presentations 27–29 | 27 Sei & Abe (P) SALC Operations During a Pandemic: A Case of OUMP | 28 Lucovich (P) Language Teaching Associations and Self-Access | 29 Budding (P) Adaptation of Independent Study Assessment | |
| 18:00–18:20 | Closing Remarks & Reflections (Kobelco Hall, 2F) | | | | |

(Bus to Wada station leaves at 18:35)

Networking Reception from 20:00

[ぐらん炭](#) (Restaurant website)

秋田県秋田市中通4-13-6 1F・2F

[Google map](#) for the venue

Abstracts – Plenary Panel

Betsy Lavolette, *Kyoto Sankyo University*

Ashley Moore, *University of Boston*

Satoko Watkins, *Kanda University of International Studies*

Learning from Diverse Contexts: Accessibility and Inclusion in Self-Access Language Learning

Betsy will kick off our panel by sharing the insights she has gained from interviewing staff members at language centers of varied types in the US to find out more about their diversity, equity and inclusion (DEI) and social justice initiatives. This is a context she knows well from her previous role as the director of the Gettysburg College Language Resource Center and her extensive involvement in IALLT (International Association for Language Learning Technology). She will focus on ideas that can be adapted to SALCs in Japan.

Ashley's contribution will start with an overview of what the literature tells us about the complex relationships that can emerge between some queer learners' identities and second language learning. For example, numerous studies (e.g., Moore, 2013; Nguyen & Yang, 2015) have shown that many queer learners invest in a second language and its speakers and contexts because of the imagined promise of transformation and emancipation they present. Unfortunately, the literature also tells us that queer lives are routinely erased or marginalised in L2 classrooms (e.g., Liddicoat, 2009; Moore, 2020), meaning that much of the L2 identity work queer learners undertake must be done independently. This is where self-access centers could and should come in. He'll conclude his section with a call for action, while also offering some critical questions that might help those involved with self-access learning take some crucial yet careful steps forward.

Finally, Satoko will share how her role as a learning advisor has helped her understand her neurodivergent son's unique learning needs, and how what she has learned from working with her son made her realize how the field of self-access—catering to individual learning needs and interests, creating communities and promoting learner autonomy—connects to inclusive practice. She will then move her topic from an educator level to a self-access center level and introduce Kanda University of International Studies SALC's inclusive projects drawing on relatedness (a sense of belonging) from a self-determination theory perspective (Ryan & Deci, 2017).

References

- Liddicoat, A. J. (2009). Sexual identity as linguistic failure: Trajectories of interaction in the heteronormative language classroom. *Journal of Language, Identity, and Education*, 8(2–3), 191–202. <https://doi.org/10.1080/15348450902848825>
- Moore, A. R. (2013). The ideal sexual self: The motivational investments of Japanese gay male learners of English. In P. Benson & L. Cooker (Eds.), *The applied linguistic individual: Sociocultural approaches to identity, agency and autonomy* (pp. 135–151). Equinox.
- Moore, A. R. (2020). Understanding heteronormativity in ELT textbooks: A practical taxonomy. *ELT Journal*, 74(2), 116–125. <https://doi.org/10.1093/elt/ccz058>
- Nguyen, H., & Yang, L. (2015). A queer learner's identity positioning in second language classroom discourse. *Classroom Discourse*, 6(3), 221–241. <https://doi.org/10.1080/19463014.2015.1093952>
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Publications.

Abstracts

Presentations

R = Research presentations

P = Practice-based presentations

Online (Rooms D104, D105)

1. Noriko Kawasaki **R** **A Preparatory Study on Trial of VR English Chat**
University of Miyazaki

A project of virtual reality (VR) English chat started at the University of Miyazaki in October 2021 to improve the autonomous learning environment for engineering students. Most of them feel they are not good at English, but they want to overcome this feeling and improve their English abilities. In the first step of the project, using VR chat the presenter tackled this psychological barrier against English with 11 students as research subjects and then focused on improving their speaking ability with six students. In the presentation, merits and demerits found in this project will be shared, along with future prospects.

