

JASAL2019 Schedule

Saturday 30th November 2019

Presentation
format:
(S) My Share
(R) Research
(A) Admin

Time	Global Studio	A471	A472	A473	A481
09:00 - 09:45			Registration (1F GLOBAL STUDIO)		
09:45 - 10:00			Opening remarks (1F PRESENTATION STUDIO)		
10:00 - 11:00			Plenary (1F PRESENTATION STUDIO) Luke Carson Stepping Back, Stepping Out and Moving Forward: SALCs as Drivers of Future-Focused Education		
11:00 - 11:15	Coffee Break (WIL Hall)				
11:20 - 11:45	Presentation 1	Terao, Tweed (Meijo) (S) Supporting Students Through a More Inclusive Language Policy	Yanagita, Miyamoto (KWU) (student) New Project "e-confidence"	Edlin (KUIS) (R) Understanding Promotion and Prevention Systems in Motivation: Implications for Advising and Teaching	Worth, Cladis, Eades, Tachibana, Nakagawa, Vuorinen, Yamashima (OIT) (S) From Zero to Hero: How We Increased the Users of Our 'Free Conversation' Service
11:50 - 12:15	Presentation 2	Hamada, Toyoshima, Sato, Ito (Akita) (S) Our New Project: English Marathon and ALL Rooms	Sasaki, Takenaka, Terasawa, Kaneko (KUFs) (student) What Student Staff can Develop for NINJA	Stringer, Mertens (Konan) (R) Enhancing EFL Student Motivation for Greater Self-Access Learning	Werner, Von Joo, Suga (Ryutsu Keizai) (A) Expanding the Reach of SACs: Finding Opportunities for Bridge-Building on Campus
12:20 - 13:30	LUNCH (Cafeteria)				
13:30 - 14:00	Presentation 3 (Workshop)	Poster Session 13:30 - 15:00	Warrington & Parsons (S) (NUCBA, Hokkaido Uni of Ed.) Looking Through Borrowed Lenses: Toward a Definition of Learner Advisor Autonomy	Yamamoto (Meijo) (A) Introducing New Roles for Student Workers: An Administrator's Approach	Mynard, Shelton-Strong (KUIS) (Workshop) (13:30 - 14:15) New Beginnings for Teachers and Learners: Tapping into Emotions in Self-Access Learning
14:00 - 15:00	Forum			SAC Administrators' Forum SAC職員フォーラム (14:00 - 15:00)	
14:30 - 15:00	Presentation 4		Ichinotani (KWU) (student) English Shop by Student Staff: Bringing my Experience in Study Abroad into the Event		Lavolette, Claflin (Kyosan) (R) Is it a SALC? A Case Study of the Global Commons at Kyoto Sangyo University
15:00 - 15:30	Coffee Break (WIL Hall)				
15:30 - 16:00	Presentation 4	Student Forum	Ferguson (NUCBA) (S) Accessing the Creative Self: A Framework for Encouraging Innovative L2 Expression	Cihl (Lexxica - Commercial) Free Mobile Game for High-Frequency Vocabulary - The Science of Uncertain Rewards and Dopamine	Hutchinson (Nichidai) Freedom or Focus? Approaches to Fostering Autonomous Learners
16:00 - 16:30	Presentation 5		Kawasaki (Miyazaki Uni) (S) 休みの英会話活動に集まる日本人学生の学習動機と意識・態度の変容について	Benson (APU) (S) Designing an Independent Language Learning System	Sykes (AIU) (R) Participatory Student Research as Self-Access Learning
16:30 - 17:00	Presentation 6		Harada, Kitagawa, Wolanski, Wakisaka (Kyudai) (R) The Tandem Learning Program in Kyushu University: Recent Outcomes and Future Challenges	Ohara, Mizukura (APU, Meiji) (R) Articulating the Role of the Self-Access Learning Center in a Translingual Environment	Eto, Tang, Itoi, Saunders (APU) (R) Fostering Independent Learners: A Classroom-based Learner Training
17:15	Meet in Global Studio (1F) to travel to Reception				

