



JASAL2026 National Conference

Saturday, October 10th, 2026

Hosted by Osaka Institute of Technology (OIT), Omiya Campus

Onsite with partial online participation possible

SAC tour of OIT SALC (LLC) on Friday, October 9th

Conference Handbook

The Japan Association for Self-Access Learning (JASAL) is delighted to invite you to join the JASAL2026 National Conference, at Osaka Institute of Technology (OIT), Omiya Campus, in Osaka. This year, our conference theme is **Empowering Language Learning: Self-Access, Advising, and Technology**. Supporting language learners to navigate the affordances offered by technology has been a key aspect of self-access language learning (SALL) since its foundation in the 1970s and 1980s. This has long been a key role for learning advisors and other educators, and is equally important in a world increasingly dominated by mobile technologies and AI. Join us as we bridge the gap between theory and practice, investigating how the integration of physical spaces, pedagogical support, and digital innovation can empower learners to navigate their own language learning journeys with confidence and purpose.

ようこそ日本自律学習学会(JASAL)2026年年次大会へ。大阪工業大学大宮キャンパスにて開催いたします。今年の大会テーマは、「言語学習を支える力: セルフアクセス、アドバイジング、テクノロジー」です。テクノロジーがもたらすアフォーダンス(学習者が活用できる可能性)を、学習者自身が主体的に活かせるよう支援することは、セルフアクセス言語学習(SALL)の中核的な考え方です。この考え方は、1970年代から1980年代にかけてSALLが確立されて以来、一貫して重視されてきました。これは、ラーニングアドバイザーや教育者にとって重要な役割であり、モバイル技術やAIが急速に普及する現代において、その重要性はますます高まっています。理論と実践をつなぐ本大会では、物理的な学習空間、教育的支援、そしてデジタル技術の統合が、学習者に自信と目的意識をもって言語学習に取り組む力をどのように育むのかを探究します。

JASAL2026 Conference Co-Chairs: Katherine Thornton & Misato Saunders

JASAL2026 Conference Site Chair: Christopher Phelps

JASAL Board

- Katherine Thornton (President, Event Co-Coordinator)
- Hisako Yamashita (Vice-President, Student Involvement Co-Coordinator)
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- Misato Saunders (Event Co-Coordinator)
- Colin Mitchell (Student Involvement Co-Coordinator)
- Satoko Watkins (Member-at-large) Christopher Phelps (Member-at-large)
- Branden Carl Kirchmeyer (Member-at-large)
- Prabath Buddhika Kanduboda (Member-at-large)

A huge thank you to the [local organising committee](#) & [on-site student volunteers](#)!

JASAL2026

Conference Program

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Quick Guide to the JASAL2026 Conference

	<u>Registration & Morning Mixer</u> JASAL members: ¥2,500 Non-JASAL members: ¥3,000 Online: ¥0 Undergraduate student participants: ¥0	9:00-13:00	Chast Building, 1F
	<u>Opening Remarks</u>	9:30-9:50	Room 322
	<u>Plenary</u>	10:00-11:00	Room 322
	<u>JASAL AGM</u> JASAL members only	11:00-11:15	Room 322
	<u>Coffee Break</u>	11:15-11:40	Bldg 3, 2F Lobby
	<u>Presentations</u>	11:45-12:45	Rooms 322/331/332
	<u>Lunch</u>	12:45-13:30	Cafeteria, Bldg 6, 3F
	<u>SALC Open House</u>	13:30-14:20	Language Learning Center (LLC), Chast Bldg, 2F
	<u>Poster Session</u>	13:30-14:10	Chast Building, 3F (above LLC)
	<u>Presentations</u>	14:30-15:30	Rooms 322/331/332
	<u>Coffee Break</u>	15:30-16:00	Bldg 3, 2F Lobby
	<u>Presentations</u>	16:00-17:00	J301/J302/J307/J308
	<u>Panel Discussion</u>	16:30-17:15	Room 321
	<u>Reflections & Closing Remarks</u>	17:30-17:50	Room 322
	<u>Networking Reception</u>	20:00-22:00	Wakura (藁蔵) (near Umeda Station)

WiFi is available, and the password will be given out at registration.

Osaka Institute of Technology Omiya Campus - Visitor Access Guide

Important: The conference is at Omiya Campus, not Umeda Campus.

Omiya Campus: 5-16-1 Omiya, Asahi-ku, Osaka 535-8585

大阪工業大学 大宮キャンパス 大阪市旭区大宮5丁目16番1号

Taking the bus from Osaka Station

At the bus terminal on the south side of JR Osaka Station, find stop 9 (⑨). Take Osaka City Bus 34 bound for Moriguchi-shako-mae (守口車庫前), and get off at Nakamiya (中宮). Follow the photo directions on pages 5-7.



[Osaka Metro official boarding map — open or enlarge](#)

Bus timetables and fares

Bus 34 adult fare:

¥210 each way. Board through the rear door and pay when leaving through the front. Press the stop button when Nakamiya is announced. No IC card tap is needed when boarding.

Saturday morning from Osaka Station:

Selected services from the current Saturday timetable. Aim to reach the LLC around 09:00 and allow extra time for traffic, queues and the walk from the stop.

Osaka Station departs	Nakamiya arrives	Bus journey
08:11	08:30	19 minutes
08:16	08:35	19 minutes
08:22	08:40	18 minutes
08:33	08:51	18 minutes
08:44	09:02	18 minutes

The 08:22 and 08:33 services allow time to walk to the LLC before registration. The 08:44 service leaves less time for the mixer and the move to Building 3. Earlier arrivals may need to wait for registration to open.

Friday afternoon from Osaka Station:

For the LLC visit on October 9th, use the weekday timetable. Aim to reach the LLC by 17:30 and allow extra time for traffic, queues and the walk from the stop. The following are departure minutes from Osaka Station.