2. Bethan Kushida & DanielleHaugland **P** **Social Language Learning Through Maker Education**
Kanda University of International Studies

While informal spaces such as conversation lounges have become more common due to increased interest in social learning, SACs often struggle with how to attract and involve hesitant students. In this presentation we will examine the implementation of a Maker Education-based “Maker Conversation” service in the English lounge at a Japanese university and how it helps students engage and participate in social language learning through a range of creative, hands-on activities. We will also discuss some initial feedback from students and ideas for other self-access centers who may want to start their own Maker Conversation activities.

3. Ashley Moore **P** **Combatting Normativity in Self-Access Materials**
Boston University

In “Understanding heteronormativity in ELT textbooks: A practical taxonomy” (Moore, 2020), I argued that some well-meaning attempts to include representations of non-heterosexual people in ELT learning materials unwittingly perpetuate heteronormativity. As a solution, I offered a taxonomic scale of five different forms of heteronormativity to help ELT professionals identify and challenge it. In this session, I expand the principle underpinning each form (discrimination, erasure, marginalisation, mainstreaming, and inclusion) to create a broader taxonomy that we might use to combat supremacist/normative representations of gender and race in the materials through which the global village is constructed through self-access learning materials.

4. Denise Vargas, Gariela Camargo, **P** **SALCs: Tools for Preparing Language Teachers**
& Ismael Aguilar
University of Guanajuato

The Centro de Auto-Aprendizaje De Idiomas (C.A.A.D.I.) is a Self-Access Language Center (SALC) that provides an excellent environment not only for language learning but also for language teaching practices. Every semester C.A.A.D.I. receives more than 150 ESL students and welcomes any TESL student that wishes to acquire a hands-on teaching experience. C.A.A.D.I., which houses a wide selection of ESL materials and offers specialized language workshops, has proven itself to be a great training center for young teachers. Here, ESL teacher-trainees learn from more experienced language professors while helping our SALC’s community grow.

5. Haruka Ubukata, Emily Marzin, & **R** **Student Perspectives on In-house Support Materials**
Isra Wongsarnpigoon
Kanda University of International Studies

This presentation introduces ongoing research on self-access center (SAC) student staff’s perspectives on in-house materials for supporting users’ self-directed language learning. Participants’ views were collected through group discussions in order to assess the effectiveness of selected resources created by SAC learning advisors and administrative staff, for the purpose of evaluation and ongoing improvement of such materials. We present examples of the materials and introduce some preliminary findings, including participants’ voices. Some implications for the creation, evaluation and adaptation of similar resources to support users of other SACs are also introduced.

6. Mikiko Fukutome
Yamanashi Gakuin University

P Weaving Autonomy into Culture-based Learning

In order to foster autonomy among SAC users, a college's SAC hosted a culture-based tea ceremony workshop for about 70 participants in November 2021 and facilitated culture-themed presentations. This presentation reports on how autonomous learning was woven into culture-based learning. In addition, the effectiveness of team-based learning and individual learning will be compared. First, the ways assistant teachers were included in the culture-based learning will be explained. Second, how more students accessed the SAC will be demonstrated. Finally, the ways in which the task can enhance students' autonomy through team-based learning will be demonstrated by their reflections.

7. Betsy Lavolette
Kyoto Sangyo University

P Adapting Faculty Development Initiatives for DEI to Japanese Contexts

US language centers facilitate many DEI and social justice initiatives aimed at faculty, which must be adapted before they can be applied in SALCs. In this presentation, I will share concrete examples of these initiatives, such as faculty workshops (e.g., universal design for learning, inclusion in teaching) and learning communities, and I will engage the audience in a discussion of how they can be adapted to SALCs and language classrooms in Japan.

