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Contents

- ***Introduction***

By Bethan Kushida & Umida Ashurova (co-editors) (pp. 1–3)

Research Papers

- ***Becoming Autonomous and Autonomy-Supportive of Others: Student Community Leaders' Reflective Learning Experiences in a Leadership Training Course***

By Satoko Watkins (pp. 4–25)

- ***An Exploration of the Characteristics that Make a Language Learning Centre a Safe and Comfortable Place for Student Volunteers***

By Hilda Freimuth, Joe Dobson, and Ishka Rodriques (pp. 26–45)

- ***Plurilingual and Pluricultural Identities in Tandem Language Learning: Analyzing Peer Interactions and Language Portraits of Three Japanese Learners***

By Haruka Mukae (pp. 46–70)

Discussions of Self-Access Practice

- ***Remote SALC Practices in a Pandemic: One University's Initial Approach and Subsequent Revisions***

By Shari Yamamoto, Thomas Mach, Craig Mertens, Greg Sholdt, and Thomas Stringer (pp. 71–81)

- ***The Role of Social Media in Promoting Kyushu University's Self-Access Learning Center: Efforts to Increase an Online Presence in Response to the COVID-19 Pandemic***

By Hiro Mitsuo Hayashi and Bartosz Wolanski (pp. 82–90)

- ***Prospects for Future Development of Online SAC Activities***

By Prabath B. Kanduboda and Soraya Liu (pp. 91–99)

Conference Reports

- ***Report on the JASAL 2020 National Conference***

By Dominique Vola Ambinintsoa (pp. 100–109)

- ***JASAL Online Student Forum 2021: A Review and Reflection***
By Natsuho Mizoguchi (pp. 110–115)
 - ***A Report on the 2nd JASAL Student Online Forum: A Student Facilitator's Perspective***
By Chika Yamane (pp. 116–119)
-

Upcoming Events

- ***Advising in Language Learning and its Application to Classroom Teaching - JASAL x Kyoto JALT Joint Event*** (pp. 120–121)
- ***Call for Presentations: JASAL2021 National Conference*** (p. 122)

Introduction

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Welcome to the third issue of the JASAL Journal. In this issue, we bring you three research papers, three discussions of practice, and three conference reports. This collection of papers in many ways provides a snapshot of what is happening at this point in time in the self-access learning community, both in Japan and overseas. Over the last year and a half, adapting to the changing situation brought on by the global pandemic has required tremendous amounts of time and effort from those involved in self-access learning. Through waves of closures and reopenings, we have focused our energies on supporting our learners in these rather stressful times. Nevertheless, scholarship and research in the field has continued, and the three research papers included in this issue address some core themes that remain at the heart of self-access learning, whether online or face-to-face, including autonomy, community, student leadership, student identity, and the creation of learning environments that feel safe and comfortable.

Given how much of our attention the pandemic has demanded, it is perhaps not surprising that all three discussions of practice in this issue are concerned with responses to the coronavirus. The pandemic has presented challenges, but it has also encouraged innovation and the learning of new skills. One year on from the start of the pandemic, the authors, like other self-access learning practitioners around the world, have now had a chance to take stock, evaluate the successes of their online initiatives, and consider which aspects of online services to retain as and when face-to-face services open up again. The three papers detail periods of trial and adjustment, but they are ultimately optimistic that the skills and knowledge gained during this time will be of great benefit in the future.

Throughout the pandemic, JASAL has performed a role as a facilitator of conversations, enabling members to share best practices and give each other support. This issue includes reports on the JASAL2020 National Conference and the 2nd JASAL Student Online Forum. These accounts serve to remind us of JASAL's own efforts in the past year and a half to continue to provide opportunities for learning and connectedness even when we are unable to meet in person. Finally, this issue features a variety of voices: students, advisors, facilitators, administrators, lecturers, and researchers; from within Japan and from overseas; in English and in Japanese. This variety reflects the rich diversity and inclusivity of the JASAL community, and we are proud to offer the JASAL Journal as a platform for members' voices

to be heard. We hope you enjoy reading this issue, we and encourage all members to consider submitting a contribution to future issues.

In This Issue

Research Papers

In the first study, **Satoko Watkins** of Kanda University of International Studies explores the experiences of student community leaders who participated in an autonomy-supportive leadership training course. She outlines the transformation of the student leaders' beliefs through an experiential learning cycle and illustrates how their resulting needs-supportive approach to leadership contributed to the process of their learning communities becoming Communities of Practice (Wenger et al., 2002).

Hilda Freimuth, Joe Dobson, and Ishka Rodriques of Language Learning Centre at Thompson Rivers University in Canada write about the perspectives of student volunteers involved in a self-access language center. Their research reveals that the physical space of the center, the social connections among users, and the emotional well-being of student volunteers play an important role in the creation of a learning environment in which student volunteers feel safe and comfortable.

Our next author, **Haruka Mukae** of Waseda University, aims at clarifying how the plurilingual and pluricultural identities of participants emerge in tandem language learning. Using conversation analysis data and language portraits drawn by the participants, Mukae suggests that tandem language learning can lead to the creation of collaborative autoethnographies, through which the learners can negotiate their identities and reflect on themselves.

Discussions of Self-Access Practice

In their paper, colleagues from Konan Women's University—**Shari Yamamoto, Thomas Mach, Craig Mertens, Greg Sholdt, and Thomas Stringer**—share with us their experience of quick planning and transitioning their SALC activities to an online format. They describe this process from initial implementation to subsequent improvements and highlight that opportunities for English language learning and meaningful social interactions need to be sustained.

Hiro Mitsuo Hayashi and Bartosz Wolanski's paper details the process of increasing the social media presence of the SALC at Kyushu University in order to connect with students and staff online and promote the SALC's services. When it comes to deciding which social media platforms to adopt, they emphasize the importance of considering trends in students' preferences as well as comparing the functionality and privacy policies of each platform.

In the third discussion of practices, **Prabath B. Kanduboda and Soraya Liu** of Ritsumeikan University outline the system which was put in place to support student SAC staff in the planning and implementation of online events. They summarize the skills and practical knowledge that have been gained from the experience, and they propose that there are

benefits to be had from using this know-how to continue offering a mixture of online and on-campus activities in the future.

Conference Reports

In her conference report, **Dominique Vola Ambinintsoa** of Kanda University of International Studies gives us detailed information on four presentations, chosen to represent a variety of situations, settings, and voices. Ambinintsoa observes that all four of the presentations offered practical ways to support students that can be used both during times of COVID-19 and post-pandemic.

To finish, two students reflect on their experiences at the 2nd JASAL Student Online Forum. **Natsuho Mizoguchi** of Gifu University, writing from the point of view of a participant, describes how the forum underlined again for her the importance of learning with friends. **Chika Yamane** of Kanda University of International Studies provides the perspective of a student facilitator. She highlights the students' passion for growing their language learning communities and suggests that time management is key for successful event facilitation.

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Reference

Wenger, E., McDermott, R., & Snyder, W. M. (2002). *Cultivating communities of practice: A guide to managing knowledge*. Harvard Business School Press.

Becoming Autonomous and Autonomy-Supportive of Others: Student Community Leaders' Reflective Learning Experiences in a Leadership Training Course

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Abstract

This study explores student community leaders' learning experiences while taking a leadership training course, which aimed to assist them to be autonomous themselves and autonomy-supportive to others. The five leaders who participated in this narrative study were organizers of student-led language learning communities where students regularly met in a Self-Access Center (SAC) to learn with and from each other. The leaders' narratives (interviews and final reflection papers) indicated that collaborative leadership, need-supportive roles (Deci & Ryan, 2000; Reeve, 2016), and conscious reflection (Boud et al., 1985; Little, 1991) were the key concepts that influenced their leadership and beliefs. Moreover, the leaders' efforts in these areas enabled their communities to become Communities of Practice (CoPs), in which students collectively defined practice and exercised collaborative control as a community (Wenger et al., 2002). Although many studies have described student involvement as crucial for SACs to be social learning spaces, there is not much research on perspectives of student leaders nor student-led communities. Thus, this study highlights student leadership in a SAC from a CoP perspective and explores the leaders' experiences in developing autonomy-supportive skills for sustainable communities.