Hour	Minutes past the hour
16:00–16:59	02 08 14 20 26 31 36 41 46 51 56
17:00–17:59	01 06 11 15 19 23 27 31 34 37 40 43 46 49 52 55 58

Saturday evening back to Osaka Station:

Use the Nakamiya stop for buses towards Osaka Station (大阪駅前), not Moriguchi-shako-mae. Take route 34, not route 10 to Temmabashi. If you follow the same walking path back to the bus stop, cross the street at the light and turn left.

Hour	Departure minutes from Nakamiya
18:00–18:59	05 11 17 23 29 35 41 47 53 59
19:00–19:59	06 12 19 25 32 38 45 51 58

Bus times and fare checked September 15, 2026. These are current regular timetables, subject to revision; check again before travel:

[Official bus timetables and service updates](#)

For train and subway alternatives, see page 9.

Walking from Nakamiya to the LLC

Follow these directions after getting off bus 34 from Osaka Station. Your first destination is the LLC in Chast, 1F.

- 1) Get off at Nakamiya (中宮). Walk along the pavement towards the elevated highway, keeping the main road on your right.



2) At the elevated highway, turn onto the pedestrian path beneath it. Look for the large white support pillars shown below.



3) Follow the path beneath the highway, passing the playground on your left.



Finding the LLC entrance

4) Use the pedestrian crossings where the path meets the small roads. Continue along the path beneath the elevated highway.



5) At the end of the path, look to your right for the curved glass building across the street. This is Chast. Check for traffic before crossing to the entrance.



6) Enter Chast through the street-level glass doors. Look for the green LLC banners. Registration and the morning mixer are on 1F.



After registration, continue to Building 3 for the opening remarks and plenary. Follow the directions on the next two pages.

Walking from the LLC to Building 3

The opening remarks and plenary take place on the second floor of Building 3 (Room 322). Please allow time to walk there and find your seat before 09:30.

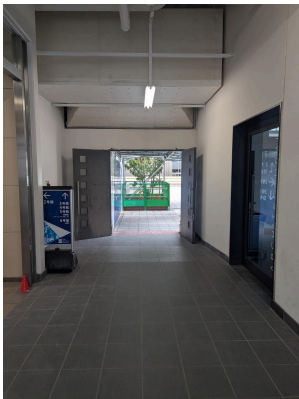
7) Leave Chast and use the nearby pedestrian crossing to cross towards the main campus.



8) Follow the pavement alongside the campus, with the red-brick building on your left and the elevated highway on your right.



9) Enter the covered passage beside the Building 2 sign (2号館). Continue through the passage into the courtyard.



Entering Building 3

10) Continue across the courtyard towards Building 3. The tables and parasols are useful landmarks.



11) Look for the glass entrance marked 3号館 (Building 3). Enter here, then go to 2F for the opening remarks and plenary (Room 322).



If you need help finding the room or a step-free route, please ask a member of the conference team.

Train and subway alternatives

- From Higashi-Umeda, take the Tanimachi Line towards Dainichi to Senbayashi-Omiya (千林大宮) or Taishibashi-Imaichi (太子橋今市), then walk to the LLC. Taishibashi-Imaichi also serves the Imazatosuji Line. Use a walking map to Chast, not the East Campus.
- From JR Shirokitakoendori (城北公園通) on the Osaka Higashi Line, walk to nearby Daitocho (大東町) bus stop. Take bus 34 towards Moriguchi-shako-mae and get off at Nakamiya. Rail fares and departures depend on your starting station.

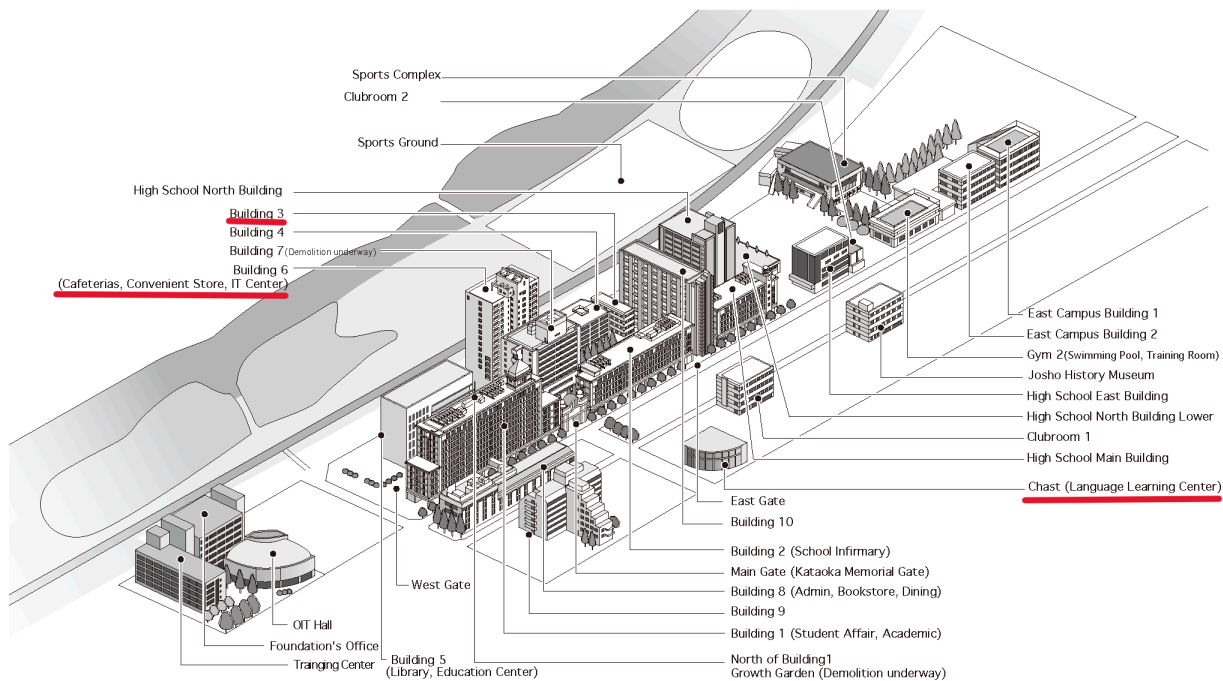
Useful links

- [OIT campus access information](#)
- [OIT English access information and campus maps](#)
- [Osaka City Bus fares](#)
- [How to ride Osaka City Bus](#)

Photo directions: OIT hosting team.

