



JASAL2022 National Conference
Co-sponsored by Akita International University
Call for Presentations

Date: Sat 22nd October, 2022

Format: Hybrid (online & on-site) (on-site option may be reviewed if pandemic circumstances threaten the viability of the on-site plan)

Location for on-site conference: Akita International University (Akita)

While the COVID-19 pandemic is far from over, JASAL hopes to return with a hybrid conference this year, with an on-site option at Akita International University, and we invite you to join us, either on-site or online. We'd like to thank Akita International University for co-sponsoring the conference. Infection prevention measures will be taken to minimise any risk to participants.

Conference theme: Inclusion and Accessibility in Self-Access Language Learning

This year, JASAL's national conference will focus on inclusion and accessibility in self-access language learning (SALL). We are delighted to invite members to join us and our special plenary panel of guest speakers (see below) to explore these issues at our 2022 conference.

Moves to incorporate online models of self-access during the pandemic, coupled with rising awareness of issues of social justice in language learning in general, have led to a greater focus on accessibility and inclusion in the language learning and teaching field in general. Through this year's conference theme and plenary panel, JASAL invites participants to consider the impact these issues are having on self-access language learning.

The fact that self-access spaces in Japan are often described by potential participants as 入りにくい (hairinikui, "difficult to enter"), suggests that accessibility is an issue which all of us involved in self-access need to take seriously. While some learners appreciate the flexibility of online options in widening access to SALL services, others may have found these models less accessible than traditional face-to-face models of self-access, and crave the welcoming community of a physical space full of like-minded learners.

The reopening of physical spaces, and returns to pre-pandemic models of delivery, present an ideal opportunity to reevaluate existing structures and interrogate whether we are doing everything we can to make them accessible to all potential users, and to foster inclusive attitudes to all among SAC users. Are they spaces where all learners feel safe and accepted, and where their various identities will be respected? It is crucial that care is taken to make these spaces, be they physical or virtual, and the services provided in them, as inclusive as possible to a diverse student body.

Plenary Panel:

In line with this year's theme of inclusion and accessibility, JASAL is excited to invite three expert speakers who will share their research and perspectives on this issue. We hope the panel format will allow for lively discussion between the panel speakers and conference participants.



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



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



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

we invite members to present their research and practices on inclusion and accessibility, and other self-access related topics, such as:

- Learning advising/counseling/coaching
- Learning communities, Learner involvement in Self-Access Centers (SAC)/ Language Learning Spaces (LLS)
- Student perspectives on SAC
- Collaboration in and around SACs
- Managing and administrating SACs/LLSs
- SAC/LLS design and layout
- Self-access and curriculum, Learning program design (including materials and displays)
- Virtual self-access
- Assessment of SALL
- Evaluating SALL programs
- Research design in SALL
- Professional development for SALL
- Promotion of SAC/LLS
- Lifelong learning
- Study abroad & SALL

Presentation Formats:

1. Research presentation (on-site or online) (20+5 mins)
2. Practices presentation (on-site or online) (15+10mins)
3. Poster session (on-site only)

We encourage interested participants to submit a proposal, and indicate which options they would be willing to present in on the submission form. Final format decisions will be made by September, in conjunction with the presenters.

We welcome submissions in both English and Japanese.

Undergraduate students are welcome to submit to one of these formats with a member of staff (faculty member or administrator), but we encourage these students to participate in the dedicated student conference and other student-centred events (information to be announced soon), where they will have more opportunities to interact with peers.

Deadline for submissions: Monday, 8th August

Please submit your proposal [here](#).

You will be asked to provide:

Title (max. 50 characters, English or Japanese).

Summary for the program (100 words in English. 日本語の場合200字まで)

Abstract for vetting (200–250 words in English. 日本語の場合550字まで)

**Registration Fees:**

As running a hybrid conference incurs various expenses, this year's registration will depend on how you participate. A fee for presenters (¥1500) is charged in addition to the attendance fee.

The deadline for payment for presenters is set for September 11th, to allow for any changes in the conference format. Non-presenters can make a payment up until the day before the conference.

Onsite attendance fee	¥2500
Online attendance fee	¥2000
Presenter surcharge	¥1500
JASAL Member discount	- ¥500

(Please note that it is free to join JASAL so we encourage all participants to do so before the conference.)

There is no attendance fee for undergraduate student participants.

Details about how to pay the registration fee are given in the registration form.