本稿は、学生ラーニングコミュニティ（LC）リーダーが学習者オートノミーへの理解を深め、自らが運営するLC参加者のオートノミーを助成する過程を、彼/女らのトレーニングコース受講経験を通して考察する。5人の研究参加者は、学習者主導型LCのリーダーであり、週セルフアクセスセンター（SAC）にて、自主的に言語の協働学習の場を提供している。インタビューと記述式リフレクションのナラティブ分析の結果、コラボレーション型リーダーシップ、参加者の基本的心理欲求の充足を促す役割（Deci & Ryan, 2000; Reeve, 2016）、意識的内省（Boud et al., 1985; Little, 1991）が、リーダーの考えや行動に影響を及ぼした主要な概念であったと分かった。さらに、リーダーのそれら概念における取り組みは、LCが実践共同体（Wenger et al., 2002）になることを可能とした。近年、SACにおける協働学習の場の提供には、学生の主体性が不可欠であるとされているが、学生の視点や学生主導型コミュニティの研究は希少である。したがって、本研究は、実践共同体の観点を念頭に、他学生のオートノミーをサポートする学生リーダーシップの可能性を探る。

Keywords: learner autonomy, student leadership, communities of practice, learning communities, self-access center

With the recognition of the value of social perspectives in the field of second language acquisition (the so-called social turn in SLA; Block, 2003), the definition of learner autonomy has also evolved from the idea of learners taking responsibility for and making decisions about their own learning (Holec, 1981) to a concept that embraces social aspects such as interdependence and collaboration with other learners (Benson, 2011; Dam et al., 1990). Therefore, Self-Access Centers' (SAC) responsibilities have also expanded from providing learning support and materials for individual learners to designing social learning spaces where students can learn with and from each other (Murray, 2014; Mynard, in press).

As a full-time learning advisor in a SAC, I have conducted various projects with students to create social learning opportunities, including peer advising (Curry & Watkins, 2016), tandem language exchange within the institution and in collaboration with another institution (Watkins, 2019), student-led events, and Learning Communities (LCs). My recent focus has been on LCs in which learners who have similar interests and goals meet regularly in the SAC to develop their knowledge and skills while using English as authentic communication and a learning tool. My previous study of the LCs showed how such a holistic approach to learning has the potential to promote persistence and enjoyment in learning (Watkins, in press). Moreover, for the same study, I observed some students in the LCs assuming leadership roles and becoming near-peer role models (Murphey, 1998) for other students. I often use the metaphor "planting autonomy seeds, watering, and fertilizing" when describing working with these student leaders. Similar to what I do while advising in language learning (Kato & Mynard, 2016), I do not tell students what to do. Instead, I assist these students in envisioning what they can do (planting seeds), show opportunities and choices (watering), and check on them frequently to facilitate their needs (fertilizing).

Although observing the growing seeds is fascinating and rewarding, it is time-consuming. I want to see more students assuming leadership roles and exercising their autonomy. At the same time, I need to help the leaders to make the existing communities sustainable. The more the number of LCs increased, the more I felt my limitation of time in supporting these student leaders. Thus, I needed to make my "autonomy farming" more systematic than my ad-hoc support, which would also allow other advisors to be involved. Therefore, I created an autonomy-supportive leadership course to train the student leaders with the knowledge, skills, and reflective learning necessary for a community organization. The course utilizes an outside-the-classroom, individualized learning model, making it versatile to support any student leaders such as SAC workers and club leaders by any advisors and teachers with an understanding of learner autonomy. The semester-long course

has been run three times. In the first semester, it was only offered to LC leaders, but from the second semester, some SAC student workers who lead a project team/community also took the course. In addition, SAC administrative staff who work with student workers requested to join the course voluntarily. However, the present study only focuses on the experiences of the five leaders of language LCs who initially took the course. By exploring their narratives from the interviews and their final reflection papers, I will explore the student community leaders' needs and how the course contents influenced their leadership and beliefs.

Theoretical Background

Learner Autonomy: Independence in Interdependence with Inner Endorsement

In the field of language education, the concept of learner autonomy was introduced with a purpose of putting learners in the center of their learning and treating them as unique individuals with different learning styles, backgrounds, and affective learning states. Therefore, the definition of learner autonomy also emphasized individuality and independence of learners. For example, Holec (1981) described learner autonomy as learners' ability to take responsibility and make decisions about their own learning. Later, social views, which see language as a form of social practice, emerged in the field of SLA, and the definition of learner autonomy also expanded and highlighted the social aspect. For example, the definition known as the 'Bergen definition' described learner autonomy as "capacity and willingness to act independently and in cooperation with others, as a socially responsible person" (Dam et al., 1990, p. 102). Little (2007) explained that the concept of learner autonomy shifted from "a matter of learners doing things on their own" to "a matter of learners doing things not necessary on their own but for themselves" (p. 14). Therefore, learner autonomy exists with individual learners being independent while also being interdependent with other learners.

Another concept that has emerged in the field of SLA and learner autonomy is learner motivation. Deci and Ryan's (2000) self-determination theory (SDT) emphasizes the significance of intrinsic motivation, which can be enhanced by psychological needs fulfillment, namely a sense of competence, autonomy, and relatedness. Reeve (2016) described competence as the need for taking on challenges, making progress, and mastering; autonomy as the need for inner endorsement of one's own behaviors and thoughts; and relatedness as the need to feel warm relationships and acceptance. Thus, *autonomy* in SDT and *autonomy* in language education have different focuses: one on learners' ability and the

other on motivation and psychological needs. In this paper, I use *learner autonomy* to refer to autonomy in language education to differentiate from *autonomy* defined in SDT; however, it is inevitable that these two concepts of autonomy merge in some contexts as they are intertwined. Indeed, learners require inner endorsement (autonomy) to take charge of their own learning (learner autonomy). In addition, some of the abilities described as being part of learner autonomy are often illustrated as competence in SDT. Therefore, Reeve's (2016) "autonomy-supportive teaching" approach, which uses SDT principles and supports psychological needs (including both autonomy and competence), resembles the ideas for promoting learner autonomy in language education. Hence, the autonomy-supportive leadership course illustrated in this paper incorporated both perspectives and aimed to develop both learner autonomy and autonomy of LC leaders.

Communities of Practice in Self-Access Centers

Since social perspectives emerged in our understanding of learner autonomy, SACs have come to be recognized as social learning spaces, whereas they were previously often considered solely as learning resource centers for individuals. A social learning space is, in essence, a place where "learners can come together in order to learn with and from each other", whose purpose is to "promote active, experiential, and social learning" (Murray & Fujishima, 2013, p. 140). One of the approaches for creating social learning spaces in SACs is providing opportunities for learners to form communities and assisting them in becoming Communities of Practice (CoPs). Wenger et al. (2002) described CoP as the social learning process that involves people sharing a common purpose, interests, passions in a subject, and/or concerns, and working together to deepen knowledge and solve problems. According to Murphy (2014), not all communities are CoPs; the members need to achieve collaborative control of the community through social interaction with a strong motivational aspect (e.g., shared passion) and exercise learner autonomy in order to become a CoP. Since one of the main missions for SACs is to promote learner autonomy, learner autonomy can be considered to be a common aspiration for both CoPs and SACs.

