



JASAL2024 National Conference

Collaboration in Self-Access Language Learning

Saturday, October 26th, 2024

with SAC tour at University of Electro-Communications on Friday, October 25th

Hosted by Soka University

Onsite with Partial Online Participation Possible

Conference Program

The Japan Association for Self-Access Learning (JASAL) is delighted to invite you to join the JASAL2024 National Conference, at Soka University, in Hachioji. This year, our conference theme is ***Collaboration in Self-Access Language Learning***. As a community-based learning model, we all know how self-access thrives on the connections made between self-access centre (SAC) users, service/event participants and the educators who support the facilities. Equally, many successful self-access innovations would not be possible without collaboration between teachers, administrators, learning advisors, students and other people connected to SACs. We hope that you will have an inspiring day learning about practices and initiatives at other institutions, whether you're joining us in Hachioji or online! Have a great day!

ようこそ日本自律学習学会(JASAL)2024年年次大会へお越しくださいました。JASALは、創価大学八王子キャンパスにて、JASAL2024全国大会を開催いたします。今年の大会テーマは、「セルフ・アクセス・ラーニングにおけるコラボレーション」です。コミュニティーに根ざした学習モデルとして、セルフ・アクセス・センターは、その利用者、サービスやイベントの参加者、そして施設をサポートする教育者間のつながりによって賑わい、意義のある教育活動が行われているということを私たちは知っています。セルフ・アクセス・センターで成功したイノベーションの多くは、教員、職員、ラーニングアドバイザー、学生、その他セルフ・アクセス・センターに関わる人々の協力なしには成り立ちません。創価大学八王子キャンパスにて参加される方も、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ください！それでは良い一日を！

JASAL Board Katherine Thornton (President)

| | |
|---|--------------------------------------|
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JASAL2024 Conference Chair: Katherine Thornton

Site Chair: Andrew D. Tweed

A huge thank you to the local organising committee & on-site student volunteers!

JASAL2024

Conference Program

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Soka University
1-236 Tangi-machi, Hachioji-shi, Tokyo 192-8577



Self-Access Park, University of Electro-Communications (電気通信大学)
1-5-1 Chofugaoka, Chofu, 182-8585, Tokyo, Japan
(Pre-Conference SAC Tour, Friday, October 25th, 16:45-18:15)
Advanced booking required



Soka University Transportation Information

Make your way to one of these train stations:

JR Hachioji or **Keio Hachioji**

From either station, you can take a local bus to Soka University.

Please get off the bus at **Soka University Main Gate Tokyo Fuji Art Museum**.

bus-navi.com English: <https://transfer.navitime.biz/bus-navi-eng/pc/map/Top>

You can search the fare / route by specifying the departure place / destination.

For JR Hachioji, enter this in START field: 'Hachioji Sta North'

For Keio Hachioji, enter this in START field: 'Keio Hachioji'

In the GOAL field, enter: 'Soka University Main Gate' (創価大学正門 東京富士美術館)

Click 'SEARCH' to see maps of the station areas and bus timetables.

These are three buses that go to Soka University Main Gate Fuji Art Museum:

Hi 02*, Hi 04*, 16-06

**Note that these buses take around 15 minutes. Route 16-06 takes about 25 minutes.*

When you get off the bus, there will be volunteers between **Soka University Main Gate & and Global Square/Central Education Building** (中央教育棟) where all conference activities will be held.

STEP 1

When entering the bus, please touch your Suica / P^{as} SMO card or take a fare ticket.

STEP 2

When you hear your destination, please press the "please stop" buzzer and wait until the bus is fully stopped.

STEP 3

When exiting the bus, touch your Suica / P^{as} SMO card or with your fare ticket and exact change, put them into the machine.

* You can also charge your Suica / P^{as} SMO if you have 1,000 yen bills. Tell the driver and follow the steps. **【Video】[Nishitokyobus] How to ride the bus (English)**

<https://www.youtube.com/watch?v=DE0BwFx9W5M>

You could also share a taxi from Hachioji (about 15 minutes, ¥1800).

Bus Directions from JR Hachioji Station

1. Go out the main and only exit wickets then turn right, towards the north exit.



2. Go down the stairs/escalator and when you get to the ground level go left and curve around to bus stop number 14. Note: Do not go underground.



3. You can take bus numbers Hi-02, Hi-04, or 16-06, with 16-06 one being the slowest. Get off at the *Soka University Main Gate Fuji Art Museum* bus stop.



