



JASAL2023 National Conference

Fostering SALL through Social Connection

Saturday, October 21st, 2023

with Pre-Conference SAC tour on Friday, October 20th, 2023

Hosted by Gifu Shotoku Gakuen University

Onsite and Online

Conference Program

The Japan Association for Self-Access Learning (JASAL) is delighted to invite you to join the JASAL2023 National Conference, at Gifu Shotoku Gakuen University, in Gifu city. Every year we bring together practitioners, administrators, and students involved in the field of self-access learning across Japan and beyond to share our practices and research findings. This year, we are running with the theme of **fostering SALL through social connection**. We all know how important strong connections are for a successful self-access experience, but how can we make these bonds even stronger and more inclusive for more and more students? We hope that you will have an inspiring day learning about practices and initiatives at other institutions, whether you're joining us in Gifu or online! Have a wonderful day!

ようこそ日本自律学習学会 (JASAL) 2023年年次大会へお越しくださいました。本大会を岐阜聖徳学園大学と共催させていただくことを嬉しく思います。毎年、日本国内外でセルフ・アクセス・ラーニングの分野に携わる教育者、運営者、学生が集まり、実践と研究成果を共有しています。今年は「社会的な繋がりをとおしてセルフアクセス言語学習を促進する」をテーマに、ハイブリッド型のカンファレンスを実施します。セルフ・アクセスを成功させるために、強い結びつきがいかに重要であるかを知っているが、どうすれば、より多くの学生のために、この絆をより強く、より包括的なものにできるのだろうか。会場で参加される方も、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ていただければと思います！

JASAL Board

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Gifu Site Chair: Clair Taylor

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

Gifu Shotoku Gakuen University

Hashima Campus (1-1 Yanaizucho, Takakuwanishi, Gifu, 501-6122).



Lounge MELT

The conference includes an opportunity to visit Lounge MELT, the social language learning space at Gifu Shotoku Gakuen University. It is open all day if you need a break any time.

Please respect the “Any Language Except Japanese” language policy in the space.



English World, Gifu Shotoku Gakuen Affiliated Elementary School
(Pre-Conference SAC Tour, Friday, October 20th, from 3:40 pm)



Quick Guide to the JASAL2023 Conference



Registration

Onsite attendance fee: ¥3000 / Online attendance fee: ¥2000

JASAL Member discount: -¥500

Undergraduate student participants: free



Opening Remarks **9:40-10:00**

Start your day at the online conference here!



Plenary **10:00-11:00**



JASAL AGM **11:00-11:15**



Tea/Coffee break **11:15-11:30**



Presentations **11:30-13:00**



Lunch **13:00-13:45**



SALC Tour & Posters **13:45-14:30**



Presentations **14:30-15:30**



Tea/Coffee break **15:30-16:00**



Presentations **16:00-17:30**



Closing Remarks **17:30-17:50**



Networking reception **20:00-22:00**

Unwind after a satisfying day at the conference.

Plenary
10:00-11:00



Daniel Hooper, PhD
Tokyo Kasei University

Title:

Fixing Issues Under the Radar: Student Agency and Leadership in Self-Access Learning Communities

Abstract:

While the number of self-access facilities in Japan continues to grow, many students are reluctant to come to self-access centers (SACs) or experience considerable anxiety or “rupture” (Zittoun, 2006) when initially trying to use them (Murray & Fujishima, 2016; Mynard et al., 2020). Within Japanese English language education, there are a number of sociocultural and ideological factors, such as a stark division between test-focused English (*eigo*) and English for communication (*eikaiwa*) (Hiramoto, 2013), that contribute to the insecurity and instability that students may feel when making their first tentative steps into a SAC. Consequently, while students of all levels come to learn at SACs, we often see students with already high linguistic proficiency rather than those with lower confidence or experience with communicative English getting the most out of what a self-access center has to offer. One recent response to these enduring challenges has been the promotion of student-led learning communities at institutions such as Kanda University of International Studies (Watkins, 2022). These communities were found to provide students with a balance of autonomy and institutional support so that they may develop their own “tools” or mediational means for negotiating the ruptures that new or potential SAC users face while transitioning between educational worlds.