Although social perspectives have highlighted the importance of social interaction and interdependence in SACs, there is not much research on learners engaging in communities with shared motives in the field of language education (Murphy, 2014). However, some studies have investigated SACs' dynamics and roles from CoP perspectives (Hooper, 2020; Murray & Fujishima, 2013; Mynard et al., 2020) and illuminated the benefits of student-led LCs in SACs (Acuña González et al., 2015; Magno e Silva, 2018; Watkins, in

press). The studies illustrated student-led language LCs as places for mutual learning without the boundaries of English proficiency, age, and gender. Moreover, the studies showed how students gained new beliefs about learning, which involved enjoyment, creativity, and confidence-building. Additionally, Watkins (in press) explored her students' experiences in interest-based LCs by utilizing the self-determination theory (SDT) framework, and she found that these student-led LCs often create a need-supportive environment where the benefits surpass those related to a singular focus on the mastery of the language. Hence, by providing ground for CoP development, SACs may be able to bring learners not only the opportunities for social interaction in English but also foster learner autonomy with interdependence with other learners and increase learners' inner motivation.

Community Leaders' Roles and Student Training in Self-Access Centers

Previous studies of LCs in SACs have revealed students' ability to organize their own communities (Acuña González et al., 2015; Magno e Silva, 2018; Watkins, in press). Although not in a SAC, Gao (2007) illuminated learners' interactions in an outside-the-classroom language LC in China. Gao identified the crucial role of central figures of the community in reducing barriers to social relationships among students and maintaining the momentum needed to enhance learning experiences because of the community's fluid membership. Wenger et al. (2002) also described the fluid nature of membership in CoPs, which contrasts with a traditional team or class where peripheral involvement is usually discouraged. They suggested that the leaders need to design communities that allow members to alter their engagement at different stages. Additionally, Watkins (in press) investigated LC leaders' roles and actions that supported community members' psychological needs. Leaders adopted several active roles, such as removing boundaries between members, involving learners in the decision-making process, offering choices, and giving positive feedback, which increased the members' autonomous motivation for learning and community participation. Moreover, she reported the positive impact of advising skill training on a leader of a popular community. These leaders' roles, actions, and skills appeared to be closely related to autonomy-supportive teaching approaches (e.g., Reeve, 2016), which enhance students' autonomous motivation.

Although it became apparent that leaders played an essential role in facilitating community members' autonomous motivation and sustaining LCs, no studies about training community leaders in SACs were found. Moreover, Beseghi (2017) suggested that the concept of leadership is rarely discussed in the literature of language learning environments.

This may be because LCs' development is often an organic process, and leadership within these communities emerges naturally without being appointed and trained first. For example, Acuña González et al. (2015) described their development of English conversation groups in their SAC as "a gradual discovery of approaches leading to a better system of working that has led to developing a community of practice" (p. 319). Moreover, they explained that student conversation leaders were not often proficient English speakers initially; rather, they increased fluency or confidence through their community participation. Therefore, the training for LC leaders has to be flexible and adaptable in order to facilitate their organic process of leadership development.

One way to examine leadership training in SACs is by drawing on SAC staff training. Many SAC advocates have described the involvement of the students in SAC organization as essential because it allows students to be more self-reliant and prevent them from becoming merely a customer of the SAC (Aston, 1993; Malcolm, 2004). Therefore, student staff are often hired for various roles, including managing resources, organizing activities, tutoring, peer mentoring, and handling counter and administrative tasks (Fujishima, 2015; Gardner & Miller, 1999; Kanduboda, 2020). Since these student staff, either paid or unpaid, perform tasks and roles which are assigned and directed by SAC managers, their roles are different from LC leaders whose purpose is organizing a community for learning with their own goals and interests. However, SAC student staff are generally SAC users themselves, and they often engage in SAC projects that create learning opportunities for others in the SACs as part of their roles, which resembles the LC leaders' roles. From the views of SACs as social learning spaces, Thornton (2015) suggested that student staff have critical roles in developing a sense of community among SAC users. Furthermore, Moore and Tachibana (2015) highlighted the importance of creating a CoP amongst student staff as one of the principles for staff training programs based on their experiences. Their other principles include tailoring the roles and training contents to individuals and identifying and respecting their personal learning phases. Although training contents may depend on SAC staff and leaders' roles and tasks, these principles are versatile for any situation to foster individuals' learner autonomy and autonomous motivation.

The Study

Purpose of Study

In this article, I explore five language LC leaders' experiences of taking an autonomy-supportive leadership course. Through their narratives, I will analyze these student leaders' learning needs for organizing a community in a SAC and the course contents that influenced their leadership styles and beliefs. Since student leadership and CoP perspectives have not been investigated enough in language education, I hope that this study will shed light on the possibilities of student-led communities in SACs and how to foster their autonomy-supportive skills.

Context

This study was conducted at the SAC of a Japanese university specializing in foreign languages and cultures. The facility includes various types of English learning materials and purposeful learning spaces, as well as various language learning support services. Eleven full-time learning advisors offer individual advising sessions and self-directed language learning modules and courses to learn and practice skills to be an effective language learner (Curry et al., 2017; Watkins, 2015). Over 30 students are hired for administrative tasks and peer advising, and numerous core SAC users voluntarily contribute to the SAC through student-led events and LCs.

The leaders of the LCs are the participants of this study. About ten interest-based communities, with a size of three to thirty members, are organized each semester by students. They hold meetings each week, where members acquire content knowledge (e.g., pop cultures, social issues, languages) and/or skills (e.g., digital arts) while using English or another foreign language such as French or Spanish as a learning/communication tool. Some communities have been organized for more than three years, and the leadership role has been passed on from the previous generation, while some communities have become inactive within a semester, which was part of impetus for me to create this course. The community members exercise learner autonomy while voluntarily participating in their chosen communities, and the communities tend to feature an autonomy-supportive learning environment that appears to promote persistence and enjoyment in learning (Watkins, in press). The community meetings are normally held in the SAC; however, they were online during this study due to the coronavirus pandemic. This situation gave the leaders new challenges since they had to find alternative ways to organize their meetings, and this was reflected in the narratives that appeared in this study to some extent.

Course Design

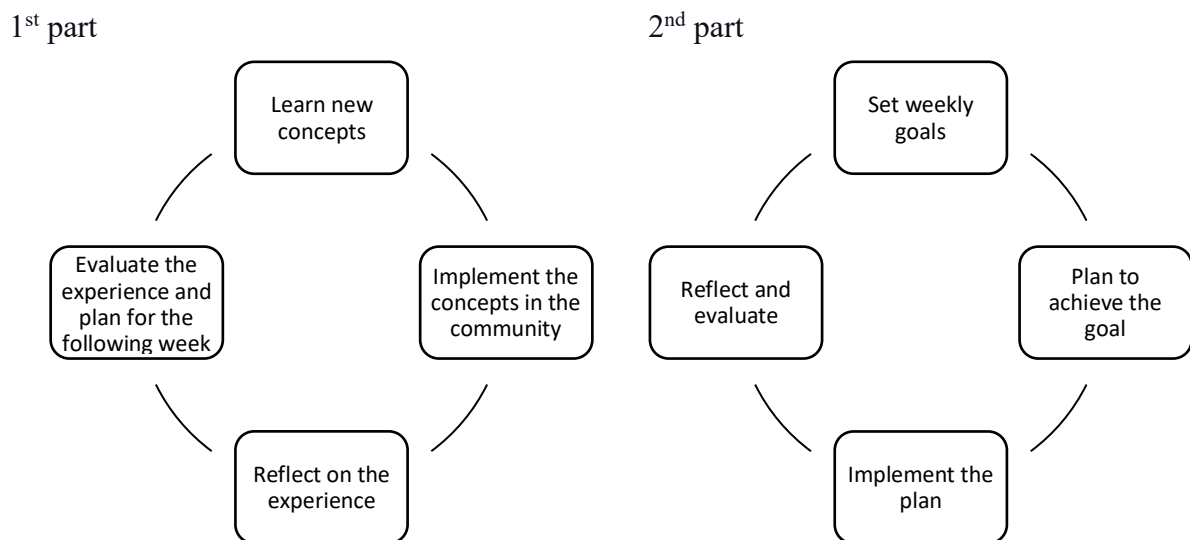
The course's main aim was to help the leaders organize sustainable LCs by assisting them in becoming autonomous and autonomy-supportive. The course consisted of two parts. In the first half of the 15-week semester, the leaders learned new theories and concepts, which included:

- vision statements (the golden cycle model was adopted from Sinek, 2009);
- basic psychological needs (Deci & Ryan, 2000);
- autonomy-supportive leadership (Deci & Flaste, 1996; Reeve, 2016);
- CoP (Tarmizi et al., 2006; Wenger et al., 2002);
- leadership styles (e.g., Griffin & North-Samardzic, 2020); and
- advising skills (Kato & Mynard, 2016; McCarthy, 2009).

In the second half, they set their own goals for their community and worked towards the goals. For both parts, the course design drew on Kolb's (1984) experiential learning cycle as shown in Figure 1.

Figure 1

The Learning Cycles



Moreover, conscious reflection was at the core of this course. It is the critical element of the cyclic learning process and the psychological development of learner autonomy (e.g., Boud et al., 1985; Little, 1991). This course also followed Moore and Tachibana's (2015) principles for SAC staff training in that it was self-paced and individualized and done outside the classroom. The leaders submitted their journals every week after completing their

learning cycle. Then, I provided weekly written advising on their journal, which consisted of questions to deepen their reflection and helped them to evaluate the experience. There were also individual advising sessions with me, as well as group workshops and a final reflection paper. The course was only offered to the LC leaders at the time of this study, under the umbrella of the SAC's self-directed language learning modules. Course enrollment was the voluntary choice of the leaders, and they received one credit upon completion. Due to the pandemic, all meetings were via Zoom, and we used Moxtra, a collaboration and communication platform, for the journal annotation and exchange.

Methodology

Data Collection

All five leaders who took the course participated in this study (see Table 1). Although it was not my intention, all the participants' LCs were language-focused and not content-based, and three participants were co-leaders of the same community. Previous to this course, the participants and I had an established relationship as I am the LC coordinator of the SAC, and we talked regularly. Thus, they were somewhat familiar with my advising approach and were used to receiving questions rather than being told what to do.

The two collected narrative data were individual interviews and the final reflection papers. The interview was about an hour and conducted in Japanese. I chose the open-ended and semi-structured style to cover the key concepts while enabling participants to develop their ideas and express themselves naturally during the interview. Recordings of the interviews were then transcribed. The final reflection was about 500 English words, and the students addressed five reflection questions (see Appendix A for the questions). The key concepts addressed in the interviews and reflection paper were the same. The reason for using the two instruments was for triangulation to increase the validity of the data; the data were collected from the same participants but in two different forms at different times. Prior to data collection, I obtained ethical approval from the university, and participants were given a description of the research and signed a research consent form.

Table 1

The Participants

Name	Role	LC membership
------	------	---------------

(pseudonym)		
Karin	2 nd generation co-leader of a language LC	About 10 core members
Riko	2 nd generation co-leader of a language LC	About 10 core members
Seiya	2 nd generation co-leader of a language LC	About 10 core members
Mika	2 nd generation leader of a language LC	About 5 core members
Nami	1 st leader/creator of a language LC	About 8 core members

Data Analysis

For the analysis, I read the narrative data (transcribed interviews and reflection papers) multiple times and coded the transcripts using an interpretive approach via NVivo, a qualitative analysis software. The emergent themes and codes from one individual's stories were then compared with the others' stories to identify the interrelationships. Lastly, I elaborated on the ideas to answer my questions while spontaneously consulting the literature to remain sensitive to the participants' stories and deepen the understanding of their experiences. Upon writing this paper, I translated the excerpts from the interviews from Japanese to English, whereas I used the participants' original English writing from the final reflection paper. The translated excerpts are indicated as (translated) in this paper. The excerpts that appear in this study have been edited for word economy (for instance, false starts and repetitions have been deleted). Moreover, I conducted member checking interviews with the participants to share my provisional analysis and confirmed they are comfortable with my translation and interpretation.

I chose narrative analysis for this study because narratives provide rare insights into participants' experiences and emotions which are difficult to observe in authentic forms (Barkhuizen et al., 2014; Ma & Oxford, 2014; Pavlenko, 2002). Because of the small sample size and subjectivity, the aim of a narrative study is not to generalize the findings to other contexts (Wertz et al., 2011). Therefore, I would like to suggest that the findings illustrated in this study were experiences shared in this specific context; under our unique relationship, the interviews were co-constructed and interpreted by myself.

Findings and Discussion

Collaborative Leadership: Learning to Rely on Others

All five leaders stated that their ideas about ideal leadership were altered from taking the course. Their prior notion of leadership was somewhat autocratic. They felt under

pressure to possess skills and knowledge above the other community members and take responsibility for all community management. Thus, after learning about different leadership styles and realizing that some leaders utilize collective wisdom from others' knowledge and experiences, they became more comfortable and confident in developing their own leadership styles and relying on other members. Seiya wrote:

I had a mindset that community leaders should lead a discussion and have enough knowledge to give advice to members. This belief was broken [...] I realized there is no one concrete form of a leader and we can create our own leadership style. It was new to me and my pressure was gone.

Similarly, Nami wrote, "Before I take the course, my thought of being a leader is that I have to organize the group by myself without any help from other members and have the responsibility to contribute more than the other participants." Mika and Riko explained that they had a pre-existing leadership image from the leaders they had met previously in their social life experiences, such as club activities and part-time jobs. Riko wrote:

I also wanted to be a leader who is good at leading. However, I could know there are some types of leadership through this course. Thus, my belief was changed by this course. I think I am better at supporting members than leading the community.

Interestingly, when they learned about different leadership styles, all the leaders found democratic, transformative, and/or autonomy-supportive styles to be ideal and suited to them. It appeared that this was due to the collaborative nature of the LCs. Seiya said, "the purpose of my community is not teaching but to learn together. So, if the leader was like 'come follow me!' it doesn't suit the purpose, and it will be like another class" (translated). Additionally, Karin explained:

I realized that the way of a leader organizing a community makes the atmosphere of the community [...] it is important for us to listen to members' voices and create the community together [...]. This way makes the best part of [community's name] which is a kind, warm and friendly atmosphere.

Furthermore, all leaders discussed the value of collaborative leadership. For example, Nami explained that she learned how to ask for help, including showing appreciation and giving positive feedback which described what was helpful after receiving support from community members. In this way Nami's approach appeared to promote the psychological needs-fulfillment of those she relied on. Others also described their practical needs for collaborative leadership, which coincidentally were congruent with an autonomy-supportive approach. Mika explained, "when a new member joins, I worry, and I pay a lot of attention to

provide care for the person [...] it is necessary, but I could not see the whole community anymore and things did not go smoothly” (translated). This need for community leaders to support learners who are new to a space is described as essential by the studies of LCs (Balçıkanlı, 2018; Watkins, in press). Thus, Mika eventually asked for help and delegated tasks, and this concurrently worked to promote members’ learner autonomy. Mika said, “I did not have to ask anymore [...] it started to change. The members do not just participate, but they started to contribute (to the community)” (translated). Seiya, Riko, and Karin shared their leadership position since they jointly took over the role from a previous leader. They knew the value of collaborative leadership, which Riko described as “having three different perspectives and filling each other’s gaps.” However, they also learned that sharing the responsibilities between themselves was not enough. Karin wrote:

I noticed that we could ask members what to do when we do not know something. We had discussed how to solve problems with just three of us before taking this course. But we learned that it is better to rely on members, and that would grow our community’s autonomy.

