JASAL 2023 National Conference

Date: Saturday, 21st October, 2023
Format: Hybrid*
Location for on-site conference: Gifu Shotoku Gakuen University, Hashima Campus

*JASAL2023 will be an on-site conference with an online component. We hope to make all presentations available online—either live or recorded, and will have a limited number of online presentation slots.

Conference Theme: Fostering SALL Through Social Connection

Self-access centres (SACs) are increasingly being recognised as social learning spaces, where affordances for learning are found as much, if not more so, in the support and exchange of ideas with other users and staff, as in the provision of language learning materials (the original aim of many SACs in the early years of the field) (Kushida, 2020). Studies have demonstrated the benefits for learners of the communities of practice (Lave & Wenger, 1991) that are often found in SACs not only in the development of learner autonomy (Murray & Fujishima, 2013), but also in many other areas, including sustaining intrinsic motivation for language learning through supporting basic psychological needs (Mynard & Shelton-Strong, 2020), promoting resilience (Kiyota, 2021), and aiding identity construction (Hooper et al., 2019; Hooper, 2023).

Social connection can be fostered in a variety of ways, through the formal and informal student communities that develop, the programmes offered in the SAC, and even the design of the physical space. Having faced the existential challenge of the Covid pandemic, the importance of these social connections is all the more clear to SAC practitioners.

At this year's JASAL conference, we invite you to share your own research and practices on how you have fostered social connection, and how these connections in turn have supported learner autonomy and self-access language learning in your own contexts. We welcome submissions on this and other self-access related topics, such as:

- Learning communities, Learner involvement in Self-Access Centers (SAC)/ Language Learning Spaces (LLS)
- Student perspectives on SACs
- Collaboration in and around SACs
  Learning advising/counselling/coaching
- 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
- Research design in SALL
- Professional development for SALL
- Promotion of SAC/LLS

- Lifelong learning
- Study abroad & SALL

References

Hooper, D. (2022). Becoming the paths we tread: Negotiating identity through an ideological landscape of practice. In: M. Mielick, R. Kubota, & L. Lawrence, (Eds.) *Discourses of Identity*. Palgrave Macmillan. https://doi.org/10.1007/978-3-031-11988-0_3

Hooper, D., Mynard, J., Sampson, R., & Taw, P. (2019). Shifting identities in a social learning space. *Learner Development Journal*, *1*(3), 26–43. https://ldjournalsite.files.wordpress.com/2020/02/ldj-1-3-hooper-mynard-taw.pdf

Kiyota, A. (2021). Group dynamics and resilience in the process of L2 socialization: A longitudinal case study of Japanese university students visiting an English lounge. *Studies in Self-Access Learning Journal, 12(*1), 21–39. https://doi.org/10.37237/120103

Kushida, B. (2020). Social learning spaces. In: J. Mynard, M. Burke, D. Hooper, B. Kushida, P. Lyon, R. Sampson, & P. Taw. D*ynamics of a social language learning community*: *Beliefs, membership and Identity.* (pp. 12–28). Multilingual Matters

Murray, G., & Fujishima, N. (2013). Affordances in a community of learners. *Chinese Journal of Applied Linguistics, 36*(1), 141–57. https://doi.org/10.1515/cjal-2013-0009

Mynard, J., & Shelton-Strong, S. J. (2020). Investigating the autonomy-supportive nature of a self-access environment: A self-determination theory approach. In: J. Mynard, M. Tamala & W. Peeters, (Eds.) *Supporting learners and educators in developing language learner autonomy* (pp. 77–117). Candlin & Mynard. https://doi.org/10.47908/8/4

Presentation Formats:

We are accepting proposals for the following kinds of presentations. Please note that at this year's conference we will have a <u>very limited number </u>of online presentation slots available.

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)

When submitting your proposal, please indicate if you are only able to accept an online presentation slot.

We welcome submissions in both English and Japanese.

Undergraduate students are welcome to submit to one of these formats <u>with a member of staff (faculty member or administrator)</u>, but we encourage these students to participate in the dedicated student conference and other student-centred events, where they will have more opportunities to interact with peers. (The first student event this year is an online forum on June 10th, with an online student conference to follow in December.)

Deadline for submissions: Monday, 31st July

Please submit your proposal [**here**](.).
You will be asked to provide:
Title (max. 60 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)

Plenary speaker: Daniel Hooper, PhD
Bio:
Daniel Hooper (PhD, Nagoya University of Foreign Studies) is an associate professor in the Department of English Communication at Tokyo Kasei University. He has taught in Japan for 17 years, predominantly in higher education and English conversation schools. His doctoral thesis was an ethnographic case study of a student-led learning community in a Japanese university self-access center. His research interests include learner and teacher identity, communities of practice, and the English conversation school industry. His most recent project is "From Student to Community Leader: A Guide for Autonomy-Supportive Leadership Development", a practice-oriented book co-authored with Satoko Watkins and published by Candlin and Mynard.

Plenary title: Fixing issues under the radar: Student agency and leadership in self-access learning communities

Attendance Bursaries for Presenters
For several years before the pandemic, JASAL has supported its membership by providing registration waivers and travel bursaries to first-time presenters and undergraduate students for participation in the annual conference. As we emerge from the pandemic, JASAL is dedicated to providing such support again, in addition to supporting those without access to institutional funding. If you meet the criteria for eligibility below AND desire to apply for a waiver or bursary, please indicate so on the submission form. Members of the JASAL Executive Board will review all applications and award bursaries as we are able. Please note that bursary amounts are dependent on a variety of unknown factors such as conference revenue and estimated travel costs of all bursary applicants, and may not cover the full cost of travel. We are unable to cover accommodation.

1. I am an undergraduate student
   OR
   I am a newly joined JASAL member (since November 2022).
   OR
   I have never presented at an <u>on-site</u> JASAL conference.

2. I do not have a source of funding (e.g., institutional budget, research grant) that can cover my registration fee or travel costs.

3. I am willing to write a summary of my experience at the conference for publication in the conference proceedings or other publication.