In this presentation, I will draw upon findings from a number of research projects and discuss the often-untapped value of student communities in creating opportunities for leadership, prosociality, and wellbeing among student self-access users. I will make a case for legitimizing bottom-up knowledge (from students) and integrating it with academic theory and professional knowledge in order to build more egalitarian, co-constructed self-access environments that serve the needs of the many rather than the few.

References

Hiramoto, M. (2013). English vs English conversation: Language teaching in modern Japan. In L. Wee, R. B. H. Goh, & L. Lim (Eds.), *The politics of English: South Asia, Southeast Asia, and the Asia Pacific* (pp. 228–248). John Benjamins.

Murray, G., & Fujishima, N. (2016). *Social spaces for language learning: Stories from the L-café*. Palgrave Macmillan.

Mynard, J., Burke, M., Hooper, D., Kushida, B., Lyon, P., Sampson, R., & Taw, P. (2020). *Dynamics of a social language learning community: Beliefs, membership, and identity*. Multilingual Matters. <https://doi.org/10.21832/MYNARD8908>

Watkins, S. (2022). Creating social language learning opportunities outside the classroom: A narrative analysis of learners' experiences in interest-based learning communities. In J. Mynard & S. Shelton-Strong (Eds.), *Autonomy support beyond the language learning classroom: A self-determination theory perspective* (pp. 182–214). Multilingual Matters.

Zittoun, T. (2006). *Transitions: Development through symbolic resources*. Information Age Publishing Inc.

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.

JASAL 2023 Conference Schedule Saturday, October 21, 2023

*Presentations in blue italics are online, but will be screened in the Room
All presentations can be accessed online through the Zoom Breakout Rooms.*

Time		Room 1 – 6206	Room 2 – 6204	Room 3 – 6203	Room 4 – 6301
09:00–10:00	Registration & Morning Mixer (Building 6, Entrance lobby)				
09:40–10:00	Housekeeping & Opening Remarks (6301)				
10:00 –11:00	Plenary Daniel Hooper (6301)				
11:00–11:15	JASAL AGM (6301)				
11:15–11:30	Coffee Break (at entrance lobby, just outside MELT)				
11:30–12:00	Session 1	<u>1 Ubukata & Takada (R)</u> Student Staff Perspectives on a SALCers’ Talking Activity	<u>2 Tsuchiya (R)</u> “A Step Towards Autonomy”: Students’ Experiences Abroad	<u>3 Hays & Mueller (P)</u> Embracing Diversity: English Plaza Language Policy Change	<u>4 & 8. Administrator’s Forum (Hybrid)</u> 職員アドミフォーラム
12:00–12:30	Session 2	<u>5 Saunders (R)</u> Exploring the Beliefs of Language Advisors’ Roles	<u>6 Hauser et al (R)</u> The Service Counter as a Space for Friendly Conversation	<u>7 Clegg-Sasaki (P)</u> The Writing Center as an Aspiring Community of Practice	日本語で行います。
12:30–13:00	Session 3	<u>9 Castro & Shelton-Strong (R)</u> A Personal-Strength Approach to Self-Directed Learning	<u>10 Lavolette (R)</u> Social Connections in International Language Spaces	<u>11 Eades et al (P)</u> Evolution of Parties Held at a Self-Access Learning Center	<u>12 Wongsarnpigoon et al. (P)</u> Collaborating to Adapt Student Staff Training for New Needs
13:00 –13:45	LUNCH (Pick up your pre-ordered bento)				
13:45–14:25	Session 4	MELT SALC Tour		Poster Session (6205)	
14:30 –15:00	Session 5	<u>13 Gutkovskii (R)</u> The Communicative Role of Silence in the Self-Access Context	<u>14 Abe & Sei (R)</u> Learning Backgrounds of Multilingual Student Staff at a SALC	<u>15 Lee (P)</u> Impacts and Skills of Ushering in a SALC	<u>16 Kawasaki (P)</u> 工学部日本人学生を対象に授業外学習活動として設計したオンライン交流プログラムに関する考察
15:00–15:30	Session 6	<u>17 Marzona & Lin (R)</u> “So” in Advising Sessions at a Speaking Test Advisory Center	<u>18 Malcolm (I)</u> PBL and Autonomous Learning: A Great Fit	<u>19 Fukutome (P)</u> Win-Win SALL for a SAC’s Survival	<u>20 Ristea (R) (online)</u> <i>Students’ Perceptions of SALL—an Activity Theory Analysis</i>
15:30–16:00	Coffee Break				