Bus Directions from Keio Hachioji Station

1. Take the central exit.

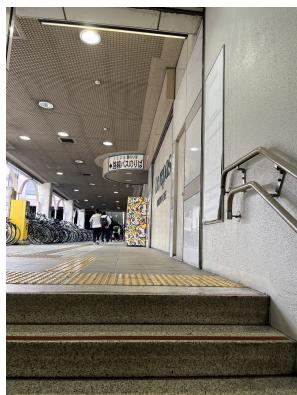


2. When you exit the wickets, go immediately right to Exit 1 for the bus station.

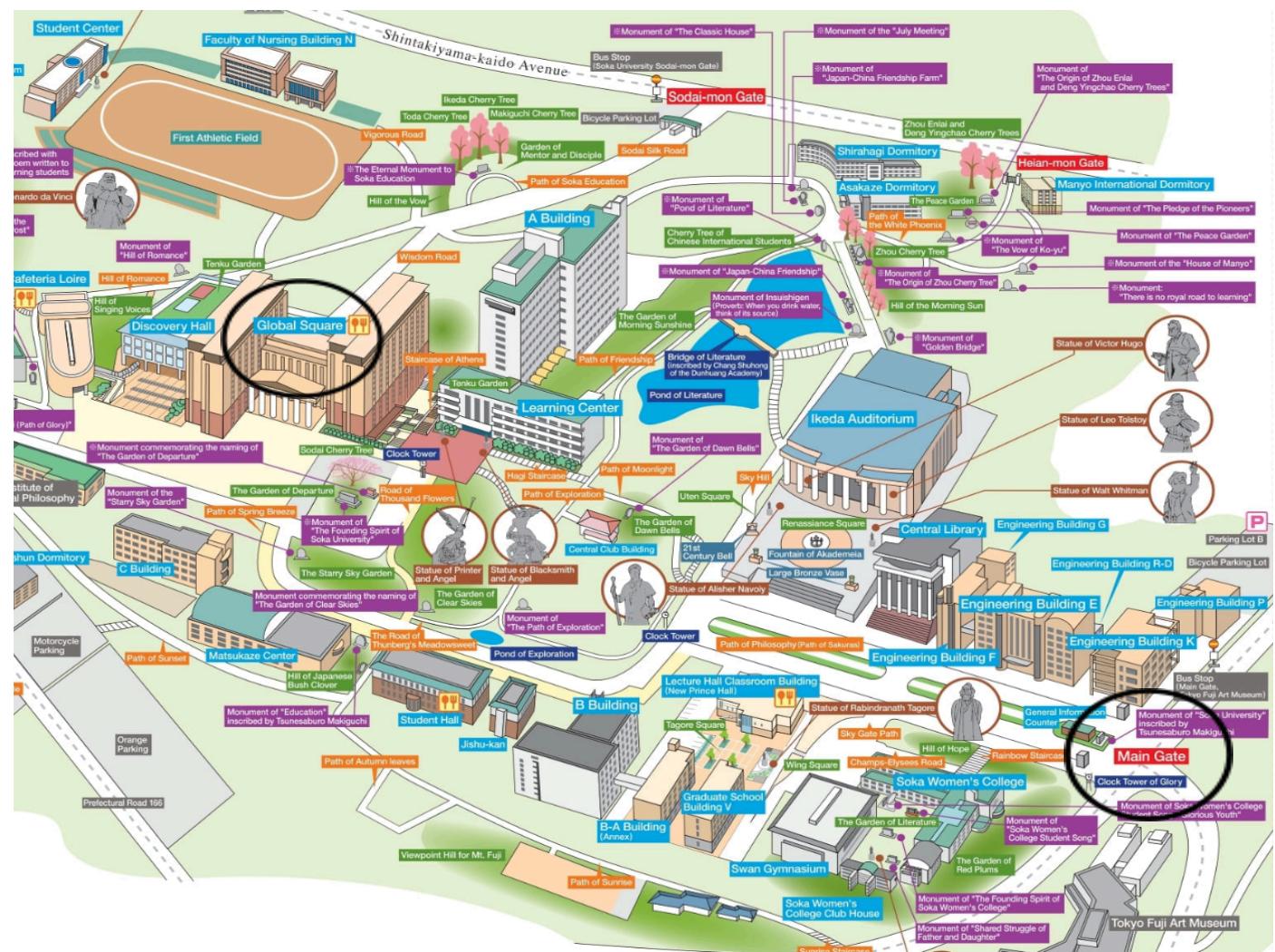


3. Go up the stairs and find bus stop number 4. You can take bus numbers Hi-02, Hi-04, or 16-06, with 16-06 one being the slowest.

Get off at the *Soka University Main Gate Fuji Art Museum* bus stop.



Soka University Site Map



Main Gate and Global Square/Central Education Building (中央教育棟) are circled. Full campus map [here](#).

All JASAL2024 activities will be held in the **Global Square/Central Education Building** (中央教育棟).

Click [here](#) for the floor guide to **Global Square/Central Education Building**
and here for a [virtual tour](#).

Note that the Lawson's convenience store on **Global Square B1** is open **9 a.m to 4 p.m.** on Saturday.

[SPACe](#) is on the 2F. The **WLC SAC** is located inside [SPACe](#).

Quick Guide to the JASAL2024 Conference

| | | | |
|---|---|-------------|--|
|  | <u>Registration & Morning Mixer</u> JASAL Members & undergraduate student participants: ¥0! Non-JASAL members: ¥500 | 9:00～ | Grand Café 4F (Central Ridge) |
|  | <u>Opening Remarks</u> | 9:30～9:50 | AW303 (West Ridge) |
|  | <u>Presentations</u> | 10:00～11:30 | |
|  | <u>Tea/Coffee break</u> | 11:30～11:45 | Grand Café 4F (Central Ridge) |
| | <u>UnPlenary (1)</u> | 11:45～12:45 | AW303 3F (West Ridge) |
|  | <u>JASAL AGM</u> | 12:45～13:00 | AW303 3F (West Ridge) |
|  | <u>Lunch</u> | 13:00～13:45 | Grand Café 4F (Central Ridge) |
|  | <u>SALC Tour, Posters & UnPlenary (2)</u> | 13:45～14:30 | SPACe 2F (West Ridge) |
|  | <u>Presentations</u> | 14:30～15:30 | |
|  | <u>Tea/Coffee break</u> | 15:30～16:00 | Grand Café 4F (Central Ridge) |
|  | <u>Presentations</u> | 16:00～17:30 | |
|  | <u>Closing Remarks & UnPlenary (3)</u> | 17:30～18:00 | AW303 3F (West Ridge) |
|  | <u>Networking dinner</u> Unwind after a satisfying day at the conference. | 20:00～22:00 | Shin-Okubo |