8. Heejung Kwon
Kanazawa University

P Writing Center as a SALL Resource

In this presentation, I report on the conception of a writing center and its activities at a large public university in Japan. The writing center is currently open to all students on campus and encouraging students to use the services by actively seeking support for their own academic and career development. Although members of the writing center experienced challenges due to the ongoing pandemic, we were able to provide online tutoring and consultations, hybrid workshops, and both digital and paper-based materials for faculty members who are interested in using the writing center to support their students.

9. Tetsushi Ohara
Ritsumeikan Asia Pacific University

R Diversity, Ideology, and the Self-Access Center

This study explores the role of the self-access center (SAC) in a Japanese university, considering how the top-down policy on diversity that the university has implemented has affected the "ordinariness of diversity" (Higgins & Coen 2000). This research employs a narrative framework to qualitatively investigate a Japanese student's experience in the SAC. The results of this study indicate that the SAC has the potential for students to break away from the ideology set by the university and create their understanding of languages and language learning.

10. Branden Carl Kirchmeyer
Sojo University

R Self-Access Applications of the P-CHAT

The P-CHAT is a free online tool designed to support language learners as they prepare for, record, transcribe, and reflect on L2 English spoken output (i.e., conversations or spoken responses to written or media-based prompts). This practice-oriented presentation discusses the application of the P-CHAT in a self-access environment at a small university in Japan. During the activity, students are presented with metrics regarding their spoken output (e.g., number of words spoken, an accuracy percentage based on an automatic speech recognition (ASR) algorithm). Learners are prompted to use these data for frequent practice, self-assessment, and goal-setting.

11. Yanki Chung **P** **Conversation Starters in an Open Language Space**

JET Programme

Language learning spaces are often in rooms or enclosed by doors where students may not feel welcomed or comfortable accessing the resources provided. This session discusses the use of open space in a high school as a place for students to mingle with the assistant language teacher, play games, and interact with English display boards. The unbounded nature of the corridor has successfully attracted more than half of the school's population since its establishment. There will be a focus on the interactiveness of the double-sided English boards that act as conversation starters on various topics, including culture and diversity.

12. Miru Oki & Mayuko Hall **P** **SALCの理念に基づいた有給学生スタッフ(SALCer)採用活動と新人トレーニングの変遷**

Kanda University of International Studies

神田外語大学のSALCでは2001年の設立以来、在校生が有給学生スタッフ(SALCer)として勤務し、教職員と共に英語でSALC利用学生をサポートしている。本発表では、SALCerの採用活動・新人トレーニングがどのように実施されるかを説明したのち、特に外的要因が多かった2017年度から現在までにどのような課題が見え、どのように改善していったかを報告する。最後に、現在の課題と今後の展望も述べる。

13. Thomas Ashton & Prateek Sharma **R** **From Journal Feedback to Reflective Dialogue**

Kanda University of International Studies

Presenters will share their experiences of changing a journal form for university students residing in an English-speaking dormitory. In order to encourage reflection and promote learner autonomy in the dormitory it was decided to move away from the traditional journal template to a more focused and inclusive journal format. In addition, the format of the journal sessions transformed from a more supervisor-led approach to an autonomous reflection dialogue-based approach. The presenters will also talk about expectations of students and obstacles that may have impeded their journey toward success. Details of the project, results, and implications will be covered.

14. Attila Egri-Nagy **P** **Infinity Room - Design and Implementation**

Akita International University

This talk is a report on creating a self-access learning center dedicated to mathematical thinking situated within a larger language learning center at Akita International University. Since this task is somewhat unusual, I will thoroughly review the motivations, the design, and the implementation process. I will discuss how Mathematics naturally fits into the language learning framework. The subject is often taught as a preparation for standardized exams, but in essence, it is a precise form of communication between people working together on cognitively demanding problems.

