

# Conducting a Preliminary Evaluation to Starting a SALC

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## Three Objectives for this Qualitative Open-ended Survey

(1) Identify present perceptions (2) Collaborate stakeholders’ ideas (3) Propose improvements for the SALC

### Survey Questions and Highlighted Results

- 1. **K-SALC: Good place to develop English and language skills?**  
Yes: (52)      No: (0)      I don’t understand what the K-SALC is. (11)
- 2. **How to connect the classroom to K-SALC**
  - Give students a task to do in the K-SALC
  - Have class in the K-SALC  
(especially when students are resistant to studying in the classroom)
  - Tell students that guidance can be tailored to their level
  - Have assignments that require individual work
  - Promote the concept of autonomy
- 3. **What to practice with native English/language teachers**
  - Conversational English/Speaking skills
  - Writing skills
  - Depends on their personal goals, but conversation important
  - Study culture
  - Test preparation (Eiken, TOEIC, TOEFL, IELTS, etc.)
  - Ask questions about things they don’t understand
  - Current events in other countries
- 4. **What to get help in from Japanese teachers of English**
  - Not sure (4)
  - Grammar questions to be answered in Japanese (6)
  - Advice on how to study
  - English tied to English examinations
- 5. **Complaints**
  - I don’t understand the goals for students
  - Students cannot study other subjects in the K-SALC
  - ‘English Only’ policy / mainly native teachers makes it hard to enter
  - Hope it won’t only be used for high-level students
  - I want information if the students in my class are using the K-SALC
- 6. **For the K-SALC to be a success**
  - Everyone needs to understand the purpose & reasons to have the K-SALC
  - Student motivation (11)
  - Unity of the English department
  - More school-wide support
  - Efficiency
  - Have a lot of fun, not only study/ events
  - Need more graded materials
- 7. **Advertising point**
  - One-on-one sessions with native teachers (6)
  - Can make appointments with teachers according to your convenience
  - Can be showered with English on a daily basis
  - Can do a “Study abroad in Kanda” (don’t have to leave the country)
  - Students can work on various goals
  - K-SALC is making autonomous learners
- 8. **Evaluation regularity**  
Every six months or every year
- 9. **Points to evaluate**
  - The number of students coming to K-SALC and their grade levels (10)
  - If one-on-one learning is leading to autonomous learning (hurrah!)
  - Find out what the students like, if the K-SALC is meeting expectations
  - Are the materials matching the needs of students
  - Do students understand how to use the K-SALC
  - Statistics on students using the K-SALC for Eiken and passing rates
  - Check to see whether students’ English is improving and by how much



### Notes

- 1. Efficiency not a focus of this study as our SALC has only just begun.
- 2. A variety of stakeholders responded to this survey allowing alternative viewpoints to be provided.
- 3. The recommendations provided in this study may not necessarily reflect the opinions of this school.

### Recommendations

- 1. Suggest ways to connect the classroom to the K-SALC
- 2. Discuss and develop ways to foster student autonomy
- 3. Share results with appropriate stakeholders  
Ex: Share advertising points with school publicity team
- 4. Periodic evaluations necessary to check efficiency and effectiveness

Measuring Effectiveness is important because:

- ➡ Measures of effectiveness indicate good and bad practices as well as areas needing further development. This will lead to development of new learning materials and activities.
- ➡ If self-access learning is shown to be effective more teachers are likely to encourage their students to make use of it, thus exposing them to a wider range of learning opportunities.
- ➡ If learners see evidence that SALL is effective they are more likely to want to make use of it. (Gardner and Miller, p. 231)

### Stakeholders – 63 survey participants

- 1. Administrators
- 2. School publicity team
- 3. Language teaching staff
- 4. Non-language teaching staff
- 5. Business office staff
- 6. Academic supporters outside of our school

### REFERENCES

1. Gardner, D. and Miller, L.: 1999. Establishing Self-Access. Cambridge: Cambridge University Press.

2. Thornton, K. (2016). Evaluating language learning spaces: Developing formative evaluation procedures to enable growth and innovation. *Studies in Self-Access Learning Journal*, 7(4), 394-397.

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Our newly established  
Kanda SALC (K-SALC)  
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