Boarding map and transport information: Osaka Metro and Osaka City Bus.

Osaka Institute of Technology Omiya Campus Map



<https://www.oit.ac.jp/en/access.html>

Empowering Learning Advisors: Thinking Routines as Tools to Develop Learner Autonomy in Diverse Environments

10:00–11:00: Room 322

María de la Paz Adelia Peña Clavel

School of Languages, Linguistics and Translation at Universidad Nacional Autónoma de México (UNAM), Mexico



Advising in Language Learning (ALL) is an intentional mediation process that guides learners to take ownership of their learning and actions to achieve their goals through informed decision-making (Kato & Mynard, 2016). Building on the foundational distinction between “teaching” and “advising” (Gremmo, 1995), and drawing on more recent models grounded in complexity and the ecology of learning (Mynard, 2020; Tassinari, 2022), ALL has evolved considerably. It has moved from physical self-access learning centres (SALCs), hubs, and lounges toward language courses (Skupeňová & Herout, 2024) and the management of diverse virtual and hybrid models (Peters & Mynard, 2021). This is an evolution that reflects dynamic responses to rapid technological transformation and advances in neuroscience and positive psychology.

Fostering autonomy in these contexts requires advisors to draw on dialogic competencies, socio-affective sensitivity, and empathy—qualities essential for managing the emotions and anxiety that can hinder learning (Kato & Mynard, 2016; Tassinari, 2016). As teachers or advisors, we are constantly searching for approaches and techniques that can help students find their own path toward their learning goals while exercising their autonomy in virtual or physical environments. How can this process be supported concretely, across such diverse and ever-changing settings?

In this plenary, I will address that question directly by illustrating Visual Thinking and Thinking Routines (Project Zero, n.d), originally applied in science and language education (Abdullah, Halim & Zakaria 2014), as adaptable tools. I will demonstrate how I embedded these routines as cognitive tools in collaborative virtual spaces—such as Virtual Exchanges (Teletandem) and “learning to learn” workshops—as well as in one-on-one advising sessions in my context at ENALLT-UNAM in Mexico. By making thought processes explicit, these routines transform abstract reflection into tangible, shareable structures, providing learners a visual image of their thoughts, feelings and learning (Ritchhart et al., 2011). By the end of this talk, attendees will have ideas for incorporating Thinking Routines into their advising or teaching practice.

María dela Paz Adelia Peña Clavel is an associate professor at the National School of Languages, Linguistics, and Translation (ENALLT) at the National Autonomous University of Mexico (UNAM). She is responsible for the Teletándem Project at the ENALLT Self-Access Centre (Mediateca). She is a tutor for the online Diploma Program for Learning Advisors of SALCs. She is a professor in the Applied Linguistics Program at ENALLT, where she teaches Learner Autonomy and Telecollaboration. She has been an advisor at the Mediateca since 1996. She holds a Master's degree in Educational Technology from the Monterrey Institute of Technology and Higher Education (ITESM) and a Master's degree in Virtual Learning Environments from Virtual Educa and the University of Panama. She has just graduated from the Online Diploma Course in Artificial Intelligence and Gamification. She is also a specialist in Virtual Learning Environments, certified by the Organisation of Ibero-American States (OEI) and Virtual Educa. She has presented lectures and workshops at national and international conferences on learner autonomy and learner development in the classroom, in self-access centres, and with digital tools. She is the founder and President of the Academic Research Network of Learner Autonomy in México. Her research interests are gamification and learner training for Learner Autonomy, Telecollaboration, and the impact of AI in SALCs.

JASAL2026 Conference Schedule

- All presentations in Room 322 will be broadcast online. The Zoom meeting link will be emailed to those attendees who have signed up for online attendance.
- Presentations in blue italics are online but will be screened in the room.
- Click the presenter's name to jump to their abstract.

Time	Room 321 (Panel Discussion)	Room 322 (Hybrid - online presentations in blue italics, Research/Practice)	Room 331 (Research)	Room 332 (Practice)
09:00–13:00	Registration & Morning Mixer: Chast Building, 1F			
09:30–09:50	Housekeeping & Opening Remarks: Room 322			
10:00-11:00	Plenary: Room 322 <u>María de la Paz Adelia PEÑA CLAVEL</u> Empowering Learning Advisors: Thinking Routines as Tools to Develop Learner Autonomy in Diverse Environments			
11:00-11:15	AGM (JASAL members only): Room 322			
11:15-11:40	Coffee Break: Bldg 3, 2F Lobby			
11:45-12:10		1. <u>Oscar MORALES SANCHEZ</u> <i>Fostering Autonomy Through AI in Self-Access Centres (P)</i>	2. <u>Curtis EDLIN</u> Analyzing 'Aha' Moments in Written Advising (R)	3. <u>Shari YAMAMOTO</u> Conversation Catch Ball: AI for Weekly SDG Lifestyles (P)
12:15-12:40		4. <u>Jo MYNARD, Kodiak ATWOOD</u> Designing CEFR tools for Self-Access Language Learning (P)	5. <u>Barry CONDON, Simon BALL, Katsuko KATO, Jamie LEASK, Midori TANIMURA, Matthew THORNTON, Jeremy WHITE</u> University Students' Use and Perceptions of AI (R)	6. <u>Kazuko NAGAO</u> 市民・学生・留学生が参加する大学でのスペイン語学習コミュニティにおける仲介行動 (P)
12:45-13:30	Lunch: Cafeteria, Bldg 6, 3F (for pre-ordered bentos) For those who have not pre-ordered bentos, there are also two convenience stores and several restaurants within a 5-minute walk from Bldg 3.			
13:30-14:20	SALC Open House: Language Learning Center (LLC), Chast Bldg, 2F Tours led by LLC student staff		Poster Session (13:30-14:10): Chast Building, 3F (above LLC) <u>John BANKIER</u> ; <u>Christopher CLADIS</u> ; <u>Jeremy EADES</u> ; <u>Shiori IWASAKI</u> , <u>Christopher CLADIS</u> ; <u>Jamison TAUBE-SHIBATA</u>	