JASAL 2023 Conference Schedule

Saturday, October 21, 2023

		Room 1 – 6206	Room 2 - 6204	Room 3 – 6203	Room 4 – 6301
16:00–16:30	Session 7	<u>21 Hooper & Suzuki (R)</u> Analyzing Self-Access Anxiety Through the Eyes of Students	<u>22 Morikawa (P)</u> Student Perseverance on a Language Exchange Programme	<u>23 Hays(P)</u> Cultivating Connections: the Oregon Cafe in a SALC	<u>24 Yamamoto & Mach (P)</u> Staying Social Through It All: One SAC's Evolving Approach
16:30–17:00	Session 8	<u>25 Hook (R)</u> Bringing a SALC (Back) to Life	<u>26 Takada et al (R)</u> Promoting Learner Reflection Through a Card Game	<u>27 Johnston (P)</u> A Multi-Purpose Podcast at a Japanese University	<u>28 Gullikson (P)</u> Fostering Learner Autonomy at Musashi Communication Village
17:00–17:30	Session 9	<u>29 Kelly et al (R)</u> Supporting Instructors to Integrate Reflection in Curriculum		<u>31 Hamada et al (P)</u> The ALL ROOMs Now and Then	<u>32 Mitchell (P)</u> Transforming SALCs: University-Accredited Learning
17:35–17:50	Closing Remarks & Reflections (6301)				

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 from 20:00

壁の壁 Kabe no Kabe (Restaurant website)

岐阜県岐阜市清住町2-20

名鉄岐阜駅より徒歩3分、JR岐阜駅から徒歩5分

Google Map:  Kiyozumicho for the venue

Post-Conference Hike Up Kinka Mountain

Sunday October 22nd

Meet at 9:45 am at the fountain at Gifu Koen. Easy hike, bring your own lunch. We should be back down at the park by 2:30 pm. More details here:

<https://jasalorg.com/jasal2023-post-conference-hike-up-kinka-mountain/>

Abstracts

Presentations

R = Research presentations

P = Practice-based presentations

1. Haruka UBUKATA & Sina TAKADA R **Student Staff Perspectives on a SALCers' Talking Activity**
Kanda University of International Studies

In this presentation, we share the findings of our research on student staff perspectives regarding a conversational activity in a Self-Access Learning Center (SALC). Our student staff and learning advisors lead this activity to encourage SALC users to engage in social interactions in English. To understand the student staff's views, we conducted a survey created based on the basic psychological needs theory (Ryan & Deci, 2017). We present the responses, examining how the activity aligns with their values and whether they are supported appropriately to take a lead in the activity. Implications and recommendations are also discussed.

2. Kae TSUCHIYA R **"A Step Towards Autonomy": Students' Experiences Abroad**
Nanzan University

This research project aims to explore changes in students' autonomy through their study abroad experiences. The researcher conducted interviews with five Japanese university students (2nd and 3rd year) before, during, and after study abroad and asked them to keep records on their life during the sojourn abroad. The data were analyzed using a grounded theory approach (GTA). This presentation will outline some outcomes gained by the students from the perspective of study abroad as an intercultural experience and will present commonalities and differences which appeared in the students' learning processes.

3. George HAYS & Kevin MUELLER P **Cultivating Connections: The Oregon Café in a SALC**
Tokyo International University

The Café within the English Plaza offers language learners a unique opportunity to practice their skills in an authentic and supportive environment. By bridging the gap between the classroom and real-world contexts, this space empowers learners to develop their language abilities, foster intercultural communication, and build a vibrant community of passionate language learners. This presentation will outline the creation and operation of the café space and its role in serving the university community. The presenters will provide examples demonstrating how the café contributes to language learning and serves as a vibrant hub for the exchange of ideas and intercultural understanding.