Beseghi (2017) explained collaborative leadership as the “result of a collaborative effort, where responsibility is shared by everyone [...] collaborative leadership is about the process rather than people” (p. 309). These concepts are also key characteristics of CoP, such as mutual engagement, shared artifacts or repertoire, and development of personal relationships and ways of interacting (Wenger et al., 2002). Therefore, collaborative leadership appeared to be particularly relevant in the LC context, and the concept appeared to be beneficial for the leaders. Moreover, the students’ narratives suggested that they had limited knowledge and experience of leadership and appreciated the opportunities to explore different leadership styles so that they might develop their own.

Need-Supportive Roles

Another theme that all leaders mentioned was linked to SDT’s concept of basic psychological needs. Nami said, “when I recalled the times when I felt motivated for studying, club activities, etc., it was the time that my three needs were met. It made a total sense to me” (translated). Karin and Seiya also stated that they felt that this theory resonated with them. The SDT and autonomy-supportive approach to facilitating basic psychological needs became a guide for organizing their communities. The idea of improving the community was abstract for the leaders; however, focusing on increasing the members’ sense of autonomy, relatedness, and competence allowed them to adopt sensible approaches and

implement new ideas. Nami, for example, talked to an individual who was quiet in the community and suggested the positive effects that the person could bring to the community if she spoke up more. Nami said that members' participation and engagement improved when she "planted autonomy seeds" in individuals.

Additionally, Seiya, Karin, and Riko used the theory to improve their community's time-management issue. Time-management for learning activities in breakout rooms on Zoom was a big challenge for them. Seiya explained, "Initially, the leaders managed the time, and members just followed our announcements. However, the system has been changed because we realized we needed to cultivate participants' autonomy." In the beginning, the members were unable to complete the activities in breakout rooms within the given time. After several tries, the leaders told the members that they could decide the activity flow depending on their needs and wants - and it worked. Seiya said, "it created a more relaxed atmosphere. They were able to control the time and how much detail they want to discuss" (translated).

The leaders highly valued such learner autonomy in their communities. Karin suggested, "we don't practice what we were taught in the way that we were taught (like a classroom); we practice saying what we want to say in the way we want to say" (translated). On the other hand, Karin explained the necessity of scaffolding when allowing the members to exercise their autonomy. Karin said, "they do not know what to do when given total freedom. We need to make roads for them to some degree..." (translated). Kushida (2020) suggested that many Japanese students have teacher-directed educational backgrounds meaning that they are often new to the concept of learner autonomy. Therefore, some studies such as Croker and Ashurova (2012) suggested introducing tasks to scaffold the students to be active members of their SAC community and exercise their learner autonomy. Like Karin's example, the leaders reflected on their experiences and critically developed some ideas similar to those presented in existing literature (e.g., affordance for learners to exercise autonomy; Benson, 2011).

As one prior study of the LC leaders suggested (Watkins, in press), the leaders identified feeling of relatedness in communities as essential even before participating in the course. However, through the course, they were able to set specific weekly goals connected to fostering their community's relatedness and worked toward them. Riko explained that fostering relatedness of the community increased the number of core members. She identified "empathizing," "questioning," and "finding commonalities between herself and the person" as social strategies that she used, and she hoped to improve social skills more. One additional point of relevance is that empathizing and questioning are advising skills that the leaders learned in the course, and the leaders appeared to practice using these skills to support

members' psychological needs while taking the course. Regarding competence, Karin and Mika believed that language gain is strongly associated with it; however, they were not sure how to enhance the members' language learning opportunities. Thus, content related to social skills and SLA may be useful additions to the course materials.

Additionally, since all three basic psychological needs are interrelated (Watkins, in press), one improvement contributed to the others. For example, Karin indicated that “when we developed a better relationship, the members became more confident and spoke up more, then they felt competent.” Similarly, collaborative leadership contributed to all three psychological needs (e.g., members were involved in the decision-making process; thus, they felt more related and competent). Seiya wrote, “I always emphasized we need your voices to improve the community [...] participants actively gave their opinions toward the community, and it led to the participative community.” These leaders' narratives indicated that their communities were not just a group who learned the same subject together; they became CoPs in which students collectively defined their practice and exercised collaborative control as a community. Moreover, it appeared that the leaders' effort in creating a need-supportive environment while taking the course contributed to the CoPs' continued development.

Reflection: Developing Confidence, Ownership, and Metacognition

The five leaders highly valued the opportunities for reflection. Seiya said, “there were many deep questions in the course. I had to analyze my community, and I have to see myself critically to answer them” (translated). He also suggested that he would have done the same things repeatedly and not challenged himself without purposefully reflecting on his experiences. Mika also indicated that “since we are actual leaders and have our communities, there was a place to implement our new learning and ideas from our reflection. The thinking and implementing cycle was good” (translated).

Additionally, practicing the learning cycle and pushing themselves to reflect gave the leaders a sense of accomplishment and helped them become more confident about their actions and leadership. For example, both Riko and Karin described their vague sense of dissatisfaction they often had after the meetings, which they did not face until the weekly reflection made them do so. Riko said, “through writing my journal each week, I became clear about what I needed to work on and how” (translated). Moreover, it had been a year since Riko, Karin, and Seiya took over the control of the community, but I noticed their community ownership development that semester. Previously, I somewhat had the impression that they were organizing the community on behalf of the previous leader;

however, gradually the community became truly their own. For example, it was from this semester that the co-leaders scheduled a weekly meeting to discuss their community. When I talked about my impressions to the three leaders, they all agreed. Karin described the experience:

There was a previous leader's mold for the community, and we were relying on it, it was not original [...] I had to observe the community, clarifying the problems, thinking about ideas, trying out the ideas. That experience built my confidence.

(translated)

Furthermore, the leaders' narratives showed some evidence of developing metacognition. Nami suggested that "when I was asked questions from the perspectives that I did not see before, I found new ways about my thinking" (translated). Mika said reflection after receiving the advisor's comments was her "most powerful learning moment." She explained:

There is a limit that I can think by myself, but when I was asked questions, I noticed a lot. [...] I had two views before, a leader and the members', but I learned the importance of seeing the community from the third person perspective [...] from outside of the community. (translated)

These narratives indicated that although the leaders likely had an ability to reflect to begin with, they required systematic prompts to generate deeper reflection to solve their problems and improve their community.

Conclusion

In this study, I attempted to illustrate the student community leaders' needs and the transformation of their beliefs through taking my course, which aimed to support the leaders to be autonomous and autonomy-supportive. Before taking the course, the five leaders had a pre-existing image of a leader who took all responsibilities and exercised full control of every facet of the community. This conceptualization of the leadership role put them under pressure. After learning about different leadership styles, they became more confident and comfortable being themselves and identified that autonomy-supportive and collaborative leadership was better suited to their communities. Moreover, learning about psychological needs and an autonomy-supportive approach gave the leaders focus and a guide for improving their community. These leaders' efforts for creating a need-supportive environment also facilitated the process of their communities becoming CoPs. While practicing such leadership and exercising learner autonomy, critical reflection was essential.