JASAL2026 Conference Schedule (Cont.)

Time	Room 321 (Panel Discussion)	Room 322 (Hybrid - online presentations in blue italics, Research/Practice)	Room 331 (Research)	Room 332 (Practice)
14:30-14:55		7. <u><i>Sarah Louisa BIRCHLEY</i></u> <i>The Global Lounge Without Walls: Ecological Self-Access (P)</i>	8. <u>Christopher PHELPS</u> Student Staff Communities: Organisation and Motivation (R)	9. <u>Yoshio NAKAI, Yoko SEI, Yuki MURATA, Yui ISHIDA</u> 大学SALCIにおける手話カフェが育むインクルーシブなラーニングエコシステム (P)
15:00-15:25		10. <u>Sam REID, Yusuke KON, Daniel HOOPER, Yuki NAMIKI</u> Autonomy and Support for Self-Access Student Staff in Japan (R)	11. <u>Scott SHELTON-STRONG</u> Understanding Advising as Supportive of Learner Flourishing (R)	12. <u>Cherice MONTGOMERY</u> Supporting Self-Access with Student-Designed Simulations (P)
15:30–16:00	Coffee Break: (Bldg 3, 2F Lobby)			
16:00–16:25		13. <u>Elliot CLARK</u> Managing an Outsourced Tutorial Service (R)	14. <u>Bryan BUSCHNER</u> The Advising Event: A productive recurring structure in ALL (R)	15. <u>Haruka UBUKATA</u> Self-Directed Learning Course for Study Abroad Preparation (P)
16:30–16:55	Panel Discussion (16:30-17:15) <u>Betsy LAVOLETTE, Julio RODRIGUEZ, María de la Paz Adelia PEÑA CLAVEL,</u>	16. <u>Christopher ARNOTT, Jamison TAUBE-SHIBATA</u> Overcoming SALC Use Barriers With English Task Logs (R)	17. <u>Julia KIMURA (JALT speaker)</u> Self-Directed ER and International Posture: A Pilot Study (R)	18. <u>Craig MERTENS</u> Looking at Art: Blending Online Choice and SAC Speaking (P)
17:00–17:15	<u>Katherine THORNTON</u> What’s Next for Language Spaces Worldwide?			
17:30–17:50	Reflections & Closing Remarks: Room 322			

Each presentation will last 25 minutes (including Q&A), followed by 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, please load your presentation file onto the desktop in your presentation room in advance of your presentation time.

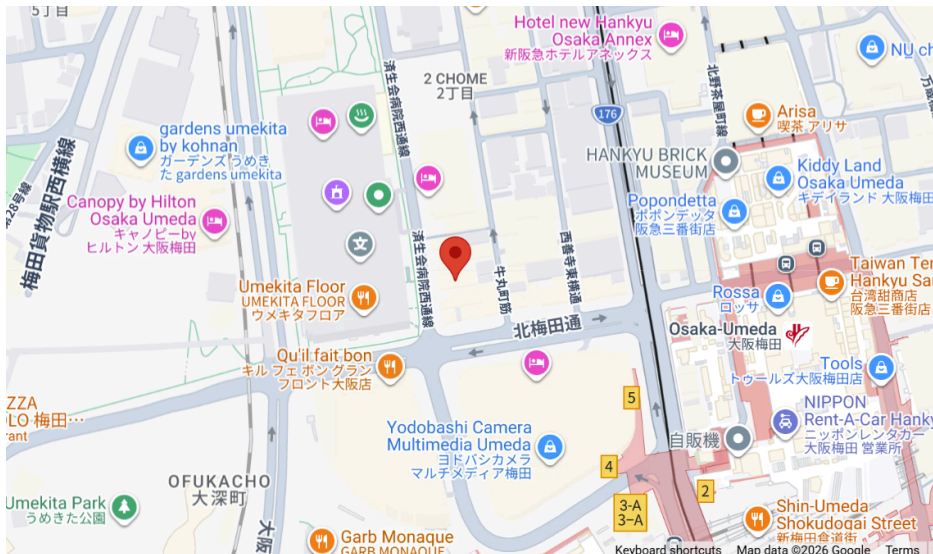
Optional Activities

1) SALC Tour

- Date: Friday, 9th October
- Time: 17:30-19:00
- Venue: OIT Language Learning Commons (LLC), Chast Bldg, 2F
- Cost: Free to all conference attendees
- Advanced sign-up required

2) Networking Reception

- Date: Saturday, 10th October
- Time: 20:00~22:00
- Venue: Wakura (葎蔵)
- Address: 〒530-0012 Osaka, Kita Ward, Shibata, 2-3-9 excelビル5F (大阪府大阪市北区芝田2-3-9 excelビル5F) (Close to, but not inside, the Grand Front shopping center. A few mins walk from all major train & subway lines at Umeda.)
- Restaurant website: <https://ke5y600.gorp.jp/>
- Advanced sign-up required