4 & 8. JASAL Administrators' Forum P
led by Sayaka NOKURA (Gifu Shotoku Gakuen University administrative staff) & JASAL Committee member

各教育機関のセルフアクセスセンターの運営に携わる職員は、SALCで提供する教育活動を運営するにあたって欠かせない役割をになっています。本フォーラムでは、アドミに関わる方々が今抱えている課題や疑問などをお互いに共有し、他教育機関での取り組みや対応方法などを知り、意見交換ができる場です。本フォーラムは日本語で進行いたします。This forum is to share, discuss and exchange ideas on issues that SALC administrative staff face. This forum will run in Japanese. Everyone is welcome to attend.

5. Misato SAUNDERS R **Exploring the Beliefs of Language Advisors' Roles**
Ritsumeikan Asia Pacific University

This presentation explores language advisor's roles at a Japanese private university's Self-Access Learning Center (SALC) from both advisors' and advisees' perspectives. Advisors aim to foster independent learners by helping them acquire self-regulated learning skills, encompassing meta-cognitive, cognitive, and affective aspects. The integration of humanistic counseling and language teaching in language advising makes defining their role challenging. Interviews with two advisors and four advisees reveal diverse beliefs and perceptions about language advising. Advisors act as mentors, teachers, or coaches based on the advisees' needs, while advisees' perceptions of advisors' roles evolve during sessions, requiring advisors to skillfully adapt their roles.

6. Eric HAUSER, Phillip A. BENNETT, Daniel JACKSON R The Service Counter as a Space for Friendly Conversations

Kanda University of International Studies

Using ethnographically-informed conversation analysis, this study looks at how a service counter in a self-access learning center becomes a physical space for the initiation of and participation in casual English conversation. Drawing on data from several hours of video-recordings, this study shows how English is not only used for service transactions but also for casual conversation, that is, non-service-related interaction among staff members and among staff and visitors. Through the use of English for casual conversation, staff and visitors contribute to the construction of the service counter as a space for the friendly use of English in a low-stakes environment.

7. Rebecca CLEGG-SASAKI R The Writing Center as an Aspiring Community of Practice

Akita International University

The presentation will introduce the newly-created AIU Writing Center, detailing the theory and aspirations behind the design and introducing the current activities. Academic writing is a large task for EMI students, and outside-of-the-classroom support is required, but it was not a feature of my institution's already well-established SALC. Utilizing Wenger's classic CoP model as the foundation guiding the conceptualization, this presentation will assess preliminary data and discuss some issues made apparent by instructors and from users of the center to date. Within this discussion, I will also focus on the issue of non-participation and the "lurking" nature of user interactions.

9. Eduardo CASTRO & Scott SHELTON-STRONG R A Personal-Strength Approach to Self-Directed Learning

Kanda University of International Studies

This presentation explores the role of positive psychology in language learning, specifically the significance of personal strengths in self-directed language learning. The authors will share findings from a qualitative case study which focuses on two learners' experiences in a semester-long self-directed language learning course, examining how they reflected on and utilized their strengths. The findings highlight how awareness and use of personal strengths in self-directed learning empowered these students to explore new resources and strategies, fostering a sense of achievement and ownership in their language learning journey.

10. Betsy LAVOLETTE P Social Connections in International Language Spaces

Kyoto Sangyo University

In 2023, how are language learning spaces (LLSs) around the globe fostering social connections? To answer this question and paint a picture of the current state of LLSs, the International Association for Language Learning Technology (IALLT) surveyed LLS staff. This presentation will provide results of the most recent IALLT Survey (Lavolette & Choinowski, 2023), with a focus on results that will be of interest to JASAL members, such as LLS services for students, social spaces, and diversity, equity, and inclusion issues. Where possible, I will present data trends over the past 10 years of IALLT surveys and make future projections. resources and strategies, fostering a sense of achievement and ownership in their language learning journey.

