Introduction: Supporting Leadership and Academic Development in a SALC

Kevin Knight, Jo Mynard, and Erin Okamoto, Kanda University of International Studies, Japan

Corresponding author: editor@sisaljournal.org

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Upcoming Events
- **Asian Conference on Language Learning (ACLL),** Kobe, Japan. April 27-29, 2018.
- **Psychology of Language Learning Conference (PLL3),** Tokyo, Japan. June, 2018.
- **Independent Learning Association (ILA) Conference,** Kobe, Japan. September 2018.

Call for Papers: Special Issue of SiSAL Journal. Selected papers from the 2017 *Japan Association for Self-Access Learning* (JASAL) Conference.

- To be edited by Hisako Yamashita, Clair Taylor and Andy Tweed and published in June 2018. The deadline for submissions from presenters or participants is March 31st 2018.

Introduction: Supporting Leadership and Academic Development in a SALC

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Welcome to the 31st issue of SiSAL Journal which is Issue 8, Volume 4. This is a general issue organized into two key themes: leadership, and academic support. There are also two book reviews, details of three relevant events coming up in 2018 and a call for papers for a special issue.

Leadership

In this section, the two papers focus on leadership, and while the scholars agree that leadership has been defined in different ways, their approaches to the topic of leadership differ. **Kevin Knight** based at Kanda University of International Studies in Japan argues that leadership is contextually bound and illuminates how leadership was conceptualized in a proposal for leadership development in a self-access learning center. **Micòl Beseghi** from the University of Parma in Italy selects a definition of leadership that aligns with the use of social networks and discusses how Facebook promotes a sense of community and leadership development in language learners. In the two papers, we gain insights into the leadership conceptualization process (i.e., how leadership is conceptualized respectively in a SALC and in a research paper) and are left reflecting on Knight's question of how leadership and learner autonomy should be conceptualized in a SALC.

Academic Support

There are three papers in this section. The first paper is by **Shawn Andersson and Naho Nakahashi** from Osaka University in Japan. The authors provide a description of some of the issues encountered when the purpose and scope of a writing support help desk at their institution were expanded. The authors report that students who actively use the facility can raise their communicative confidence and participate more actively in the international community. This goes beyond what a traditional writing help desk normally focuses on.

The second paper in this theme was contributed by **Dileta Fabiani and Marta Soler Alemany** from Waseda University in Tokyo, Japan. Again, the focus is on support offered in a writing center. The authors examine tutors' experiences specifically in giving feedback on

presentations. They argue that training is needed for writing tutors so that they might adequately support learners with issues related to presentation materials.

The final article deals with principles of effective workshops and learning materials for TOEIC test preparation, discussed from a practical first-hand point of view. From personal experience and anecdotal evidence from other SAC colleagues, Learning Advisor **Atsumi Yamaguchi** of Meijo University in Nagoya, Japan questions whether or not workshops offered in SACs are successful in achieving the goal of promoting learner development. Whilst she asserts that workshop attendance is often a challenge, the author has seen some success with a series of TOEIC workshops. The principles, tools, and best practices she has used are shared in this short article.

Book Reviews

The reviews section, edited by Hisako Yamashita, contains reviews of two books that were published in 2017. The first, *Learning Japanese: Voices of Experience* by Belinda Kennet and Yuriko Nagao, was reviewed by **Michael Lin**. The second, *Language Learner Autonomy: Theory, Practice and Research* by David Little, Leni Dam and Lienhard Legenhausen, was reviewed by **Jo Mynard**. Both books are relevant to the field of self-access language learning.

Acknowledgments

Notes on the Editors

Kevin Knight is an associate professor in the Department of International Communication (International Business Career major) at Kanda University of International Studies in Chiba, Japan.

Jo Mynard is the founding editor of SiSAL Journal. She is an associate professor and the Director of the Self-Access Learning Center at Kanda University of International Studies in Chiba, Japan.

Erin Okamoto is a Learning Advisor in the Self-Access Learning Center at Kanda University of International Studies in Chiba, Japan.