WiFi is available and the password will be displayed in the presentation rooms.

UnPlenary Session

10:00–11:00

AW303 (West Ridge)

Imagine a conference where the traditional plenary session is ***reimagined*** as an inclusive and dynamic gathering of minds. Instead of a single speaker, all attendees are invited to participate in focus group discussions aimed at **tackling *real-world challenges*** and **exploring innovative *research avenues*** within their field.

Inspired by [Renaissance Weekend](#) and introduced to the JASAL Board via Priya Parker's [The Art of Gathering: How We Meet and Why It Matters](#), we aim at JASAL2024 to foster an environment where diverse perspectives converge to generate **creative and tangible solutions** to the issues that are most pressing to you—our guests.

By harnessing the collective intelligence, experience, and passion of our community, we hope this format will serve as a catalyst for meaningful dialogue, sparking inspiration and driving progress in both theory and practice. In the morning plenary session, you'll self-organize into small groups to discuss a topic of your choosing, and take notes on the discussion points.

The notes that you'll take in the morning *unPlenary* session will be up on display during the poster session, where you'll be able to look over the notes from other small groups, and add your comments with post-it notes.

During our customary closing session, we'll review some of the outcomes of the small group discussions and post-it comments, and will have prepared an online space (Padlet) to help extend your experiences after the conference concludes.

JASAL2024 Conference Schedule

Presentations in blue italics are online, but will be screened in the Room

| Time | | Room AW401 (Hybrid room) | Room AW402 (Research) | Room AW403 (Research/Practice) | Room AW404 (Practice) |
|-------------|---------------------|--|---|--|--------------------------|
| 09:00–13:00 | | | Registration: Global Square 1F Entrance Hall (Central Ridge) | | |
| 09:00–09:30 | | | Morning Mixer: 4F Grand Cafe (Central Ridge) | | |
| 09:30–09:50 | | | Opening Remarks + Introduction to <i>UnPlenary</i> (AW303) | | |
| 10:00–10:30 | Presentations 1-4 | <u>Hooper (R) (online)</u> | <u>Atwood & Takada</u> | <u>Kanduboda et al (P)</u> | <u>Eccleston</u> |
| 10:30–11:00 | Presentations 5-8 | <u>Namiki & Hooper (P) (online)</u> (日本語) | <u>Tweed et al</u> | <u>Ohara (R)</u> | <u>Gutierrez</u> |
| 11:00–11:30 | Presentations 9-11 | <u>Ristea (R) (online)</u> | <u>Brown</u> | <u>Kushida et al (R)</u> | |
| 11:30–11:45 | | | Coffee Break (4F Grand Cafe - Central Ridge) | | |
| 11:45–12:45 | | | <i>UnPlenary Part 1</i> (AW303) | | |
| 12:45–13:00 | | | AGM (AW303) | | |
| 13:00–13:45 | | | LUNCH (4F Grand Cafe - Central Ridge) | | |
| 13:45–14:30 | | WLC SALC tour (SPACe 2F - West Ridge) | | <u>Poster Sessions & <i>UnPlenary Part 2</i> (SPACe 2F - West Ridge)</u> Marzin & Ubukata, Horai, Mynard, Kuga & Tahara | |
| 14:30–15:00 | Presentations 12-15 | <u>Hayashi et al (P) (日本語)</u> | <u>Lin</u> | <u>Taylor (P)</u> | <u>Hashimoto</u> |
| 15:00–15:30 | Presentations 16-19 | <u>Sei et al (P)</u> | <u>Hamada et al</u> | <u>Lavolette (P)</u> | <u>Raine</u> |

JASAL 2024 Conference Schedule

Saturday, October 26th,, 2024

| Time | | Room AW401 (Hybrid room) | Room AW402 (Research) | Room AW403 (R/P) | Room AW404 (Practice) |
|-------------|------------------------|---|--|---------------------|--|
| 15:30–16:00 | | Coffee Break (4F Grand Cafe - Central Ridge) | | | |
| 16:00–16:30 | Presentations 20-23 | <u>Dykes (P)</u> <u>(online)</u> | <u>Marzoña</u> | <u>Koga (R)</u> | <u>Takada et al</u> <u>Workshop</u> <u>(45 mins)</u> |
| 16:30–17:00 | Presentations 24-26 | <u>Phelps (R)</u> | <u>Birdsell</u> | <u>Cheetham (P)</u> | |
| 17:00–17:30 | Presentations 27-29 | <u>Thornton (R)</u> | <u>Moriya &</u> <u>Kawasaki</u> | | <u>Gommerman</u> |
| 17:30–18:00 | | Reflections (UnPlenary Part 3) & Closing Remarks (AW303) | | | |

Presentation times include a 5-minute break to move to the next presentation, and allow the next presenter in that room to set up.