3) Gentle Walk to Minoo Falls

- Date: Sunday, October 11th
- Time: 11:00
- Meeting point: Outside the ticket gate at Minoo station (Hankyu)
- Schedule: Gentle walk there and back (2.5km one way on paved roads) to Minoo Falls, possibly followed by lunch at Minoo Brewery
- No advance sign-up required

Abstracts

Presentations **Rooms 322/331/332**

R = Research presentations P = Practice-based presentations

11:45-12:10

1. Oscar MORALES SANCHEZ (Room 322/Online)

University of Queretaro

Fostering Autonomy Through AI in Self-Access Centres (P)

This presentation explores the use of Artificial Intelligence (AI) to foster learner autonomy in a Self-Access Centre at a public university in Mexico. AI-powered tools, such as chatbots, language apps, adaptive platforms, and virtual tutors, promote personalized, flexible, and independent learning. These resources allow students to practice at their own pace, receive immediate feedback, and develop self-directed learning strategies. The presentation also examines the changing role of teachers and advisors as facilitators who guide the effective and ethical use of AI while addressing challenges related to digital literacy, critical thinking, and responsible technology use.

2. Curtis EDLIN (Room 331)

Kwansei Gakuin University

Analyzing 'Aha' Moments in Written Advising (R)

Aha' moments represent a sudden clarity, which bring a feeling of efficacy and control to students' in their learning. These moments can be powerful turning points within students' learning journeys. This presentation includes analysis of weekly written learner reflections and written advising, which comprised a significant portion of an elective English course that met three times weekly. This research focuses on the nature and context of 'aha' moments that students experienced. Of particular interest are what the 'aha' moments were about, what experiences led to them, and whether and how they can be connected to teacher-advisor comments, questions, or feedback.

3. Shari YAMAMOTO (Room 332)

Konan University

Conversation Catch Ball: AI for Weekly SDG Lifestyles (P)

How can teachers use AI to support learner autonomy and increase meaningful face-to-face interaction? This presentation introduces the Conversation Catch Ball Framework, an AI-supported approach developed for a social learning space. AI was used to rapidly generate weekly bilingual SDG lifestyle conversation prompts, which were then refined by the teacher into learner-centered materials. The framework combines learner choice, peer learning, conversational scaffolding, and rotating conversation partners to encourage sustained interaction. Participants will gain practical ideas for using AI to support the design of learner-centered conversation activities that promote learner autonomy and can be adapted for a variety of self-access learning environments.

12:15-12:40

4. Jo MYNARD, Kodiak ATWOOD (Room 322)

Kanda University of International Studies

Designing CEFR tools for Self-Access Language Learning (P)

The Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) can support learner autonomy by providing a shared framework for self-evaluation, goal setting, and reflection, rather than serving only as an assessment tool. This practice-based presentation introduces three complementary CEFR-based initiatives implemented in a university self-access learning centre (SALC): multilingual signage,

paper and digital 'Can-do' tools, and CEFR-informed activities embedded within a self-directed learning course. In this presentation, we will share the rationale, trials, and initial experiences of integrating CEFR into a SALC, discuss its role in promoting learner autonomy, and give recommendations for research and practice.

5. Barry CONDON, Simon BALL, Katsuko KATO, Jamie LEASK, Midori TANIMURA, (Room 331)

(Non-presenting co-researchers: Matthew THORNTON, Jeremy WHITE)

Soka University

University Students' Use and Perceptions of AI (R)

Generative AI has become an important resource for self-directed learning, yet little is known about the guidance students need to use it responsibly. This study reports findings from a questionnaire survey of 299 Japanese university students examining AI use, perceived benefits and risks, trust, AI-related skills, and preferred institutional support. While AI use was widespread, students expressed concerns about overreliance and information accuracy, and most preferred practical guidance rather than prohibition. The findings suggest that self-access centres and learning advisors can play an important role in developing students' responsible AI literacy and supporting effective self-directed learning.

6. Kazuko NAGAO (Room 332)

Hirosaki University

市民・学生・留学生が参加する大学でのスペイン語学習コミュニティにおける仲介行動 (P)

レフ・ヴィゴツキーが提唱した「発達の最近接領域 (ZPD)」の概念は、子どもだけではなくA1-A2レベルの言語学習者の場合も「自分一人では解決できないが、有能な他者の適切な支援・サポートがあれば達成できる領域」を指しており、成長を促す「ちょうどいい難易度」はクラッシェンとテレル (1986) の $i+1$ というインプットのレベル段階と合致している。本発表では週1回大学の図書館プレゼンテーションルームで行われているスペイン語勉強会において、それぞれの参加者 (市民・学生・留学生) の学習行動を参与観察により記述し、そのなかでどのような仲介行動 (CEFR-CV, 2020) が自律学習への足場架けとなっているかを検証する。

14:30-14:55

7. Sarah Louisa BIRCHLEY (Room 322)

Toyo Gakuen University

The Global Lounge Without Walls: Ecological Self-Access (P)

This presentation examines how a university Global Lounge evolved from a physical space into a broader self-access learning ecosystem that connects physical, social, digital, and international learning opportunities. Drawing on an ecological perspective of language learning, the presentation explores how students engage with a network of learning affordances, including peer support, study abroad, AI-assisted learning, and digital resources. Using examples from Toyo Gakuen University's International Exchange Center, the session argues that self-access learning is increasingly distributed across interconnected environments and discusses how institutions can support learner autonomy, participation, and intercultural engagement beyond the walls of traditional self-access spaces.

8. Christopher PHELPS (Room 331)

Osaka Institute of Technology

Student Staff Communities: Organisation and Motivation (R)

Student staff members (SSMs) play a key role in running many self-access centres (SACs). While SSM motivation has been examined to some extent, the ways in which community design affects this state remain unexplored. Examining the interview responses of two current and two former SSM leaders from two SACs in the Kansai area, I explore their perceptions on the influence of community structure and organisation on SSM motivation and well-being through the lens of basic psychological needs theory. In doing so I reflect on how these aspects of SSM communities might impact autonomy, competence and relatedness needs.