JASAL2019 Schedule

Sunday 1st December 2019

Time		Presentation Studio (1F)	A261 (Tech stream)	A271
09:30 – 10:00	Registration (Global Studio)			
10:00 - 10:25	Presentation 7	Thornton (Otemon) (R) Incentivising SAC Use: The Role of Different Reward Schemes in Service Uptake at a Self-Access Centre	Andersson (Handai) (S) Can Learning Also Be Fun? Current and Future Considerations for Digital Game-Based L2 Learning	Fukutome (Yamanashi Gakuin Uni) (S) Discovering the Roles of the Language Learning Advisor: My Personal Journey
10:30 - 10:55	Presentation 8	Hays (TIU) (A) Peers Helping Peers: Daily Management of the English PLAZA	Peeters (KUIS) (R) The Development of Peer Collaboration and Learner Autonomy in Online Social Networking Spaces"	Bennett (KUIS) (S) Transitioning into an Advisor
11:00 – 11:30	Coffee Break (WIL Hall)			
11:30 - 11:55	Presentation 9	Peña Clavel (UNAM, Mexico) (S) A Theoretical Proposal for conceiving Mexican SALCs into Learning Ecosystems	Chen Jingyi (Handai) (R) 自己管理型オンライン学習における動機づけプロセス: 仮想学習環境における日本語学習の事例から	Humphrey (Shantou Uni, China) (S) A Fresh Perspective for "How Do I Improve My English"
12:00- 12:25	Presentation 10	Lee (Gifu Uni) (S) Managing a University English Club as an Advisory Instructor	Allensworth (Handai) (R) Analysis of Reward and Motivation Systems in Commercial and Non-Profit Self-Access Learning Systems	Hayashi & Cai (Handai) (R) 対面式タンドム学習における自律的な学習とその変化
12:30 – 12:50	JASAL AGM (Presentation Studio)			
12:50 – 13:15	Reflection & Closing Remarks (Presentation Studio)			
13:15 – 14:00	Lunch (Global Studio)			

JASAL2019 Poster Presentations

Part 1 (13:30 - 14:15)

Kevin Mueller, Tokyo International University

Self-Access Learning Center Challenge: Balancing Human Resources, Student Demand, and Scheduling Considerations for Academic Advising and Conversation Practice

The Global Teaching Institute (GTI) at Tokyo International University has two areas, Academic Advising (AA) and English Lounge (EL), where students can interact with faculty and high-proficiency peers outside of class in at Self-Access Learning Center called The English Plaza. With fifty faculty members and 26 student staff, human resources are limited as TIU has an approximate student population of 4,800 on Campus 1; 2,000 students major in English or take English content-based courses. Balancing human resources, student demand, and scheduling considerations are a challenge, and these three facets will be discussed.

Richard Hill, Meijo University

A Comparison of Two Social Areas

In speaking practice centers, students can make appointments to meet one-on-one with a teacher or a learning advisor in order to develop their oral language skills. Alternatively, students can sit down with conversation partners or other students to converse freely on sofas without making an appointment in advance. From the presenter's experiences, learners are drawn to these social spaces for various reasons. While both spaces present opportunities to use the target language, their arrangements exhibit particular affordances and constraints. In this research presentation, I will show my conclusions from comparing these two spaces in order to reveal their unique qualities.

Chelsea Schwartz, Juntendo University; Jarwin Martin, Temple University

Academic Advising in Self-Access Learning

This presentation will demonstrate the significance of academic advising in the self-access environment. Students often need clear and supportive guidance in attaining their academic goals. Once advised, this can help assist them in being more autonomous in fulfilling their goals. This presentation aims to share some ideas that can be utilized in academic advising.

Chris Pond, Scot Matsuo, Ritsumeikan University

Enhancing Student Participation and Experience in Newly Constructed Self-Access Centers

This presentation reports on efforts made in enhancing student participation and experience across two newly constructed SACs at a private university in the Kansai area. These SACs, across two campuses, are still in their infancy, and as the foundations for the culture of the centers are being laid the students' participation is increasing. This presentation will focus on the opportunities provided for student self-access learning as well as students' own experiences of using the facilities. Through access to communication rooms, cultural events, and learning support, we will show how teachers, staff, and students collaborated to create a vibrant self-access language learning environment.

Hoey Liu, Ryuhei Ikeda, Ayaka Satake (students), Otemon Gakuin University

Internship at E-CO

English Café at Otemon (E-CO) is a self-access centre at Otemon Gakuin University, which started an Internship Programme in Spring Semester 2018. To date, four students have taken part in this programme, learning administrative skills, organizing events and conducting research. In this poster presentation, interns will present the structure of the internship, their experiences, and discuss what they have learned by joining the internship. The greatest benefit of the E-CO Internship is that you can learn workplace skills and even get credits for it.