If you are presenting, we recommend loading your presentation file onto the desktop in advance of your presentation time.

Networking Reception 20:00～22:00

ネパール民族料理 アーガン (AANGAN)
〒169-0072 東京都新宿区大久保2丁目32-3 リスボンビル 4F
<https://aangan-tokyo.com/> (restaurant website)
(Advanced booking required)

Sunday, October 27th, 2024 Post-conference activity

Hike up Mount Takao. Meet at 10 a.m. in front of **Takao San Guchi** station, which is on the Keio Line. (Please note —this is not Takao station). The hike to the top takes about 90 minutes. No sign up —just turn up on the day. This is an informal activity, and you participate at your own risk.

Abstracts

Presentations

R = Research presentations

P = Practice-based presentations

W = Workshop (45 minutes)

S = Sponsored session

1. Daniel HOOPER

Tokyo Kasei University

R Scientific and Everyday Concepts in SALC Student Leadership

This presentation aims to explore the role of everyday and scientific concepts in developing student leadership in a self-access learning center (SALC) in Japan. Through data from an 18-month ethnographic case study of a SALC student learning community, it highlights how leaders internalized scientific concepts introduced to them through a SALC-based leadership course, influencing their individual learning trajectories and their community's path. The study suggests that SALC learning advisors can engage in concept-based instructional approaches, where explicit instruction is internalized through communicative dialogue and finding avenues for learners to apply scientific concepts to everyday practice.

2. Kodiak ATWOOD & Sina TAKADA

Kanda Univ. of International Studies

R Students' Perceptions of a Gamified Self-Access Learning App

We developed a web application to gamify the student experience in the Self-Access Learning Center (SALC), incorporating game-like features such as missions, point systems, and leaderboards. Five students piloted the app for a month, after which we conducted semi-structured interviews to gather feedback. Our findings suggest that the app encouraged more frequent and diverse use of the available resources. The feedback underscores the app's current potential to enhance student engagement and motivation in self-access learning and how it can be modified to further its potential to foster a collaborative learning environment.

3. Prabath Buddhika KANDUBODA, Moe SHOJI, & Soraya LIU

Ritsumeikan University

P Balancing Guidance and Building Student-Staff Autonomy

This study explores the collaborative efforts of university lecturers in fostering student-staff autonomy on SALC activities. The objectives of this study are to share academic staff experience in guiding SALC student-staff and examine good-practices in pedagogy from different perspectives. The data is gathered based on reflectional notes from three lecturers from three campuses. The results show that regardless of the academic staff's specialty knowledge in different fields, well-planned guidance can lead the students to build autonomy in event proposals, planning, preparations, execution, reporting, and reflection. We hope this information is referential for SALC developments in pedagogy for facilitating student-staff autonomy.

4. Richard ECCLESTON

University of Fukui

P A Medical Campus SAC: Reflections, Challenges, and Solutions

This presentation will discuss the Self-Access Center (SAC) at the University of Fukui, located at the medical campus, home to medical and nursing students. While it has provided students with a beneficial space for self-directed language learning since 2014, the SAC has faced numerous challenges, such as its location and limited opening hours. In this presentation, the history of the SAC will be introduced, and challenges and attempted solutions to increase usage will be reflected upon. Finally, possible future solutions, such as allowing 24/7 access, will be discussed.

5. Yuki NAMIKI & Daniel HOOPER

Tokyo Kasei University

P REALルームの新たな可能性と新方向性

本報告は、東京家政大学英語コミュニケーション学科内の自律学習スペース(REALルーム)の改善プログラムの開発と実施についての第一報である。REALルームの設立経緯と利用実態を説明し、学生と教員の視点に基づいたニーズ分析を行う。調査結果から、REALルームには英語を媒介としたソーシャル・ハブ、適切な助言やサポートの場、学部の広報・ブランディングに資する役割が期待されている。これらを基に改善案を策定する。

6. Andrew D. TWEED,**Soka University****Stuart WARRINGTON,****Nagoya Univ. of Commerce and Business****& Saroeun MAO****National Institute of Education (NIE)****R Revitalizing Self-Access in Japan: Cambodian Strategies**

This collaborative, research-based presentation explores how self-access learning in Japan can enhance English language use outside the classroom, drawing inspiration from Cambodia's successful strategies. The study contrasts Japan's challenges in English proficiency with Cambodia's progress in integrating English into daily life. It examines effective out-of-class English strategies observed in Cambodia and discusses their potential adaptation to the Japanese context. The presentation emphasizes the role of self-access learning for implementing these initiatives, aiming to improve learners' global communication. The research, based on secondary data and the presenters' self-reported observations and experiences, offers insights into overcoming Japan's persistent challenges in English communication.