15. Brian Birdsell & Sanae Katagiri **P** **After 10 Years: The Evolution of a SALC**

Hirosaki University

Hirosaki University's Self Access Learning Center (HU-SALC) has been part of the university for over 10 years. In this presentation, we first provide some historical background on HU-SALC from inception to the present day. Then, we focus on a 3-part approach based on integration, collaboration, and adaptation that helped firmly establish its relevance within the university. For each of the above approaches we provide concrete examples of how they are used and issues we have had implementing them.

16. Viorel Ristea **R** **Alternative Gateway to SALL for Beginner Learner**

Prefectural University of Kumamoto

It is often assumed in the literature that advising sessions are carried out in the students' L1, or that their L2 level allows them to fully engage in dialogue. But what happens when a meaningful advisor-advisee dialogue isn't possible? A plausible scenario is a beginner Japanese learner of English and a foreign advisor with low Japanese proficiency. Could a more directive approach help? In this presentation I will debate the need for a more directive approach for use with beginner learners in L2 sessions, and introduce a preliminary conceptual framework based on a three-stage self-access progression of learners.

**17. Clair Taylor, Alexandra Ornston,
Kumiko Thompson, & Jason Walters**
Gifu Shotoku Gakuen University

R Progress-Tracker Apps for Learning With Peers

Progress-tracker mobile applications are being increasingly used by individuals and groups for health and self-improvement purposes and offer great potential for language learners. After providing a brief look at the range of applications available, this presentation employs collaborative autoethnography to interpret the research team's hands-on experiences using selected applications for language learning and development. Using the progress-trackers, even reluctant learners in the group sustained regular study habits and engaged in proactive behaviors leading towards increased L2 use. The team identified several valuable application features and gained a deeper understanding of the suitability of particular applications for various types of challenge.

18. Yuri Imamura
Tokyo Kasei University

**P 心理的安全性を考慮したセルフ・アクセス運営と学習サ
ポート**

本発表では、心理的安全性が言語学習空間を運営する教職員と利用者である学習者に与える影響に焦点を当て、心理的安全性の定義、心理的安全性が教職員のエンゲージメントに与える影響、そしていかに心理的安全性の確保が学習を後押しする学習空間の構築に繋がるのか説明する。参加者と共に自身の言語学習空間での心理的安全性に関する実践報告をする機会も設ける。発表は日本語と英語のバイリンガルのスライドを使用する。

**19. Hiro Mitsuo Hayashi &
Bartosz Wolanski**
Kyushu University

P Access and Serendipity in a Self-Access Journey

The SALC at Kyushu University relocated in 2015, moving from a space within a larger learning facility to a dedicated open-plan room. This enhanced the center's visibility and increased the number of visitors. When the COVID-19 pandemic began in 2020, SALC's services were temporarily moved online, which impacted accessibility. This significantly affected usage patterns, an issue highlighted in the annual Open Campus events designed for prospective students. This presentation will discuss how the change in physical location and the later switch to online services affected the serendipitous encounters that often mark the beginning of a self-access success story.

**20. Shoichi Manabe, Benjamin Rentler,
& William Tiley**
Ritsumeikan Asia Pacific University

P Standardized Test Support on Instagram

At an international university in southern Japan, a relatively new standardized test has been implemented as a major part of the English curriculum. However, there is a lack of materials to support students' success on this assessment. While websites have been created to assist students' self-study in preparation for the test, students showed a lack of enthusiasm. To combat this, we decided to explore the efficacy of introducing self-study materials for the test through Instagram. In this presentation, we will share our project development goals, student feedback and engagement, and future plans for improving standardized test study materials using Instagram.

Posters

Andrew Johnson

Student Perceptions of Connections Café

Future University Hakodate

Connections Café is the social language learning space at Future University Hakodate. After two years of being on Zoom, face-to-face activities were permitted to re-open from April 2022, albeit at a limited capacity of four students per session. To evaluate if Connections Café is meeting its objectives and better understand students' perceptions, a large-scale survey and interviews were undertaken. Summaries of the quantitative and qualitative analyses will be presented, as well as a discussion on how they are being integrated with university covid-19 guidelines.

