

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

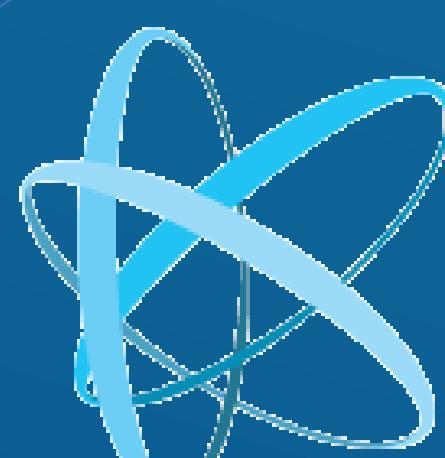
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1. Gardner, D. and Miller, L.: 1999. Establishing Self-Access. Cambridge: Cambridge University Press.
2. Thornton, K. (2016). Evaluating language learning spaces: Developing formative evaluation procedures to enable growth and innovation. *Studies in Self-Access Learning Journal*, 7(4), 394-397.

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Our newly established
Kanda SALC (K-SALC)
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Kanda Jogakuen
Junior and Senior High School