7. Tetsushi OHARA**Ritsumeikan Asia Pacific Univ.****R Vertical and Horizontal Learning at the Self-Access Center**

This study examines how international students at a Japanese university construct their Japanese language learning experiences while navigating the boundaries between classroom settings and the Self-Access Learning Center (SALC). Using the concepts of vertical learning (becoming proficient) and horizontal learning (acquiring new perspectives), the study analyzes data from a survey of approximately 50 international students and follow-up interviews. The results show that students use the SALC not only to improve their Japanese skills but also to explore new learning methods, build social connections, and gain various cultural perspectives. These findings underscore the importance of adopting a holistic approach when designing and managing SALC facilities.

8. Timothy GUTIERREZ**Nihon Univ. College of Humanities****and Sciences****P Tabletop Role-Playing Games in a Language Learning Space**

The presenter has been facilitating tabletop role-playing games in the language learning space of a SALC for two years. The aim of the activity is to give students a chance to experience an activity that is popular around the world. This activity requires participants to exchange ideas and make cooperative decisions to solve problems presented by the facilitator. In the context of how the language learning space is organized, attendees will learn about tabletop role-playing games, how they are used in the center, and a description of which students have participated and what they have thought about the activity.

9. Viorel RISTEA**Center for International Education &****Exchange, Prefectural Univ. of Kumamoto****R Visual Insights into the SALL Learner as the Subject in CHAT**

Visual elicitation generates different and richer data and reveals unique insights into people's experiences (Page et al., 2022). As part of an elaborate research project analyzing one-on-one learner-educator interactions from a Cultural-Historical Activity Theory (CHAT) perspective, it is used to facilitate reflection during introductory advising sessions at a small SAC. Data in the form of visual self-representation was collected from 52 learners during 52 individual sessions. This presentation adopts the SALL 'learner' as the 'subject' of CHAT and reports preliminary results focused on comprehensively portraying the latter, revealing exclusive insights into their subjective experience and identity as language learners.

10. Kenneth BROWN**Univ. of Teacher Education Fukuoka****R Autonomy's Effect on Attendance in Extracurricular Classes**

In response to the revised Courses of Study, which prescribed the increase of English lessons in elementary schools, this university of education created a campus "eikaiwa school," with the aim to improve elementary-education majors' English proficiency. These classes were extracurricular and, therefore, voluntary. The assumption was that motivation would be the key determinant for whether students attended. However, an investigation involving 73 participants revealed that it was students' psychological need for autonomy, rather than the nature of their motivation, that predicted attendance. The ramifications of this finding for students' propensity to make use of SAC/LLS will be discussed.

11. Bethan KUSHIDA, Jo MYNARD, Ewen MacDONALD, & Hao JINGXIN**Kanda Univ. of International Studies****R Collaborative Research on English Usage in a SAC**

In this presentation, we will give an overview of a collective project to understand the needs and views of our self-access center users. Guided by self-determination theory, the project investigated English usage in a university self-access learning center in Japan. The study aimed to understand student attitudes and practices when using the center, as well as their opinions on the center's language policy. The research team comprised 20 teachers and learning advisors who conducted 141 structured interviews over two weeks. We will provide an overview of the project's purpose and the methods for involving colleagues and coordinating this large-scale effort.

12. Nanako HAYASHI, Mina YAMAMOTO, & Prabath Buddhika KANDUBODA**立命館大学****P 正課外活動を通じた学生の国際交流・異文化理解支****援について～立命館大学BBPでの実践事例を中心に**

本稿は、言語学習・国際交流・多文化共生促進の機能を持つ立命館大学のSALC、BBPにおける職員の役割と責任の変化について実践報告するものである。近年、利用者の多様なニーズに伴うBBP活動拡大により職員の在り方が施設の運営・管理から学生支援まで広がりつつある。学生・教職員共修促進の場として期待が高まる中、本学のBBPを例に、職員の支援実態と成果、課題を検討し、ノウハウの共有によって正課外活動支援のさらなる発展を狙う。

13. Yi/Leona LIN**Soka University****R Fostering Self-directed Learning at Self-Access Centers**

Self-Directed Learning (SDL) is a process where individuals take charge of identifying their learning needs, setting goals, selecting materials, implementing strategies, and evaluating outcomes (Knowles, 1975). This research explores how Self-Access Centers (SACs) support SDL and identifies key characteristics of effective SACs. Data were gathered from SAC staff, language instructors, and students to provide a thorough understanding of SAC practices. In the presentation, the researcher will discuss common practices that promote SDL in three well-established SACs in Japan, including community building, lifelong learning initiatives, exploration of learner beliefs, and student-led activities. Successful experiences generalized from the common practices of well-established SACs will be utilized to supply recommendations to SACs facing initial or transformational issues.

14. Clair TAYLOR**Gifu Shotoku Gakuen University****P Promoting Positive Self-Talk in a Space for Children**

Positive self-talk has been associated with increased persistence, confidence, and motivation, as well as improved self-regulation. This practice paper reports on an initiative in which parts of a playground-like social English space for children were redesigned to incorporate play activities which aim to promote positive self-talk. The presenter will outline how she, a university faculty member, collaborated with ALTs at the university-affiliated elementary school to develop this project, also involving the university students who volunteer as facilitators at the space. Both the design and implementation will be discussed, including how the children themselves spontaneously personalize and develop the original concepts.