9. Yoshio NAKAI, Yoko SEI, Yuki MURATA, Yui SHIDA (Room 332)

Osaka University, Sign Art

大学SALCにおける手話カフェが育むインクルーシブなラーニングエコシステム (P)

本報告では、大学のSALCで実施している手話カフェを対象に、インクルーシブな学習エコシステムのあり方を考察する。参加者・講師へのアンケートおよびインタビュー調査と運営者の省察的実践の分析から、熟達者中心の交流による初学者の参入障壁や、運営者自身の言語観・学習観の変容が明らかになった。これらを踏まえ、多

様な主体が共に学び、場を共創する学習環境の意義と課題を検討する。

15:00-15:25

10. Sam REID, Yusuke KON, Daniel HOOPER, Yuki NAMIKI (Room 322)

Tokyo Kasei University, Chuo University

Autonomy and Support for Self-Access Student Staff in Japan (R)

This presentation explores how self-access student staff (SASS) members experience participation in a self-access language center (SALC) community of practice at a private university in Japan. Drawing on interviews with six SASS members over one academic year, the study examines how their participation contributed to identity development, community building, and the development of transferable skills. At the same time, participants reported challenges related to workload, motivation, and limited initial guidance. The findings highlight both the opportunities and demands of autonomy-supportive learning environments and offer implications for designing sustainable student staffing practices in SALCs.

11. Scott SHELTON-STRONG (Room 331)

Kanda University of International Studies

Understanding Advising as Supportive of Learner Flourishing (R)

Drawing on self-determination theory, this presentation examines how Japanese university language learners experienced advising in language learning as an autonomy-supportive interpersonal process beyond the classroom. Using a mixed-methods design, the study investigates how the learner–advisor relationship and intentional reflective dialogue were associated with basic psychological need satisfaction, authentic self-direction, subjective vitality, and learner flourishing. Quantitative findings supporting a hypothesised pathway as well as learner reflections and interview data illustrate how learners experienced Advising as fostering deeper self-awareness, greater ownership of learning, and positive growth within their language learning journeys.

12. Cherice MONTGOMERY (Room 332)

Brigham Young University

Supporting Self-Access with Student-Designed Simulations (P)

This session demonstrates a student-created, self-access, Spanish travel simulation that fosters engaging, task-based language practice in a digital, game-like environment. Student teams imaginatively redesigned Gather.town's virtual classroom space to include various tourist attractions. Learners used avatars and cameras to interact with peers in other physical locations while participating in shared cultural activities (e.g., birdwatching, a helicopter tour, hiking pyramids, snorkeling, observing a volcano explode). We'll discuss how to apply specific design features in other SALL contexts to: (1) culturally contextualize interaction, (2) motivate curiosity and resource exploration, (3) scaffold linguistic production, (4) facilitate flexible, non-linear learning, and (5) invite metacognitive reflection.

16:00-16:25

13. Elliot CLARK (Room 322)

Asia University

Managing an Outsourced Tutorial Service (R)

Outsourcing tutorial services and conversation lounges is a trend in Japanese universities. This presentation relates past experiences managing one such tutorial service. It reveals how commercial forces incentivised the service's promotion while paradoxically constraining its potential. Despite partially successful attempts to implement SALL-inspired improvements, constraints related to budgets, contract matters, managerial agency and staffing meant that the service tended towards a model resembling that of an eikaiwa gakkō (conversation school), favouring conversation practice over the promotion of learner autonomy. The presentation raises concerns that the outsourcing of SALL-adjacent services may stand in the way of the establishment of SALCs.

14. Bryan BUSCHNER (Room 331)

Soka University

The Advising Event: A productive recurring structure in ALL (R)

Advising in language learning is difficult to teach because successful sessions depend not only on strategies but also on how advisors organize sessions and respond to learners. Drawing on an analysis of advising sessions at a Japanese university, this presentation introduces the Advising Event, a visualization of a productive interactional structure. It shows how expert advisors connect openings, small talk, issue identification, exploration, and planning into coherent themes that support reflection and autonomy. Presented as both an analytic concept and a practical training tool, the Advising Event helps preservice advisors see the investigative and reflective organization of effective advising.

15. Haruka UBUKATA (Room 332)

Kanda University of International Studies

Self-Directed Learning Course for Study Abroad Preparation (P)

In this presentation, I introduce an online self-directed learning course designed by learning advisors in a self-access learning center to support students in preparing for their study abroad programs. I first outline the course content and then present students' perspectives on the course based on survey data. I also discuss pedagogical challenges encountered during the course and possible ways to address them. The insights gained from this practice will be valuable not only for educators involved in study abroad preparation but also for those who encourage students to take charge of their own learning, striving towards their own goals.

16:30-16:55

16. Christopher ARNOTT, Jamison TAUBE-SHIBATA (Room 322)

(Non-presenting co-researcher: Robin SNEATH)

Kanda University of International Studies

Overcoming SALC Use Barriers With English Task Logs (R)

Presenters will discuss an in-progress intervention developed to encourage Self-Access Learning Center use. The intervention was developed based on data from a large scale SALC survey and a similar intervention conducted by Kiyoka (2021) and consists of an English Task Log used in tandem with a reflective journal and in-class group discussions. After a semester of piloting, materials were updated according to feedback from other professionals and participants before being implemented for another semester. This presentation will discuss the materials in greater detail and outline successes and challenges as well as the updates made, future directions, and instructor reflections.