Andrej Krasnansky, Tanya Kelly, Phoebe Lyon, & Ewen Macdonald

Perspectives on Integrating Reflection Activities

Kanda University of International Studies

This poster outlines the progress of a collaborative effort between a private university's Self-Access Learning Center (SALC) and its English Language Institute (ELI) to integrate reflection activities and materials into the ELI's core curriculum. The goal is to provide students with tools to deepen their understanding of themselves as learners. Participating ELI teachers and SALC-based learning advisors were asked to provide feedback via a survey on the integration of these materials. We will summarize their beliefs of the usefulness of the materials for facilitating and deepening reflection, their feelings on the activities, and any challenges they faced during the implementation.

Ryan Lege & Andria Lorentzen

Maker Conversation: Hands-on Language Practice

Kanda University of International Studies

Maker Education is an approach that emphasizes learner-initiated collaborative inquiry through the creation of hands-on projects. The presenters integrated Maker Education into the social self-access learning services offered by their university. During the semester, facilitators led daily 70-minute sessions called "Maker Conversation", during which students were involved in a variety of making activities including crafts, robotics, and 3D printing, while engaging in conversation. This poster will explain how Maker Conversation sessions were conducted and facilitators will share the reflections and plans for improving the sessions. Attendees will understand how hands-on, creative activities can be integrated into informal social learning spaces.

Jo Mynard, Isra Wongsarnpigoon, Christine Pemberton, & Emily Marzin

Evaluating SALC Inclusiveness: How Are We Doing?

Kanda University of International Studies

One of our SALC's aims is to be inclusive of all students who hope to use the resources, facilities, communities and support for language learning—including students in all departments, LGBTQ students, and learners with disabilities or learning differences. We also want to make sure our resources, events and services meet the needs of today's learners. In this presentation, we share our ongoing efforts and ideas about what we can do to support our mission of inclusion based on insights from a student survey and interviews. We explore the role of SALCs in raising awareness of inclusion in educational institutions.

Alexandra Ornston, Clair Taylor, & Jason Walters

Advising With Progress-Tracking Applications

Gifu Shotoku Gakuen University

This poster presentation discusses an ongoing project in which team members offer each other learning advising sessions utilizing a progress-tracker application, exploring how best to provide asynchronous between-session support. We welcome input on these questions: What kind of written encouragement helps learners? How can advisors with part-time work schedules manage learner expectations for immediate feedback? Should advisors focus on helping learners become independent (by encouraging them to use progress-tracking apps designed for solo or peer group use), or should advisors utilize advising/coaching applications? On a practical level, how can centers manage use of shared devices and applications?

Presentations

21. Stuart Warrington & Andy Tweed R Deterritorialising a SAC for Access and Inclusion
Nagoya University of Commerce and Business & Soka University

This presentation initially discusses SAC constraints as justification for positing an alternative conceptualisation of self-access. Thereafter, a theory is introduced on how current SAC practices can be reshaped via the dismantling of existing power structures in order to include and provide learners access to learning spaces they can conversely (re)create according to their learning practices, i.e., the deterritorialisation of a SAC. The presentation then concludes with examples from our current contexts and a discussion of how the creation of such learner-derived spaces can help restore learner and learning freedom while allowing for new modes of autonomous existence to surface.

22. Misato Saunders & Matt Saunders P Pearson Benchmark Workshop to Foster Self-Study
Kansai University & Ritsumeikan Asia Pacific University

To facilitate the fostering of autonomous learners, teachers have an important role. Ritsumeikan Asia Pacific University is using the Pearson Benchmark Test as an independent measure of their language level. In this presentation, we considered the role of teachers in fostering autonomous learners when creating voluntary workshops to help students to build language skills that coincide with skills needed on the test. It was hoped that students would complete the workshop with the confidence that their subsequent independent practice would help to build their language skills and improve their score on the Pearson Benchmark test.