15. Shin'ichi HASHIMOTO**Tokai University****P Student Study Support using MS Teams as a SAC Platform**

To fill the gap between regular classes and administrative support for students who want to go abroad for study, the Faculty of Engineering at Tokai University is currently piloting a self-access type of program using MS Teams as the main platform. The Team serves as a communication hub between students, faculty and staff without the need for a physical space to meet. A volunteer faculty member manages the Team and conducts once-a-week 90-minute face-to-face sessions to offer support for students who desire it. Student response for the most part has been positive.

16. Yoko SEI, Maya ABE, & Mioko YOSHINAGA**Osaka University****P Collaborating to Clarify Pathways for Multilingual Support**

Osaka University has several types of extracurricular multilingual multicultural learning support at its three campuses. However, the support operated by different departments makes it difficult for students to obtain the services they need or they are looking for. In light of these issues, the relevant departments collaborated to create a learning support network. Through this network, it has become possible to centralize information and clarify the uniqueness of each service through the website. In addition, by facilitating the sharing of information among the management staff, it has become possible to introduce appropriate support according to the needs of each student. (1) Centralization of information on the website

(2) Clarification of the uniqueness of each service (3) Easier referrals to other services through information exchange among management staff

**17. Yo HAMADA, Yuka HAYASHI, Marin SATO,
Sena SUZUKI, & Hidetsugu TOSHIMA**

Akita University

R What Types of Physical Layouts in Our SALC Attract Users?

In this research, we examined what type of physical layouts of a self-access center were more attractive to and favored by users. 22 university students participated in the study, experiencing three different types of layouts. The results of a 7-item questionnaire and the follow-up interview revealed that the participants favored and were comfortable with the layouts that have some flexibility. In the presentation, the pictures of each layout will be shown together with the detailed explanation and the participants' comments.

18. Betsy LAVOLETTE

Kyoto Sangyo University

P Immersive Virtual Tours for Promoting Language Spaces

Getting students to enter SALCs is a major hurdle to overcome to help students improve their language skills and become more autonomous learners. Immersive reality virtual tours may help students get comfortable with a SALC before they approach it in real life. In this presentation, I will provide two examples of virtual tours of the SALC at Kyoto Sangyo University and explain various methods of creating 360 virtual tours, including options for creating and viewing, costs, and pros and cons of each method.

19. Paul RAINES

EIGO.AI / Ritsumeikan University

P (S) Eigo.AI: AI-Powered Lessons for English Language Learners

Eigo.AI is an adaptable platform for self-access English learners, leveraging AI to enhance proficiency. Users select their level—beginner, intermediate, or advanced—and engage with content that aligns with their interests. AI-generated lessons are published weekly and are proofread by experienced language teachers to ensure accuracy. Learners can focus on specific skills or themes, with AI providing instant feedback on speaking and writing. For self-access practitioners, Eigo.AI offers tools to track progress and provide support, making it a flexible and effective resource for independent language study.

20. Robert DYKES

JALT

P Self-Access Learning and the Integration of AI in TESOL

This presentation will start with a broad overview of the current trends of AI and its integration into self-access learning within the context of language learning. The main topics covered include various AI-powered platforms for language learning, natural language processing for chatbots and virtual tutors, adaptive learning platforms, and examples of AI-driven feedback for writing, pronunciation, grammar, and fluency. The presentation will discuss the benefits of AI, as well as the challenges, including ethical and equity concerns, and current technical and pedagogical issues. It will end with suggestions on how the technology needs to improve.

21. Nikki MARZOÑA

Ritsumeikan Asia Pacific University

R Advice Rejection in the Writing Center: A Case Study

Writing Center interactions involve the face-threatening acts of advice giving and advice resistance. Politeness strategies help students and their peer tutors manage these interactions to accomplish their shared goal of improving the student's piece of writing. Using Conversation Analysis, the researcher will present a case study of how a NNES student and a NNES peer tutor navigated advice resistance through politeness strategies. This study aims to contribute to tutor training by demonstrating that advice rejection can open opportunities to encourage students' ownership of their text and to engage in pedagogical work, both of which could enhance the effectiveness of advising sessions.

22. Alison KOGA

Sojo University

R Perspectives on Translanguaging in SALCs

Many lower-level language learners unfortunately refrain from using the target-language, avoid engaging with SALCs on a daily basis, and are often reluctant to participate in language-related activities and events in SALCs. This study investigates the role of translanguaging in SALCs, drawing insights from surveys and interviews conducted among students and teachers. The findings highlight how leveraging a learner's L1 can ease anxiety among students, thereby fostering an inclusive and supportive environment that is less intimidating for the students. The teacher surveys in particular highlight how the use of the students' L1 is helpful with communicating and supporting students' needs in SALCs.

23. Sina TAKADA, Emily MARZIN & Christine PEMBERTON**Kanda Univ. of International Studies****W Digital Tool for Advisors' Emotions and Advising Practice**

This presentation will introduce an innovative approach to assisting reflection on emotions in advising practice through a digital tool. The presentation will be divided into three parts: a brief overview of emotional challenges in the advising field, a hands-on session where participants use the tool, and a discussion to reflect on the use of the tool and emotions emerging throughout their professional practices. This will help participants explore how a digital tool can improve advisors' well-being and self-efficacy in self-directed learning contexts.