17. Julia KIMURA (JALT speaker) (Room 331)

Mukogawa Women's University

Self-Directed ER and International Posture: A Pilot Study (R)

This pilot study evaluates the suitability of the Japanese short-form International Posture questionnaire (Yashima & Nishida, 2024) for use with Japanese pharmaceutical sciences majors in a planned study of extensive reading (ER). The larger project will investigate whether sustained ER using Xreading relates to changes in students' International Posture. In this pilot, I have administered the questionnaire alongside open-ended survey items and semi-structured interviews conducted before the ER intervention, eliciting responses to the instrument itself. Preliminary findings will inform an assessment of the measure's reliability and fit for this population, guiding refinements to the design of the subsequent longitudinal study.

18. Craig MERTENS (Room 332)

Kwansei Gakuin University

Looking at Art: Blending Online Choice and SAC Speaking (P)

Looking at Art is a blended speaking task designed for a self-access use that can also be integrated into a classroom curriculum. Students choose an artwork from a prepared online collection or explore a virtual museum independently. A structured worksheet guides them through observing, interpreting, questioning, connecting, comparing, and concluding. After writing short responses, students practise speaking and complete an oral check with a self-access centre staff member. The task supports learner choice while providing clear language and thinking scaffolds. Its adaptable format can also be used with photographs, advertisements, websites, and other forms of visual media.

Panel Discussion

16:30-17:15 - Room 321

Betsy LAVOLETTE, Julio RODRIGUEZ, María de la Paz Adelia PEÑA CLAVEL, Katherine THORNTON
Kyoto Sangyo University, University of Hawai'i, National Autonomous University of Mexico, Otemon Gakuin University

What's Next for Language Spaces Worldwide?

What do global language spaces have in common, and what can they learn from each other? Global language spaces generally provide resources for language learners, but differ in, for example, whether they provide professional development opportunities for language teachers or focus on learner autonomy. However, AI and changing learner demographics are altering the trajectories of language spaces. In this panel, language space experts based in three countries will introduce the contexts in which they work, after which the moderator and audience members will pose questions on topics including the role of language spaces, self-access, and advising in language learning.

Poster Presentations

13:30-14:10 - Chast Building, 3F (above LLC)

John BANKIER
Kanagawa University

Engaging Student Staff in SALL: A Needs-Based Approach

This presentation outlines the roadmap of how we moved from a handful of admin-focused staff to around 16 paid/volunteer staff members over 4.5 years. I visited a number of SALCs around Japan to understand the role of student staff and applied insights to a needs-based approach. Specific goals/shortcomings were identified based on biannual student surveys and consultations with users. To address these needs, we hired or recruited several types of staff: international students to run events, volunteer staff to join conversation lounges as assistants, and a dedicated student staff member to run Instagram.

Christopher CLADIS
Osaka Institute of Technology

Opening the Door: A Mobile Walkthrough for SALC Users

This poster introduces a mobile interactive walkthrough developed to support first-time users of a SALC at an engineering university. The walkthrough uses photos, simple Japanese explanations, and choice-based navigation to give students a low-pressure preview of entering the center and introduce its basic services. Drawing on student survey responses, the poster explores how the walkthrough may support procedural clarity, comfort, and willingness to visit, while also identifying areas for improvement. The poster will discuss design decisions, preliminary findings, and practical implications for lowering first-visit barriers in self-access learning spaces.

Jeremy EADES
Osaka Institute of Technology

Spreadsheets to Apps: Modernizing SAC Digital Systems

This presentation describes the development and modernization of essential digital systems at the Self-Access Center at a private engineering university in Kansai. The old systems, dating from when the SAC first opened more than a decade ago, had become outdated and a source of frustration for both staff and students. Included in the presentation are a look at the motivations behind the project, the design of the tools that replaced the aging spreadsheets, and the practical lessons of building reliable systems without dedicated IT. It offers a transferable model for other self-access centers facing the same challenges.

Shiori IWASAKI, Christopher CLADIS
Osaka Institute of Technology

Student Staff-Led Seasonal Parties in a SALC

This presentation reports on seasonal events organized each year by student staff at a SALC at a private engineering university in Kansai. These events aim to provide students with opportunities to communicate in English. The spring event is specifically designed for first-time participants, including new students and those

newly joining research laboratories, to help them experience English communication in a welcoming atmosphere. Student staff members also rotate leadership roles, allowing many students to gain experience in planning and managing events. This presentation discusses how student staff-led event design can support first-time participants, returning participants, and staff development.

Jamison TAUBE-SHIBATA

Kanda University of International Studies

Maker Without Space: Adapting Makerspace for SALC Realities

Makerspaces have found success in supporting autonomous language learning in SALCs, but said spaces are seldom, if ever equipped for traditional Makerspace workshops and tools. This presentation will explain the process of facilitating a Makerspace in a small Japanese language university's SALC, the limitations faced by practitioners in such an untraditional Maker setting, and strategies facilitators have found success with. Strategies discussed include a modified Maker Conversation format, a framework to help incorporate more multidisciplinary activities, and reflection on how to facilitate both long-term and drop-in activities and projects.

Additional Information

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.

Cloakroom

MPR1 (next to the presentation practice space in the Language Learning Center) has been set aside to be used as a cloakroom. However, it will be unattended for most of the day, so conference attendees leave their personal belongings there at their own risk.

Feedback Survey

Please give us some feedback about JASAL2026 through this [survey](#).



Call & Registration for the 10th JASAL Student Conference (Online)

Saturday, December 5th, 2026 (9:30-13:00)

Theme: Learning Together, Finding Our Own Way

Meet students from self-access and language learning centres across Japan. These are spaces where students can practise languages, get support, and learn together. Student staff, volunteers, and students who use these spaces are welcome.

How does your learning centre help students learn together? How do you help others there? Share your experiences and hear ideas from other universities. Our theme connects with JASAL's 2026 focus on helping students *learn through learning spaces, advice and support, and technology*.