11. Jeremy EADES, Christopher CLADIS & Misato TACHIBANA R Evolution of Parties Held at a Self-Access Learning Center

Osaka Institute of Technology

The presentation will explore the evolution of seasonal parties at a SALC in Osaka, Japan. Events include Freshman, Summer, Halloween, and Christmas parties, commonly held at SALCs and language schools throughout Japan. Over 12 years, these events aimed to create a welcoming environment, introduce students to the SALC, and encourage regular use. Presenters will discuss party history, format changes, objectives, activities, and COVID-19 impact. Data on participants and surveys assessing satisfaction and continued usage will be discussed. Presenters will consider the parties' future outlook and future strategies for planning.

Kanda University of International Studies

This presentation introduces elements of student staff training involving collaboration between managers and learning advisors at a large self-access center (SAC), particularly focusing on measures taken to address language policy and usage. The rationale and connection to staff needs are also discussed. Some outcomes are shared, including student staff reflections and actions they were inspired to take. This presentation may benefit SAC practitioners or administrators, especially those working with student staff or hoping to do so, or anyone wanting to support discussion about language use in SACs.

* スライドとQ&Aは日英バイリンガルで行います。

13. Aleksandr GUTKOVSKII
Context

R

The Communicative Role of Silence in the Self-Access

Soka University

Many of the English-related tutoring sessions in the self-access context can be characterized as intercultural communication that happens between non-Japanese staff and Japanese students. In the course of intercultural communication, breakdowns, and misunderstandings might occur due to various reasons. One of these reasons is silence. This presentation introduces a research project aimed at understanding the role of silence in language tutoring. The presenter will introduce several examples of silent behavior and will discuss different perspectives on silence among students and tutors.

14. Maya ABE & Yoko SEI
Osaka University

R

Learning Backgrounds of Multilingual Student Staff at a SALC

The paper presents the results of interviews with graduate student staff who support multilingual learning at a SALC about their motivation and background in language learning.

The interviews were conducted focusing on the following points: their learning experiences of multiple languages, their attitude toward support for autonomous language learning at our facility, and their suggestions, from reflections on their experiences as student staff, on how they can provide better support.

15. Jackson Koon Yat LEE
Toyo University

P

Impacts and Skills of Ushering in a SALC

Self-access learning centers aim to be inclusive spaces for learners, but some early visitors find them intimidating, potentially deferring some from entering. A SALC staff member in a dedicated ushering role could help change this by welcoming and guiding newcomers. The presentation emphasizes the importance of this role and the positive impact a proactive usher can have. Skills covered include quick evaluations of visitors, attendee-matching, floor management, ice-breaking conversations, and ushering mannerisms. Attendees will reflect on their ushering abilities in SALCs and learn key points for training staff, with the goal of making their SALCs even more welcoming.

16. Noriko KAWASAKI P Online 工学部日本人学生を対象に授業外学習活動として設計したオンライン交流プログラムに関する考察

Miyazaki University

本発表では、宮崎大学工学部が海外協定大学と企画したオンライン交流プログラムに関する実践報告を行う。プログラムには7名の日本人学生が参加し、ニュージーランドの学生と活動に取り組んだ。その特色に3点:①提示されたタスクに基づく活動を行う、②海外大学の学生とペアで行う、③日程調整やミーティング設定を学生に任せる、が挙げられる。学生のレポートや質問紙から得た結果を基にプログラムの成果と課題を考察する。

17. Nikki MARZONA & Leona LIN R
Soka University

'So' in Advising Sessions at a Speaking Test Advisory Center

The use of discourse marker 'so' has been found to have a strong influence on the pedagogical effect of interactions between advisors and students in the writing center. In this presentation, the researchers will present the ways advisors used 'so' in a different advising context: the speaking test advisory center. The study is aimed to contribute to advisor training, particularly to emphasize the value of advisors' use of small, seemingly inconsequential words to facilitate efficient advising sessions with students.

18. Wayne MALCOLM P PBL and Autonomous Learning: A Great Fit

Fukui University of Technology / NPO JALT

Project-Based Learning (PBL) has gained quite the buzz in Japan, since I gained my doctorate of education in 2018. Truth is though this method of teaching has been around at least since John Dewey in the early part of the 20th century. After having embraced PBL as a way of activating the English language abilities of students I want to discuss with you why PBL is a great pedagogy for creating opportunities for students to develop and solidify good autonomous learning skills and habits at any level of linguistic proficiency, and how it could be used in self-access contexts.