24. Christopher PHELPS**Osaka Institute of Technology****R Examining SAC Student Staff Member Motivation Through SDT**

Student staff members are vital to the communities that inhabit self-access centres (SACs). Despite their integral role, very little research addressing what motivates them exists. In this presentation, I describe the factors motivating student staff members in SACs to begin and continue their roles. These factors are explored through the student staff member narratives collaboratively constructed by the researcher and eight student staff members from two SACs in western Japan. Later, I analyse these narratives using self-determination theory, attempting to clarify why student staff members may or may not be motivated to start and carry on their roles at SACs.

26. Brian BIRDSELL**Hirosaki University****R Using a SALC as a Learning Space for Interactive Homework**

In this presentation, I describe an assignment in a mandatory English class that introduced first-year students to the university's SALC using a "push-pull" method. The assignment required students to visit the SALC, interview conversation supporters who work there, and reflect on their experiences. The research aimed to understand students' emotional responses to entering and conversing in English in the SALC. Through thematic analysis, I present four themes that emerged from their reflections. Using various theoretical frameworks, I discuss these results and conclude by highlighting the benefits and challenges of assigning interactive homework in the SALC.

26. Catherine CHEETHAM**Information Science and Technology,
Tokai University****P Turning Another Page: Extensive Reading Beyond the Classroom**

Too often after a classroom extensive reading (ER) component of a course ends, positive influences that encouraged students to read dissipate. A self-access center can help them maintain their momentum, by incorporating many of the same supportive routines students experienced in the classroom. This presentation will showcase how a learner-driven ER program that promotes socialization and acknowledges student reading achievements can be expanded into a self-access setting. Flexible methods for promoting sustainable ER will be shared, including achievement recognition and cooperative reading activities.

27. Katherine THORNTON**Otemon Gakuin University****R Moving beyond the SAC: Student-Run Community Outreach Events**

This presentation will describe an outreach project where students from one SAC organized local community events on a language learning and internationalization theme. It will outline the structure of the events, the planning and implement process and, using data from student reflective reports, reveal what students learned through the experience. While some students were already SAC staff, the project also provided opportunities for other students to take part in event organization, without committing to a permanent staff role. Suggestions will be given for other SACs which might be looking to implement similar activities.

28. Ryo MORIYA**Shizuoka University****& Misako KAWASAKI
Waseda University****R Implementing Open Dialogue Advising and Reflecting as Praxis**

This study explores the potential of implementing open dialogue advising in language classes. Although a mutually beneficial relationship is anticipated between the advisors and the advisees through open dialogue advising, the combination of open dialogue and advising remains underexplored. With the help of nine participants, we collected and analyzed the following data sources: (a) 222-minute audio recordings of nine sessions by nine peer advisors, (b) reflective comments after each session, and (c) 138-minute audio recordings of two focus group interviews. The findings contribute to advising praxis and expand the possibilities of integrating peer advising with open dialogue approaches.

29. Robert GOMMERMAN

Chuo University

P Blending On-Demand Courses with In-Person Sessions

The topic of this presentation is the integration of in-person discussion sessions in the department's Academic Support Center with an on-demand course for 334 first-year students. The presentation will include a detailed description of the goal and purpose for conducting the discussions, the process and tools for setting up the groups and timing of visits, the content and necessary preparation for the discussion and how it relates to the on-demand course, and the method of evaluation. Feedback from students from a questionnaire administered post-discussion will also be discussed.

Poster Presentations

Emily MARZIN & Haruka UBUKATA

Facilitating Reflection Using AI-Generated Visual Metaphors

Kanda University of International Studies

This poster presentation introduces ongoing research on the use of visual metaphors in self-directed learning. The participants completed a classroom activity to create metaphors with the help of an AI-image generator to reflect on and visualize their learning processes. We present examples of the generated images and students' thoughts on the effectiveness and challenges of using the tool. Suggestions we offer will benefit both classroom teachers and practitioners in Self-access centers, who encourage students' reflection to maximize their learning.

Kayoko HORAI

Promoting a SALC through an Art Exhibition in English

Sojo University

This presentation discusses the collaboration between Art departments to promote English education at a private university with no English major. Students from the art department held an exhibition featuring English titles and captions in the English education facility including the university's SALC. The exhibition aimed to improve art students' awareness of English, provide opportunities for students and faculty to appreciate art on campus, and promote understanding of English education. This presentation will report on the challenges faced while preparing the exhibition, survey results from exhibition visitors, and practical advice for promoting English education through interdisciplinary collaboration.

Jo MYNARD

Studies in Self-Access Learning Journal: A Retrospective

Kanda University of International Studies

This poster tracks Studies in Self-Access Learning (SiSAL) Journal's journey since its inception in June 2010. As an open-access, peer-reviewed, quarterly publication, SiSAL has been instrumental in advancing the field of self-access language learning. Leading up to its 60th issue, the poster showcases key milestones, major themes, and influential contributions over its 14 years of publication. Reflections on editorial trends, the role of open-access publishing, and the journal's impact on global research and practice are presented. What is next after many years of innovation and collaboration in promoting learner autonomy and self-access learning? Stop by and engage in the dialogue.