Phoebe Lyon, Ewen MacDonald, Nicholas Thompson, Kanda University of International Studies

Assessing the Impact of Encouraging Language Majors in Japan to Partake in Linguistic Risk-taking Activities

This presentation summarises the rationale, background, methods and preliminary findings of an adaptation of a linguistic risk-taking passport initiative at a Japanese university. The aim is to encourage students to take various risks to build their confidence during their language learning journeys. The level, nature and frequency of linguistic risks taken by students was investigated, as well as students' anxiety and confidence levels, willingness to communicate and their strategies for managing emotions. Initial findings indicated that many students were able to discover new opportunities for practicing English and felt more comfortable and confident using English and taking risks.

Part 2 (14:15 - 15:00)

Misato Saunders, Ritsumeikan Asia Pacific University

Effective Ways to Study IELTS at the Self-Access Learning Center

At Ritsumeikan Asia Pacific University (APU), many students apply for Exchange programs every year. In order to enter these programs, students must work really hard to improve their English skills, so many students visit the language advisors to get some advice at the SALC. As a language advisor, I strongly recommend them to take the IELTS test because by studying the IELTS, they can not only enter the program but also improve their practical English skills. In this session, I would like to share my IELTS advising and teaching at the SALC as a language advisor.

Anna Twitchell, Heather Yoder, Bethan Kushida, Jeffrey Goncalves, Kanda University of International Studies

Passport to Success: Students' Preferred Tasks for Linguistic Risk-Taking

This poster will present the results of a pilot study conducted at a private Japanese university. Inspired by an earlier study at the University of Ottawa and adapted for a monolingual EFL context, participants with a "risk-taking passport" chose from a list of in-class and out-of-class tasks that provided opportunities to use the target language. This presentation will focus on the tasks that participants chose to do and will analyze which tasks appealed to learners based on data collected from passport responses and participant interviews. Discussion will include implications for how teachers may encourage students to take linguistic risks.

Yuri Imamura, Isra Wongsarnpigoon, Kanda University of International Studies

Nurturing Learners' Use of an English Speaking Area in a Multilingual Space

This presentation describes ongoing research on usage of an English speaking area located within a multilingual space at a self-access center in a university specializing in language studies. The research focuses on the effectiveness of events for promoting English usage in the area and raising awareness of its purpose. We also investigated learners' attitudes about the events, the area, and their own language use. Preliminary results from questionnaire and interview data are introduced. They can aid educators who aim to support or establish environments for learners' English speaking or who are interested in target language usage in language-learning spaces.

Katherine Shreves, Hokuriku Gakuin

Encouraging Greater SAC Use: A Case Study of Instructor-Led Activities Designed for Students in the Department of Child Education at Hokuriku Gakuin University

In order to encourage students towards greater engagement with Hokuriku Gakuin's English Center, new instructor-led activities are being designed and implemented. Based on survey results from first-year students in the Department of Childhood Education, student-perceived needs and interests were identified. This presentation reports on the ongoing implementation of activities responding to these needs and interests. Participation in such activities has the potential to not only improve English ability but also aid in the development of skills useful for future teachers. Whether or not relevance to a particular course of study acts as a motivating factor for engagement is also discussed.

Yuka Sakuma (student), Konan Women's University

How to Increase the Number of "e-space" Users

The 'e-space' is the self-access English learning space in Konan Women's University and as student staff, we noticed a smaller number of sophomore and junior students in the e-space and took steps to increase the number of e-space users, especially among 2nd and 3rd year students. We first researched the current situation through a survey questionnaire and I will present that data. Next, I will talk about what we did in the e-space to increase the number of student users, and share what changes we saw. I hope to have further suggestions and ideas from the attendees.

加藤 鉄生 (Kato Tetsuo), 中部大学 Chubu University

パラダイム転換期の持続可能ラーニング実践—理系基礎科目学習からのアプローチ

教育から学習へのパラダイム転換機に「ソフトスキル」を持った学生の育成が大学には望まれている。すなわち「メタ認知スキルを持った学生」であり、セルフモニタリング、セルフコーチングなど、自らの学び方の技術を身につけた学生を養成していくとである。本発表では支援の必要な学習者層に持続可能な学習を定着化させる実践を行い、理系基礎科目の学際的な学習を通じて学習の仕方を学ぶ機会を提供した手法と成果を報告する。