Through the experiential learning cycle, the leaders developed confidence in their approaches, gained ownership of their communities, and explored their meta-cognition. The area for development of this course appeared to be adding contents related to effective language learning. The participants indicated that improving language skills strongly connected to feelings of competence for community members; however, they were unsure about how to enhance the members' learning opportunities. Moreover, introducing social strategies to increase the sense of relatedness in the community would be another area to explore.

This study was a small-scale, one-semester study which may only show a part of the leaders' stories. Also, because of narrative studies' subjective nature, my findings are specific to my context, relying on my relationship with the leaders and my role as course instructor. However, due to a lack of studies in student leadership (Beseghi, 2017) and CoP perspectives (Murphy, 2014) in the field, I hope that the implications from this study become useful for those who wish to increase student-led social learning opportunities in SACs.

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Appendix A

Final Reflection Questions

1. How did the course challenge your beliefs about LCs and/or leadership? Please explain with an example(s).
2. Were there any positive or negative changes to your community due to what you learned in the course? Please explain with an example(s).
3. Have you made any changes to your leadership and approach in your LCs due to what you learned in the course? Please explain with an example(s).
4. What was your most powerful learning moment while taking this course?
5. What kind of difficulties do you still have as a LC leader after completing the course?

An Exploration of the Characteristics that Make a Language Learning Centre a Safe and Comfortable Place for Student Volunteers

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Abstract

Self-access centres often rely on volunteers to provide tutorial support to students and help in other meaningful ways such as organising events or delivering workshops. This study investigated the perspectives of student volunteers in regard to the characteristics of a self-access language learning centre which contribute to it being a safe and comfortable learning environment for student volunteers. Data derived from focus groups, which were recorded, transcribed, and then analyzed via content analysis, were grouped into categories. Three broad categories emerged from the analysis: physical space, social connections, and the emotional domain. Research revealed that the physical space of the centre, the social interaction within the centre, and the emotional well-being of student volunteers play a key role in the creation of a learning environment which feels safe and comfortable.

多くのセルフ・アクセス・センターは、ボランティア・スタッフが行う学生へのチュートリアルサポート及びイベント開催とワークショップの実施の様な有意義な方法での協力を頼っている。本研究では、そのボランティア・スタッフと言語自律学習で利用するセルフ・アクセス・センターの特徴についての考え方を質問し、彼ら自身にとって安全で快適な学習環境であるために何が必要か調査した。フォーカスグループからのデータを録音し、書き起こし、内容分析によって分析して、カテゴリーに分類した。分析の結果、単なる場所、社会的なつながり、感情の領域という3つの大きなカテゴリーが浮かび上がった。なお、本調査によると、センターでの空間、センター内の社会的相互作用、ボランティアの感情的幸福が、安全で快適に感じられる学習環境の構築に重要な役割を果たしていることが明らかになった。

Keywords: language learning centre, learning environment, volunteers, learning centre design, self-access centre

Language learning centres in all their various forms have been around for over fifty years. From the language labs of the 1960s to the more flexible self-access centres found all around the world today, language learning centres have become an important part of language learning programmes in westernised education. Since the 1970s, there has been a growing interest in learner autonomy with a focus on how educational institutions can help develop this in their language learners through a centre separate from the classroom (Little, 2007). Where in the 1960s the language lab was often a mandatory part of the curriculum, nowadays language learners often have the choice to visit a self-access centre on their own – in and of itself a sign of autonomy. Once at a centre, learners can choose to engage in various activities to support their learning. Staff at centres are often volunteers or teaching assistants, and like the language learners they support, they need to feel safe, supported, and comfortable. The centre in which this particular study took place is located in the English as a Second Language Department at a university in Canada.

Context and Background

Opened in fall 2017, the Language Learning Centre (LLC), a self-access centre for students in the English for Academic Purposes (EAP) program, morphed through several changes as observation and feedback from students, volunteers, and faculty guided decisions on the design of the centre, student support services, and activities. Before the LLC opened, the room it is housed in was a computer language lab that aligned with more traditional models of language labs that are rooted in cognitivist and behaviourist approaches to language learning. The static design of the language lab, which had fixed computer carrels and a lack of interactive space for group work and interaction, coupled with changes in how many instructors integrated technology in their classes, gradually led to fewer students accessing the language lab. As a result, the department set a new course and established a self-access language learning centre to provide more interactive, learning, and social opportunities for students in the EAP program. The centre's design and operations aligned with several key considerations identified by Sadtler (2011), including access, interactivity, flexibility, design, stewardship, and relevance. Effective design/redesign of a language learning centre is a critical consideration, and a poorly designed centre results in fewer students accessing support services (Ledgerwood, 2011). The LLC space was redesigned to be interactive, flexible, open, and inviting, with student volunteers playing a key role.

Initial funding for the LLC enabled the hiring of two part-time teaching assistants; however, additional tutors were needed given the demand for support and the need to

enhance what the centre could offer. With this in mind, expanding the team to include volunteers was viewed as a way to help support students, to provide opportunities for student volunteers to gain meaningful experience, and to work toward a key goal of the centre, namely creating a robust community of learners in a safe and supported environment.

Shortly after the LLC opened, some students on campus began to ask about volunteering, and it became apparent that many students were interested in volunteer opportunities. Hence in winter 2018, a process for onboarding volunteers was established. In a typical semester, approximately 15 student volunteers would work at the centre - tutoring students, helping organise events, leading the English Conversation Club, and delivering workshops. Here, like in many centres, the learners and the advisors function as a team. Besides advisors, some learning centres have teaching assistants or volunteers to help students – often for tutoring purposes as is the case in this LLC. Students book a session or drop-in and bring the work they need help with to the tutor. The simple act of choosing to access support (such as the diagnostic exam for tutorial support), makes this a form of autonomous learning, and student volunteers play a key role in providing support.

In a typical semester prior to the COVID-19 pandemic and the shift to remote learning, excluding visits to the centre for special events, there were in the range of 600-800 student visits for support and access to resources, with the bulk of the support being provided by student volunteers. These volunteers, predominantly international students themselves, quickly became integral in the success of the LLC and were instrumental in helping it become a hub for both students in the EAP program and the volunteers themselves. A number of the volunteers had also previously studied in the EAP program, and their experience in both contexts provided valuable perspectives on how the centre could best serve students. The main activities and focus of the LLC can be summarised as follows:

1. Individual and group tutorials (self-access drop-in tutorial support from teaching assistants, volunteers, and faculty)
2. Interactive events and activities (seasonal celebrations, games hour, etc.)
3. English Conversation Club (regular speaking opportunities available for all EAP students to join)
4. Language and culture learning resources (learning materials, videos, listening resources, software, supplemental materials, etc.)
5. Workshops (focused workshops on topics of relevance to the programme)
6. Comfortable and flexible space for study, relaxation, and socialising (flexible design of space with different zones for various activities)

After opening, student access to the centre exceeded expectations for tutorials and events. The same was true for students simply accessing the centre to study or socialise. Ideas for events, activities, and opportunities for students in the centre emerged from team meetings with the teaching assistants, volunteers, the centre's advisory committee, and faculty.

Beyond the respective motivations that volunteers had for helping in the centre, the following question arose: Did design considerations of the centre result in creating a safe and comfortable learning environment to which student volunteers willingly returned time and time again?