23. Misako Kawasaki & Ryo Moriya R Written Advising Supporting Freshmen by Seniors
Waseda University

This study analyzes the content and quality of written advising to first-year undergraduate students by second-year peer advisors. The importance of peer support is recognized, but few studies have addressed what and how peer advisors give advice. The data sources are 193 pieces of peer advice to 64 concerns about learning English and other related topics. We investigated the peer advisors' comments to see the characteristics of peer advising and the influence of written advising following the coding frame by Mynard (2012). This study contributes to the body of knowledge on written advising and expands the possibilities of peer advising.

24. Katherine Thornton R Linguistic Diversity in Self-Access Spaces
Otemon Gakuin University

While English is the dominant foreign language taught in Japan, there is a significant and growing linguistic diversity present in wider society. While self-access spaces tend to reflect this emphasis on English, little research on the provision made for languages other than English (LOTE) has yet been conducted. In this presentation, I will discuss the findings of a survey which investigates linguistic diversity and the extent to which LOTE are supported in self-access environments across Japan. Stakeholder attitudes to multilingualism, including support for and potential barriers to increasing linguistic diversity will be discussed.

25. Akiyuki Sakai P 全学共通教育必修科目への自律学習要素の組み込み
Tokyo Kasei University

この発表では、全学共通教育必修科目における自律学習の取り組み実践の数少ない例として、英語自律学習を全学共通教育必修英語科目(全169クラス)に取り込んだプロセス、内容、工夫点、発展の見通し(他科目の学習への応用)、実践を通して見えてきた障害や課題について報告する。The presentation will use bilingual (Japanese and English) slides.

26. Christopher Phelps**R****E-CO Stories: The Experiences of SAC Student Staff*****Otemon Gakuin University***

Student staff play crucial roles at many self-access centres (SACs). However, little research has addressed their perceptions of working in these environments. In this presentation, I look at how student staff perceive their experience working at a university SAC in central Japan. Based on semi-structured interviews with student staff, I examine their motivations for becoming staff members and how they reflect on working at the SAC. Finally, I discuss their perceptions of how they may benefit from being staff members and present some suggestions on how the space could be improved to make it more appealing for future students.

27. Yoko Sei & Maya Abe**P****SALC Operations During a Pandemic: A Case of OUMP*****Osaka University***

In this presentation, we review our operations of OU Multilingual Plaza (OUMP), a SALC which opened in April 2020. Despite such a hard time operating a SALC during a pandemic, we have been developing the facility as follows: 1) from the online operation to a hybrid operation, and 2) content enhancement by events and workshops to promote the Japanese language learning and multilingual and multicultural issues, starting with conversation sessions. We will discuss how we have attempted to overcome the various challenges we have faced, and our future plans for the facility.

28. Dawn Lucovich**P****Language Teaching Associations and Self-Access*****JALT***

This session presents The Japan Association for Language Teaching (JALT) as a language teaching association (LTA) and its efforts to apply self-access principles for professional development purposes. The current practices and future plans of the Writers' Peer Support Group (PSG), JALT's online writing center staffed by peer tutors, will be highlighted, as well as tutor, client, and current and former coordinator perspectives. JALT's new SPIN (Student Peer Interaction Network) Subcommittee will also be discussed, including how self-access practices can be best leveraged for its member students' benefit, including their future career and professional development.

29. Carlos Budding**P****Adaptation of Independent Study Assessment*****Akita International University***

With post-pandemic life seemingly coming back to "normal" our university's self-access center has decided to continue assessing students' independent work utilizing practices implemented during the pandemic. The implemented strategies include students providing weekly updates on their progress of independent learning goals, feedback on these updates, and accountability for their work. Based on continuous feedback and observations, in 2022 changes were made that impacted students' outcomes and expectations, and additional staff was hired. As a result of these changes, students' reporting of independent work increased as well as creativity in terms of independent learning outcomes.

Calling all students!