This is a free, friendly online event for students. You can give a presentation or join without presenting. Everyone will join small-group discussions to share ideas.

There are **two ways** to participate:

- **Option 1: Give a presentation and join the event** – Give a **10-minute presentation** on your own or with a group. Think about your learning centre, your experience as student staff, or your own learning in the centre. Share something you have tried, a challenge you have faced, or an idea you would like to try. **Your presentation should be connected to your learning centre.**
- **Option 2: Join without giving a presentation** – You are very welcome to join without presenting. Listen to presentations and share your ideas in small groups.

Language: We will mainly use English. You can use Japanese when you need to. **You do not need perfect English.** Please use simple words, speak clearly, and help each other understand.

Cost: Free! You do not need to pay to present or attend.

Important Dates and Deadlines:

- **Presenter Registration Deadline:** November 27th, 2026
- **Attendee Registration Deadline:** December 1st, 2026
- **Student Conference Date:** December 5th, 2026 (09:30–13:00)

For more information, please go to our website at

<https://jasalorg.com/10th-jasal-student-conference-online/>

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

We look forward to seeing you there!



Issue 8.1 of JASAL Journal is scheduled for June 2027, with a submission deadline of February 28, 2027. Following on from this conference, the theme of this issue will be Empowering Language Learning: Self-Access, Advising, and Technology, 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 2,000–2,500 words (4,000–5,000 characters in Japanese) 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 2,000–2,500 words (4,000–5,000 characters in Japanese) 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 1,500 to 2,000 words (3,000–4,000 characters in Japanese).

There is no requirement to have presented your research at JASAL2026 (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) 誦、日本における自律学習教育やセルフ・アクセス・センター誦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? 会員登録誦ご案内

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. 会員登録をご希望誦方誦、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。会員費誦無料です。

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



JALT (The Japan Association for Language Teaching)



The Japan Association for Language Teaching (JALT) will hold its 52nd Annual International Conference on Language Teaching and Learning on Friday, November 20 - Sunday, November 22, 2026 at the WINC Aichi, Nagoya. JALT2026 isn't just a conference. It's a space to connect, grow, and share your passion for language education and learning. With hundreds of presentations, networking opportunities, social events, and lively discussions in the capital of Japan, we hope you'll find this experience rewarding and inspiring.

Early registration discounts are available until October 31st. For full details about the conference, please see <https://jalt.org/conference/jalt2026/>



IALLT (The International Association for Language Learning Technology)

Website: <https://iallt.org/about/>



International Association for
Language Learning Technology
(IALLT)

Call for Proposals!

IALLT 2027

The International Association for Language Learning Technology (IALLT) is pleased to announce the Call for Proposals for the 2027 IALLT Conference at the University of Wisconsin in Madison, WI.

The deadline for submitting proposals is **October 16, 2026**.



Local co-sponsor:
University of Wisconsin–Madison Language Institute

University of Wisconsin Madison | June 16-19



THE FLTMAG

fltmag.com

IALLT's free language technology magazine

Webinar series

The IALLT webinar series offers engaging, interactive professional development workshops on topics related to language teaching, technology, and language centers. While participation in the webinars is open to all, access to archives of the sessions are restricted to IALLT members.



UNIVERSIDAD AUTÓNOMA DE QUERÉTARO
FACULTAD DE LENGUAS Y LETRAS

III Virtual Panel Self-Access Centers

20 26

CALL

Aimed at teachers, advisors, coordinators, researchers and students interested in Self-Access Centers and autonomous learning.

WORKSHOPS



50-minute development
and 10 minutes for
questions and comments

PRACTICAL EXPERIENCES



20-minute development and 5 minutes
for questions and comments

PROJECTS



- Autonomus learning
- Technological innovation in Self-Access Centers
- Designing learning experiences
- Self-Access Center Management
- Language teaching and learning
- Teaching for Self-Access Centers

TOPICS



DATES



 **November 20, 2026**
 **9:00 a.m Mexico's time**

Proposal submission:
Until October 16th, 2026

Participant registration:
Until November 17th, 2026

Register at:

Free event



EICA (Encuentro Internacional de Centros de Autoacceso)

Website: <https://eventos.enallt.unam.mx/eica/#home>

EICA

Encuentro Internacional de Centros de Autoacceso

RILAE (Research Institute for Learner Autonomy Education)



Upcoming 17th LAb Session:

Thursday 3rd December 2026 (online)

<https://kuis.kandagaigo.ac.jp/rilae/lab-sessions/>

Theme: Teacher autonomy for learner autonomy: Agency, reflection,
and professional development

RILAE Academy

Welcome to the RILAE Academy, our newest initiative to celebrate our first ten years. Through the RILAE Academy, we aim to provide accessible professional development courses and micro-credentials to educators and education administrators interested in developing knowledge and practice in language learner autonomy.

Over the coming years, we will be making a series of on-demand courses available. We have started with our **free taster course** on advising in language learning, which takes around 75 minutes to complete. At the end of the course, please give us some feedback so we can continue to make improvements.

Start with our FREE taster course! Access the link below!

<https://kuis.kandagaigo.ac.jp/rilae/rilae-academy/>

WCAJ (The Writing Centers Association of Japan)

Website: <https://sites.google.com/site/wcajapan/who-we-are?authuser=0>

WCAJ

Thanks to Osaka Institute of Technology

We'd like to thank Osaka Institute of Technology (OIT) for their support for the conference.
Thank you to the local organizing committee at OIT:

Site Chair

Christopher Phelps

LLC Team

Christopher Cladis (Director)

Sawako Nakano (Manager)

Christopher Phelps

Jeremy Eades

Sun Ping

Sunday Event

Katherine Thornton

Vice President

Emiko Ashitaka

International Center

Masahiro Muraoka (Director)

Mitsuo Kimura (Manager)

Momori Hikita

Akihiro Oi

Erika Sawa

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