19. Mikiko FUKUTOME P Win-Win SALL for a SAC's Survival

Yamanashi Gakuin University

In recent years, the business environment surrounding private schools has become more difficult due to the declining birth rate and other factors. As a result, private colleges have been rapidly reducing costs, reviewing their operations, and developing distinctive educational activities. It is necessary to strengthen social ties to deal with cost reductions, achieve goals like 'diversity and inclusion,' and communicate the significance of a SAC's existence. This presentation will share how the SAC helped students and locals become more autonomous learners through social and community activities while responding to the university's requests regarding budget execution, educational concept, and work efficiency.

20. Viorel RISTEA Online R Students' Perceptions of SALL – an Activity Theory Analysis

Prefectural University of Kumamoto

Despite emphasizing the collective and collaborative nature of human learning, Cultural-Historical Activity Theory (CHAT) has rarely been used as a theoretical framework to analyze the activity of language learning as situated in the context of a SALC. In this presentation I will discuss the results of an interpretive study, conducted at a small SALC inside a provincial university in southern Japan, for which CHAT was used as a theoretical framework to provide a holistic view of the SALC's sociocultural context and a more nuanced understanding of the students' experiences and perceptions of their sessions with the self-access educator.

21. Daniel HOOPER & Koshun SUZUKI R Analyzing Self-Access Anxiety Through the Eyes of Students

Tokyo Kasei University & Hakuoh University

This presentation will outline a student-initiated research project investigating student affect and attitudes relating to participation in a small university self-access center (SAC). In this presentation, we will show how, by examining multiple data sources, a student SAC staff leader was able to achieve a deeper understanding of student anxiety relating to SAC activities. This study highlights the central role of affective factors in SAC use and the interrelation between SAC users' wellbeing and social relatedness. This study also represents an integration of student perspectives into ongoing SAC development and bottom-up ownership of self-access spaces.

22. Sarah MORIKAWA R Student Perseverance on a Language Exchange Programme

Chiba University

The Chiba University Language Exchange (LEX) Programme is a tandem programme in which students teach each other the languages they wish to practice, or converse in those languages, once a week for ten weeks. Although the programme incorporates potentially advantageous characteristics such as authentic language use, personalized learning goals, intercultural exchange, and autonomous learning, the fact remains that each semester some students drop out of the programme. This research attempts to ascertain the factors that help to determine whether students continue until the end of the programme or not.

23. George HAYS P Embracing Diversity: English Plaza Language Policy Change

Tokyo International University

Embarking on an enriching cultural journey, the English Plaza at Tokyo International University is undergoing a language policy change. Embracing an inclusive bilingual approach, this revamped space fosters dynamic intercultural interactions, allowing both English and Japanese conversations to flourish. Breaking linguistic barriers, students engage in cross-cultural exchanges, nurturing language proficiency and cultural understanding. The policy aims to promote international exchange, deepening connections among Japanese and international student communities. With dedicated language partners, various resources, and a supportive environment, the English Plaza has become a thriving hub of enriched language learning, fostering global engagement and a united campus experience.

**24. Shari YAMAMOTO & Thomas MACH P Staying Social Through It All: One SAC's Evolving Approach
Konan University**

As interactive learning spaces, SACs are potentially able to help students develop their social skills in addition to whatever language learning task is at hand. Designing SAC activities that collectively appeal to the widest range of students possible is crucial for maximizing social connections among all involved. This presentation mainly outlines ways in which SACs can effectively engage learners in social interactions through semi-structured group learning experiences. It introduces the development and management of participatory activities at Konan University's Language LOFT over the years, showcasing their evolution in order to offer insights into fostering thriving social learning environments.

**25. Isobel HOOK R Bringing a SALC (Back) to Life
Kyoto Notre Dame University**

This case study tracks the process of developing a small women's university's Self-Access Learning Center over the span of one semester, with a focus on community building and social connections. The space was previously allocated as an English Cafe but, without focus or leadership, it fell out of use throughout the pandemic. This research outlines the process of formalising and reinvigorating the space through a focus on how social connections and a budding community were built from the ground up, and how student autonomy and leadership were fostered within this environment.