Hajime KUGA & Tatsuro TAHARA

日本におけるライティング・センターの理念と指導方針のレ

ビューー「自立／自律した書き手」に着目して—

本研究は、日本におけるライティング・センターが掲げる理念と指導方針のレビューを行うことを目的とする。本研究は日本の19機関のライティング・センターのHPを分析対象とし、各機関の理念と指導方針を特定した。本発表は、ライティング・センターの理念において、育てる書き手が「自立した書き手」「自律した書き手」と語句が統一されていない点に主に着目し、各センターの理念と指導方針の特徴と多様性に関して考察を行う。

Waseda University



Call & Registration for the 8th JASAL Student Conference (Online) Saturday, December 7th (9:30-13:00)

Join us! Meet others, share your experiences, get new ideas!

There are many student users, student volunteers, and student staff just like you in other universities who are active in their language learning centers. Are you interested in meeting them, sharing your stories with them and their teachers, and hearing what students in other universities are doing for events, services, games, and displays?

If so, please join us at the 8th JASAL Student Conference! Present your ideas, or simply share them in group discussions. This year's conference will again be held online as it is a very good and easy way of gathering many students from different universities.

If you would like to join, there are two different options for your consideration. Please read about those options below and take the following steps:

Option 1: Present + Attend (individual or group)

1. Prepare a 10-minute presentation on any topic related to your self-access language learning space. For example, the topics could be:
 - About your self-access learning center/language learning space
 - Activities/events you do as 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. Write a short summary of your presentation (100 words maximum). Have your teacher / learning advisor check it, and then submit it by **November 23rd, 2024**, using the [registration form for presenters here](#).
3. Prepare a list of questions you would like to ask students from other universities.

Option 2: Attend (but NOT present)

1. Sign up on the [registration form for attendees](#) here by **December 1st, 2024**.
2. Prepare a list of questions you would like to ask students from other universities.

What is the language we will use at the 8th JASAL Student Conference?

The language of the online conference is **English**. It is okay to use Japanese, if necessary.

How much do we have to pay for attending/presenting at the conference?

You can take part in the conference for **free**. This event is free of charge.

Deadlines:

Option 1 (Present + Attend): Submit your proposal by **Saturday, November 23rd, 2024**.

Option 2 (Attend Only): Register to attend the event by **Sunday, December 1st, 2024**.

If you have any questions, please contact JASAL: jasalorg@gmail.com

JASAL Journal

Issue 6.1 of JASAL Journal, which will be edited by Dominic Edsall, is scheduled for June 2025, with a submission deadline of February 28, 2025. The theme of this issue will be collaboration 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 articles of from 3,000 to 5,000 words (6,000–10,000 characters in Japanese) that discuss issues related to self-access.

Discussions of Self-Access Center Practices

Short summaries and progress reports of around 2000–2500 words are welcome, describing self-access center practices. These reports should contain a brief literature review and references.

Reflective Articles

Reflective articles are general opinion articles or reflections on professional practice within self-access education. They should be at least partially supported by existing academic literature and should be between 2000-2500 words in length.

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 JASAL2024, (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://jasal.org.com/jasal-journal/> for more information.

Enquiries: jasaljournal@tigmail.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) 謂、日本における自律学習教育やセルフ・アクセス・センター謹普及および向上を目指す専門家からなる学会です。JASAL謹、これら専門家に語学教育における自律学習教育謹専門的知識、セルフ・アクセス・センター謹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、こ謹分野謹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謹、今、最も注目され始めた分野謹一つです。

Would you like to become a JASAL member? 会員登録謹ご案内

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. 会員登録をご希望謹方謹、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。会員費謹無料です。

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/>

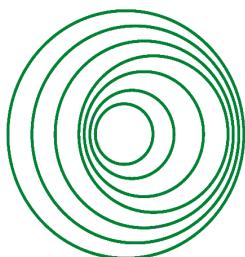
Facebook: <https://fb.me/jasalorg>

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 JASAL2024 through this [simple survey](#).



Thanks to Soka University

Due to an extremely generous grant awarded to JASAL by Soka University, there was no registration fee for JASAL members at this year's conference, for either online or on-site participants. We'd like to thank Soka University for their support for the conference.

Thank you to the local organizing committee at Soka University:

Site Chair

Andrew D. Tweed

Assistant to Site Chair

Tetsuko Dunn

WLC Self-Access Team

Jay Yong 'Pippi' Yap

Ylinda 'Yda' Serrano

Yuka Hirai

Chikako Kuse

Shinichiro Yantoda

Rooms and IT Subcommittee

Forrest Nelson*

Gee Lian Ng*

Mari Kuromatsu

Food and Drinks, Hospitality Subcommittee

Bryan Buschner*

Ke Hui 'Dylan' Tong

Student Volunteers and Extracurricular Activities Subcommittee

Eucharia Donnery*

Lin 'Leona' Yi*

Bill Snyder

*Subcommittee Leaders

Soka University Student Volunteers

Hyeongyong Park
Yasmin Moraes
Simran Arora
Fahad Zahid
Valentina Ortiz Suarez
Tetiana Lantukh
Deepak Regmi
Lorna Katile Muthembwa
Lye Ke Yeng
Yleov Vilfredo Antonio Callosa Serrano
Hala Khatib
Siddhartha Rakshit
Toh Xiu Wei
Ny Onja Faniriantsoa Andriamananjara
Nicolle Yukie Ogata Ariga
Jingjun Yin
Sayami Nakajima
Mika Shibuya