Literature Review

The self-access centres we see today can be traced back to the changes in language learning pedagogy and theory in the 1970s. With the earlier language labs growing out of the audiolingual approach and the behaviouristic theory of learning, the newer more student-focused learning methodologies, such as the communicative approach, led to a change in direction in many centres. In response, centres became more student-centred and learner resource-based, providing students with access to various resources to aid in their learning (Atherton, 1980; Raddon & Dix, 1989). In this interactive type of learning space, volunteers may be more drawn to help. Another term for the type of learning that occurs in this centre is self-access language learning (SALL), defined by Gardner and Miller (1999) as a student's own personal (and therefore unique) *interaction* with the resources at the centre. In SALL, there is no such thing as one size fits all. Every learner creates their own individual learning experience based on the resources (physical or human) with which they choose to interact. This approach, then, promotes learner autonomy (Gardner & Miller, 1999).

Definitions abound for learner autonomy. According to Little (2007), who conducted a thorough review of the definition, there is one common denominator found in all: the notion of taking responsibility for one's learning. Other definitions include learner control and self-direction in terms of setting goals and choosing one's content for learning (Little, 2007). Little (2007) argues that learner autonomy goes beyond this basic definition to encompass a learner's ability to reflect and take initiative as well. The latter is evidenced by the fact that university students did not initially flock to the centres when they opened and, in the cases where they did attend, they were unable to take full control of their learning (Little, 2015). This prompted the rise of a new addition to the centres: the advisor or counsellor.

While the role of the advisor changes from centre to centre, Mynard (2011, p. 1–2) sums up the role best with the following list:

1. Raising awareness of the language learning process
2. Guiding learners
3. Helping learners to identify goals
4. Suggesting suitable materials by offering choices
5. Suggesting suitable strategies by offering choices
6. Motivating, supporting, and encouraging self-directed learners
7. Helping learners to self-evaluate and reflect
8. Assisting students in discovering how they best learn
9. Actively listening to learners
10. Helping learners to talk through their own problems

While the above list outlines ways in which to promote learner autonomy, some centres may also choose to have their advisors give more direction.

A wide variety of resources, both physical and human, at self-access centres may appeal to many students, as is witnessed by the growth of the centres around the world. What once began as an isolated French initiative (Benson, 2013) has since flourished into many centres across North America, Europe, and Asia (McMurray et al., 2010). However, the services offered at centres are only part of their appeal. Other factors draw students into the centres as well. In Hong Kong, for example, the self-access centre at a university was turned into a social gathering space where students could interact with one another (Choi, 2017). Choi, the centre manager, (2017, p. 24) realized that “the creation of a community... by offering more interesting and fun activities” was critical to drawing in more students.

For centres to be actively used by students, facilitators need to be aware of how space is used and how the centre’s design and décor affect students (Gardner & Miller, 1999; Riley, 1995). First and foremost, it is important to provide a safe learning environment where risk-taking and errors are encouraged for both students and volunteers. Indeed, a sense of security may come from the design of the learning environment itself in that open spaces with clearly defined areas provide a feeling of safety (Oriens & Heerwagen, 1992, as cited in Arndt, 2012). Beyond open spaces with distinct areas, Riley (1995) argues that self-access centres need to be warm and welcoming with lots of light, fresh air, and colour to draw in learners. Edlin (2016) also highlights some major principles to guide the design of a learning centre. The colour and lighting found in a centre, according to Edlin (2016), play an important role

as they can impact a student's emotions. Therefore, the colours and the lighting in a centre can promote a feeling of comfort and safety.

The physical space and layout of a centre indicate the kinds of activities and options that are available for students (Sadtler, 2011). Here, centres also need to have a social space available for students to interact in and a flexible layout that can meet the needs of the students, volunteers, and staff at any given time. Design choices are important, and Sawhill and Brazell (2011) argue that the centre's space needs to allow "students to evaluate, create, tinker, and experiment with the language" (p. 95). This, once again, speaks to the sense of safety of the learning environment itself. In fact, designs may need to match those of the students' home environments for students to feel physically and mentally safe. For example, Foster and Gibbons (2007) conducted a study on the use of informal space at a university library (similar to that of a learning centre) and found that students longed for the comforts of home: a family room atmosphere and "easy access to coffee and food, natural light, and an environment with soothing textures, sounds, and great warmth" (as cited in Painter et al., 2012, p. 16).

As the aforementioned attributes make the space appealing for students, they would, presumably, make them appealing for student volunteers as well. Unfortunately, however, research on language learning centre volunteers and how they view their workspace appears to be non-existent. Since the participants in this study are *also* international students who are non-native English speakers (NNES) - some of whom have studied in the EAP program - the research discussed thus far could apply to them as well. However, we can also look at research studies on employee perceptions here. Volunteers are, after all, unpaid staff. A Cornell University study, for instance, found that employees are more productive and suffer from less physical discomfort when working in the proximity of natural light from windows (Kohll, 2019). A Harvard study (Allen et al., 2016) found the same is true for fresh air at work, with findings revealing that poor air quality significantly impacts employees. Moreover, Garris and Monroe (2005) argue that colour, too, impacts mood and well-being in workspaces. This is true for learning environments as well. Research has shown that learning environments not only have a significant influence on students' learning but also on their well-being (Hammond, 2004). Again, little to no research seems to be available on student volunteers and the learning environment in which they volunteer. However, with student volunteers also identifying as students, it is fair to say the physical environment in which they volunteer could affect their well-being as well. Research on the importance of student well-being abounds. In both K-12 and university settings, for example, studies have shown

that student well-being is linked to academic achievement and learning in general (Adler, 2016; Cohen, 2006; Harward, 2016; Morrison & Kirby, 2010). In Italy, a university study found it was important to build learning communities that support well-being as well (Rania et al., 2014). In terms of international students, this is even more critical. According to Owen et al. (2017), for example, poorer states of mental and physical health have been shown to exist in Chinese international students studying nursing as compared to domestic students in New Zealand. Wu et al. (2015) attribute international student health concerns to a number of different things: the isolation students feel from leaving their friends and family back home, their language issues, different food and living circumstances, and balancing work and study.

Given the importance of well-being then, what can self-access centres do to promote the well-being of English language learners and student volunteers while at the same time remaining as centres for autonomous learning, their main purpose? For one, self-access centres that offer opportunities for social engagement contribute to the well-being of their students and student volunteers. Providing workshops and activities where student volunteers, teaching assistants, students, and instructors mingle helps build a sense of community (Moore, 1989). Game nights, holiday celebrations, and conversation circles also help build a stronger social bond. For volunteers, these may be important “pull” factors that make them keen to not only help but also be part of a community of learners. The volunteers in this study, like the EAP students they support, were predominantly international students themselves and were navigating the adjustment to life and study in a new context. Hence, the challenges they face in these transitions highlight the importance of the LLC being a comfortable, safe, and welcoming place both for EAP students and the student volunteers themselves.