**26. Sina TAKADA, Eduardo CASTRO, Emily MARZIN R Promoting Learner Reflection Through a Card Game
Kanda University of International Studies**

This presentation introduces a card game designed to promote reflection on learning strategies and resources in language learning. Through an online questionnaire, students' perceptions were gathered, revealing that the game's reflective, collaborative, and repetitive nature facilitated the identification and application of learning strategies. Participants demonstrated the ability to relate to hypothetical situations, connecting them to their own self-directed learning process.

**27. Seamus JOHNSTON P A Multi-Purpose Podcast at a Japanese University
Reitaku University**

This presentation will begin by discussing the creation of podcasts in Japanese universities and a short explanation of how our podcast came together and got started. It will then discuss the rationale for both the hosts and the majority of the guests being students, referencing how listeners (university students) are more likely to be motivated by hearing their peers speak English than "native speakers" (Walters, 2020). Finally, the podcast's integration with our self-access center will be discussed, including our ideas moving forward and an open call for suggestions from the audience.

**28. Thomas L. GULLIKSON P Fostering Learner Autonomy at Musashi Communication Village
Musashi University**

This presentation highlights the crucial role of advisors in developing English language learner autonomy at Musashi University. As learner autonomy becomes ever more essential in higher education, advisors must empower students to take more control of their language acquisition. The study outlines services available at Musashi's SAC and explores challenges faced by advisors. These challenges include shifting from a teacher-student to a more collaborative approach while addressing diverse learning styles and motivations. Effective techniques to overcome these obstacles are outlined, emphasizing the importance of advisors instilling a growth mindset, fostering self-directed English language learning, and promoting lifelong learning skills.

**29. Tanya KELLY, Phoebe LYON, Ewen MACDONALD, Amanda YOSHIDA, Andrej KRASNANSKY R
Supporting Instructors to Integrate Reflection in Curriculum
Kanda University of International Studies**

Reflection on language learning helps students become more aware of their linguistic knowledge, abilities, and self-regulatory skills (Huang, 2021), and helps them develop metacognitive skills (Flemming, 2014). This presentation introduces a collaboration between a private university's Self-Access Learning Center (SALC) and its English Language Institute (ELI) to integrate previously trialled reflection materials into the ELI's core curriculum. In this presentation, we will describe the challenges faced during the implementation of the materials into the courses, and the subsequent modifications we made to improve the experience after receiving feedback from instructors and learning advisors via surveys and interviews.

**31. Yo HAMADA, Yuka HAYASHI, Hidetsugu TOSHIMA, Marin SATO P The ALL ROOMs Now and Then
Akita University**

In this presentation, we will introduce our self-access center owned by a team of student staff members and a teacher. The student staff members will reveal the difficulties we have faced in the past "COVID" years, and discuss how we have overcome them. The teacher will discuss how he has managed the center and the student staff team. The audience can hear the direct voice from the students as well as the useful tips how to organize the team and the center.

**32. Colin MITCHELL P Transforming SALCs: University-Accredited Learning
Reitaku University**

Self-access learning centres (SALCs) foster autonomy, competence, and relatedness in language learning. Yet, many students find it challenging to navigate and use these resources. This presentation suggests offering university credits to motivate students to engage more with SALCs and benefit from their usage. It presents a course on independent language learning that focuses on autonomy, granting a university credit upon completion. Reitaku University's iFloor SALC and the Transformative Autonomous Language Learning (TALL) course provide opportunities for students to identify their unique learning techniques and thrive in language mastery.

Poster Presentations

Shari YAMAMOTO
Konan University

Reaching Reluctant Learners Through Engagement with VR

This presentation introduces the integration of Virtual Reality (VR) technology as an approach to engage students hesitant to participate in face-to-face language learning activities. In the 2023 spring semester, 10 VR headsets and various VR applications were utilized to pilot experiential activities with groups of students. The poster introduces the applications used, materials created, and initial successes and challenges in utilizing VR-based experiences within the SAC program. Student feedback provides valuable insights into the potential benefits of using VR to enhance student motivation and engagement in these language learning tasks.

