



## JASAL2025 Schedule

### Sat., 11th October, 2025

Time	J301 (Research)	J302 (Research/Practice/ Workshops)	J307 (Practice)	J308 (hybrid) (Online presentations in italics)
09:00–13:00	Registration (Morning Mixer 09:00-09:25) [Sakura lounge (in front of J101)]			
09:30–09:55	Housekeeping & Opening Remarks (J101)			
10:00–11:00	Plenary (J101) Dr. Maria Giovanna Tassinari Addressing Affect in Self-Access Learning Settings			
11:00–11:15	JASAL AGM (J101)			
11:15–11:40	Coffee Break (Sakura lounge [main] & 3F [mini])			
11:45–12:10	Sina TAKADA, Vola AMBININTSOA, Emily MARZIN, Jo MYNARD, Satoko KATO — AI-Powered Simulator for Advisor Professional Development (R)	Branden Carl KIRCHMEYER, Kayoko HORAI, Alison KOGA — Intercultural Camping: Participant Motivation and Agency (R)	Yanki CHUNG — Emotional Realities of a LLS in a Public High School in Tokyo	Yuridia MORALES — Advisors' Perceptions of Moodle Use in English at CAA UNACH (R)
12:15–12:40	Colin MITCHELL — Guard-Railed AI Tools for Self-Access Learning (R)	Tomoko ETO, Tamiko ITABASHI — Learning Together, Learning Differently: A New SALC Path (P)	Eucharía DONNERY — Empowering Student Writers through Staff Training Sessions	Kerstin DOFS — Empowering EAL Learners: The Ara PLUS Model (R)
12:45–13:10	Rebecca CLEGG-SASAKI — Attending to Emotions in the Self-Access Writing Center (R)	Noriko KAWASAKI — Process to Develop Student English Leaders at a Local University (P)	Masako WAKISAKA, Hiroaki KOBAYASHI — Implementing eTandem with Logbook and Advising Support (P)	Daniel HOOPER, Yuki NAMIKI, Sam REID, Yusuke KON — Redefining SALCs: Student Staff as Change Agents (R)
13:15–13:55	Lunch (Cafeteria)			
(13:40-13:55)	APU SALC tour (for poster presenters)			
14:00-14:40	APU SALC tour (open to all) (SALC in F building)		Poster Session (10 posters) (APS, APM, ST lounge in J building, 3rd floor)	
14:45–15:10	Jon ROWBERRY — Liberated Learning: How Emotions Shape Agency for LLBC (R)	Beng Hwee TAN — Hip Hop Dance for Well-being in the SALC (P)	John BANKIER — When a Conversation Lounge Becomes a “Clique” (P)	Yoshio NAKAI, Yoko SEI, Yui ISHIDA — SALCにおける手話カフェの実践報告：インクルーシブな学習環境を目指して (P)
15:15–15:40	Joe SYKES — Precarious Identities, Emotions and Self-Knowledge (R)	Satoko KATO — Visualizing Learner Well-being across 15 Dimensions (R)	Mikiko FUKUTOME — Roles of a Language Learning Advisor: Emotion and Growth (P)	Robert DYKES — ADHD, Emotion, and Support in Self-Access Spaces (P)
15:40–15:55	Coffee Break (Sakura lounge [main] & 3F [mini])			
16:00–16:25	Jo MYNARD, Scott SHELTON-STRONG, Vola AMBININTSOA, Emily MARZIN — Considering the Role of AI in Advising Language Learners (R)	16:00–16:45 Workshop Bryan BUSCHNER — Navigating Constraints: A Framework for Fostering SALL	Jordan SVIEN, Colleen SEKI — Running a SALC-Integrated Bonus Credit Point Card System (P)	Shunyan LYU — Commensality as Emotional Infrastructure in a Canadian SAC (P)
16:30–16:55	Christopher CLADIS, Jeremy EADES, Christopher PHELPS — Weekly Topics and SAC Conversation Groups: Impacts on Users and Staff (R)	16:50–17:35 Workshop	Hanako SCHWEHR, Misato SAUNDERS, Woo kyoung PARK, Kiyu ITOI — Cross-Campus Collaboration in Advising: CAP Report (P)	Elizabeth LAVOLETTE — Emotions and Language Spaces: IALLT Survey Results 2025 (R)
17:00–17:25	Junko TAKAHASHI, Sina TAKADA — Fostering SALL through Progress Sharing of a Task Calendar (R)	Chhayankdhar Singh RATHORE — Empathy in Action: SALC New Teacher Onboarding	Misato SAUNDERS, Hanako SCHWEHR, Kiyu ITOI — Fostering Collaboration and Bonds between Self-Access Centers (P)	Lindsay MACK — Enhancing Writing Support through GenAI (P)
17:40–18:00	Reflections and Closing Remarks (J101)			

## Poster Presentations

Thomas STRINGER

George HAYS

Yuri IMAMURA, Robert STEVENSON

Sarah MORIKAWA, Robert WERNER

Tatsuro TAHARA

WAKANA WATANABE, TAMIYAKI

SUMIDA, Yoshie ITAI, Michisuke

MIVAKA

Ryo MAWATARI, Noriko KAWASAKI

Isra WONGSARNPIGOON, Bethan  
KUSHIDA,

Maya ABE, Yoko SEI

Michael HOFMEYR

Inviting Connection: A New Learner-Facing SALC Showcase

Feeling Seen: Art, Photos, and Student Motivation

When Advisors Become Teachers: Skills, Methods and Tools

Self-Access Center Cultural & Language Support for Study Abroad

Mapping Online Preferences of Writing Center Users

地域で学ぶ短期集中日本語プログラムにおける自律学習能力を育むしかけ

Student-Led English Activities in Engineering Faculty

Implementing Student-Led Discussions: A Pilot Study

Analyzing Multilingual Support in SALC: Issues and Prospects

Enjoying Your Way to Fluency: Language Learning With Games