Call & Registration for the 6th JASAL Student Conference (online)

Saturday, December 17th, 2022 (13:00–17:00) Online

Join us! Meet others, share your experiences, get new ideas! Did you know that there are student users, student volunteers/staff like you in other schools who are active in their language learning centers? Are you interested in meeting them, sharing yours and hearing what student staff in other schools are doing for events, services, games, displays? If so, please join us! Presenting is optional. But everyone will participate in casual idea sharing sessions.

There are two ways to participate:

1. Present + Attend (individual or group)
 - Presentations are 10 minutes long on any topic related to your space.
Such examples include:
 - Your self-access learning center/language learning space
 - Activities/events you do as a student volunteer/staff/user
 - Projects/research you do as a student volunteer/staff/user
 - Issues or challenges you have as student staff and how you are addressing them
2. Attend (but NOT present)

Deadlines:

Option 1 (Present + Attend): Submit your proposal by Thursday, November 17, 2022.

Option 2 (just attending): Register to participate by Saturday, December 10, 2022.

What is the language we will use at the student conference? The language of the online conference is English. It is okay to use Japanese if necessary.

Participation fee:

Free of charge

For more information, please follow [this link](#).

If you have any questions, please contact JASAL Student Involvement Coordinator
Umida Ashurova at: jasalorg@gmail.com

JASAL Journal

Issue 4.1 of JASAL Journal, which will be guest edited by Satoko Watkins, Emily Marzin, and Daniel Hooper, is scheduled for June 2023, with a submission deadline of **February 28, 2023**. The theme of this issue will be **accessibility and inclusivity in self-access**, but we will consider all proposals related to self-access language learning. Feel free to make enquiries to the editorial team by email if you are considering whether to submit a paper.

For this 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.

Book or Conference Reviews

Have you read a book or attended a conference relevant to self-access language learning? If so, why not tell us your thoughts on it in 1500 to 2000 words.

Note that there is no requirement to have presented your research at JASAL2022, (although we do encourage presenters to submit) and submission is open to all JASAL members, including those who were unable to attend the conference.

Please refer to <https://jasalorg.com/jasal-journal/> for more information.

Enquiries: jasaljournalATgmail.com

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) 舘、日本における自律学習教育やセルフ・アクセス・センター誘普及および向上を目指す専門家からなる学会です。

JASAL 誦、これら専門 家に語学教育における自律学習教育誦専門的知識、セルフ・アクセス・センター誦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、こ誦分野誦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誦、今、最も注目され始めた分野誦一つです。

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

Simply send an email to (jasalorg@gmail.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、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。会員費無料です。

Would you like to host a SAC tour? SACツアーを開催しませんか。

A SAC tour is a great learning opportunity 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, please let one of the JASAL board members know. SACツアーは、JASALメンバーにとって、自分の教育機関以外で実際に運営されているSACを見学できる素晴らしい学習の機会となります。ツアーでは、ディスカッションが行われ、言語学習スペースの運営、カリキュラムとの統合、学生の参加、スタッフの配置、その他セルフアクセス学習やアドバイジングなどのサービスに関する事柄について、メンバー同士で助け合い、アイデアを出し合います。SACツアーの開催にご興味のある方は、JASALの理事までお知らせください。

Would you like to learn more about JASAL? Check us out on social media!

Visit our website: <https://jasalorg.com/>

Facebook: <https://fb.me/jasalog>

Twitter: @jasalorg

Instagram: @jasalorg



JASAL Partner Organizations



International Association for
Language Learning Technology
(IALLT)

JASAL Partner Organizations



Red de Aprendizaje
Autónomo de Lenguas

EICA Encuentro Internacional de Centros de Autoacceso



Research Institute for Learner
Autonomy Education

WCAJ

The Writing Centers Association of Japan

Photography / Screenshots

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

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 Instagram, or by email at jasalorgATgmail.com), and we will promptly remove it.

Thank you for your understanding and cooperation.

Feedback Survey

Please give us some feedback about JASAL2022 through [this simple survey](#).