Emily MARZIN, Mayuko HALL, & Chihiro HAYASHI

Tandem Language Exchange: Listening to Users' Voices

Kanda University of International Studies

Tandem language and cultural exchange allows learners to mutually improve their linguistic and communicative competence and cultural knowledge. Based on responsibility, reciprocity and autonomy, a self-access center (SAC) could be a suitable place to run this face-to-face exchange.

This poster presents research that took place in a SAC offering a tandem exchange program, called Language Practice Partners (LPPs). The study had two phases: 1) collecting users' and administrative staff's perspectives and 2) implementing changes they suggested. This research may provide other SACs with ideas for students to collaborate in outside-of-class exchanges to expand linguistic, communicative, and cultural knowledge.

Katherine THORNTON

Creating Conditions for Successful SALL Telecollaboration

Otemon Gakuin University

Teletandem, or online language exchange, is particularly useful in contexts where opportunities to interact in the target languages of the learners are limited.

In this presentation I will report on the results of a project investigating student experiences of a teletandem project run through a self-access centre in Japan. Self-determination theory (Ryan & Deci, 2017), in particular the three basic psychological needs of autonomy, competence, and relatedness, is applied to interview data to understand how the exchange has affected the intrinsic motivation of participants and to identify elements which make a successful teletandem language exchange partnership.

Daniel HOOPER

Student-Developed Resources for Mediating Transitions into Self-Access Learning

Tokyo Kasei University

This poster is based on a study examining the discomfort experienced by learners transitioning into a SAC and the different resources that can help to mediate this change. Based on observational and interview data collected from the Learning Community (LC), a SAC-based student-led learning community, this study examined sources of anxiety for new SAC users and how the learning community attempted to address these issues. This poster highlights the various obstacles that SAC newcomers face and the valuable role of student learning communities as social support groups bridging the gap between learners' past and future worlds

Clair TAYLOR & Alexandra ORNSTON
Gifu Shotoku Gakuen University

Maintaining Language Learning Habits Together

This poster presents a practice in which faculty, learning advisers, and students voluntarily utilize a progress-tracker application to sustain language learning habits over time, aided by the application's rich peer-support features. Presenters will share the powerful influence this practice has had on their learning trajectories and describe their attempts to promote it to others. The presenters seek input on the following questions: "Given that this application can potentially be of most use to reluctant, time-pressed and/or struggling learners, who tend not to visit the SAC, how can we reach these students?" and "How can we better spread this practice within our institution?"

Calling all students!

Call & Registration for the 7th JASAL Student Conference (online) Saturday, December 9th, 2023 (13:00–17:00) Online

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

Did you know that there are student users, student volunteers/staff just like you in other schools 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 student staff in other schools are doing for events, services, games, and displays?

If so, please join us at the 7th JASAL Student Conference! The conference this year will be held online and presenting your ideas at it is optional. We will be asking everyone, however, to participate in casual idea sharing sessions after presentations.

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 space.

For example:

- 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,14 2023** using the Registration Form here. (<https://forms.gle/gY8BqHfzff7D2U116>)

3. Prepare a list of questions you would like to ask students from other schools.

Option 2: Attend (but NOT present)

1. Sign up on the registration form here **by December 4, 2023**.

(<https://forms.gle/CeqhUHxRMut9raAA7>)

2. Prepare a list of questions you would like to ask other students.

What is the language we will use at the 7th 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 Tuesday, **November 14, 2023**

Option 2 (Attend Only): Register to attend the event by Monday, **December 4, 2023**

If you have any questions, please contact JASAL jasalorgATgmail.com

JASAL Journal

Issue 5.1 of JASAL Journal, which will be edited by Daniel Hooper and Katherine Thornton, is scheduled for June 2024, with a submission deadline of February 29, 2024. The theme of this issue will be **social connection within 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 research articles of 3000 to 5000 words that discuss issues related to self-access.

Discussions of Self-Access Center Practices

Short summaries and progress reports of around 2000 to 2500 words are welcome, describing self-access center practices. A literature review and references are required.

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 JASAL2023, (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



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 JASAL2023 through [this simple survey](#).