Another important element to the creation of well-being, sense of safety, and comfort is the decor, layout, and design of the centre – as touched upon earlier. According to Spence (2015), scientific evidence exists that your dessert tastes better or worse depending on the colour of the dish in which it is served. In terms of learning space design, colour choice is important as it affects learners, volunteers, and staff alike. Research in the area of colour psychology and learning design indicates colour choices can have a significant impact on aspects such as learning (Barrett et al., 2017), comfort, and sense of safety (RiosVelasco, 2010). Indeed, the psychological mood of users of a space may be impacted by the choice of colours (Küller et al., 2009). Commonly used colours and their emotional impact can be briefly summarized as follows: blue and green tend to calm, red and orange tend to stimulate, yellow tends to give warmth and encourage concentration, and dark colours tend to make

people feel unwelcome and moody (Ćurčić et al., 2019). Considering this, colour choices in learning spaces would ideally be shades of blue, green, and yellow. Lighting is also important in promoting well-being and learning. Studies have found that the more sunlight a learner receives during the day, the better they learn. For example, one study of 21,000 students in the United States showed that the more sunlight students had, the better their reading outcomes were (Heschong Mahone Group, 1999). Another study showed that college students with classroom views of nature had a more positive experience of the course and higher end of semester grades than the others (Benfield et al., 2015). This is a reminder to advocate for a space that includes a number of windows with views of natural scenery. Additionally, having clearly distinct areas in a centre may also provide students with a sense of comfort and well-being. As Kronenberg (2015) argues, the focus needs to be on people before technology. Investments should be made in furniture and, if possible, aim to make the language centre a unique space on campus that is distinct from other spaces. To further enhance the well-being of learners, a supply of tea, coffee, and snacks can be on offer with music and sound also key considerations. Food and drink are well known for their ability to create a sense of community. When people gather to eat and drink together, a sense of community is built. The sharing of food is a tradition found in all cultures, reaching back in time to the first humans. Evidence has even been found that meals prepared as far back as 300,000 years were shared (Pope, 2014). Music can also facilitate interaction (Dörnyei & Murphey, 2003). Whether it be open windows letting in the sound of birds chirping or an indoor water fountain playing relaxing music, sound can play an important role in the reduction of stress (Chanda & Levitin, 2013; Gillen et al., 2008). A centre could easily utilize either option or, alternatively, have a natural outdoor sitting area available for students to work quietly. With this in mind, facilitators at the Language Learning Centre decided to examine the characteristics of their centre to see what features were present in terms of providing a safe and comfortable learning environment from the perspectives of the student volunteers. Curiosity arose as student volunteers in the centre often spent far more time both socialising and volunteering in the centre than what was scheduled. The research question for this study, therefore, is as follows: What characteristics of the Language Learning Centre resulted in creating a safe and comfortable learning environment from the perspective of student volunteers?

Methodology

This study used the data generated for a related language learning centre case study in which student volunteers and a teaching assistant expressed their perceptions and motivations for volunteering in the language learning centre. Analysis of data from that study revealed interesting findings regarding student volunteer participant perceptions of the space and their sense of safety and comfort in the centre, a distinct aspect from the initial focus of that study. A semi-structured focus group methodology was used to explore participants own perceptions of the centre. All students who had been or were volunteers in the LLC were invited to participate in focus groups. Focus groups are group interviews in which participants not only respond to questions, but also interact with each other and can comment on each other's perspectives (Powell & Single, 1996). This method is an opportunity for researchers to examine the beliefs, attitudes, experiences, and perspectives of participants in greater detail (Krueger, 2015). While the perspectives of EAP learners may be similar, this study focused specifically on student volunteers, whose motivations for being at the centre were different from EAP students accessing it for support. The focus group interviews were recorded and transcribed. Responses to questions related to the positive learning environment of the centre were analysed via content analysis and grouped into categories. Prior to beginning data collection, institutional research ethics approval was obtained.

Participants

The participants in the focus group study consisted of seven former student volunteers and one former teaching assistant who had also volunteered at the centre. Seven of the participants were non-native English speakers. Seven volunteer students in the focus groups were enrolled in the Master of Education programme, and one was an undergraduate student. The teaching assistant had just graduated from the Master of Education program at the time of this study. The data from the undergraduate student (Student C), who was the only native English speaker (NES) in the focus group study, was not used in this analysis due to outlier status. Table 1 shows the background and information on the students who participated in the original focus group study.

Table 1

Focus Group Participants

Student	Gender	Program of study	Role in centre	Other
A	Female	M.Ed.	Volunteer	NNES

B	Male	M.Ed.	Volunteer	NNES
C	Female	TESL	Volunteer	NES
D	Female	M.Ed.	T.A./volunteer	NNES
E	Male	M.Ed.	Volunteer	NNES
F	Male	M.Ed.	Volunteer	NNES
G	Female	M.Ed.	Volunteer	NNES
H	Male	M.Ed.	Volunteer	NNES

Findings

The content analysis of the responses resulted in the collection of the following data. Three broad categories emerged from the analysis: physical space, social connections, and the emotional domain.

The physical space received the most attention and responses from participants in this study, highlighting the different areas, the furniture, and the lighting. These are representative comments from volunteer students in the focus groups that touch on the physical space:

- A: For me, I think uh the decoration and furnitures in the centre right now are very good, are very good atmosphere and are very welcoming.
- D: We've got sofas and you've got spaces now that are taking on individual identity – so you have the corner for groups ah discussion... and we have opposite to it the relaxing [area], you want to sit down and have a chat or just relax there, then you have the computers where you can work individually, and then we have the spread out of all the tables and chairs... the space has evolved physically... in a positive way
- E: It's a very comfortable space and very inviting atmosphere... the thing that really attracted me was the bean bags... And another thing I love about the centre is that it offers beverages, like tea and coffee, and sometimes we even have the popcorn machine. There is a nice smell, you know... umm... and yeah so everything about the centre is just a nice comfortable space...the windows are very wide open... there is nice scenery.

The social category also received significant comments. Students repeatedly highlighted the role a social space plays in a positive learning environment:

- B: I feel like all my peers uh all of my peers are my friends and also kind of like my family, my home away from home

- G: I would say for personal...umm... you know you really got a sense of community. It's really a special place that you can never find another place on campus that have the same... I would say... vibe. It's the social that make them feel more comfortable... when you connect with people then you feel like you belong here.
- H: [The LLC] don't need to be very academic...uh... you know... the LLC uh has some...you know... social purpose

In describing their experiences in the centre, participants' comments also highlighted the emotional domain. This was notable particularly in terms of having a feeling of comfort, relaxation, and safety:

- A: ... very welcoming.
- B: ... home away from home
- D: ... we wanted it to be that inviting, warm... this safe space, if they make a mistake it's like chill out – everybody does, we are here to help you... It's a very positive energy kind of atmosphere.
- E: ... very inviting atmosphere... [the bean bags] it's a very nice thing to have, you know, when you are stressed out, you just drop on the bean bag- it's very therapeutic. It [will] relieve some stress, right.
- G: ... you feel like you belong here.
- H: The atmosphere... the environment... Yeah, so that is a very relaxed...[in] this atmosphere [the ESL students] don't need to be very... you know... nervous, right.

To sum up, the study identified three major categories as being important to student volunteers in the language learning centre in terms of their comfort and sense of safety: the centre's physical space, social aspects, and emotional benefits.

Discussion and Recommendations

From the findings, it is clear that the student volunteers and the teaching assistant/volunteer felt a number of attributes found in the centre contributed to it being a safe, inviting, and comfortable learning environment. According to the responses, aspects related to the physical space such as the layout of the centre, the furniture, and the décor play a key role in this. The LLC in this study featured different pockets of areas within which students and student volunteers can interact, promoting a sense of safety. This is in line with Orians and Heerwagen's (1992, as cited in Arndt, 2012) assertion that defined areas within a

learning environment can enhance the feeling of safety. For volunteers in this study, their level of comfort was reflected in the focus groups' comments such as "home away from home" and "the bean bag - it's very therapeutic". A sense of comfort for learners is important as "it pertains to the most fundamental step students need to take in order to access and exploit the resources available to them coming to the center" (Edlin, 2016, p. 128).

Student volunteers also highlighted the social aspects of the centre as being important. According to them, the social side of the centre promotes feelings of belonging and a sense of community. This also overlaps with the centre's emotional benefits. The social element of the centre, alongside the overall relaxed attitude in the centre, contributed to a positive environment. The notion that the centre was a safe place in which to learn and volunteer was evident with comments such as "we wanted it to be that inviting, warm... this safe space, if they make a mistake it's like chill out – everybody does, we are here to help you..." and "in this atmosphere [ESL students]... don't need to be... you know... very nervous, right.". Indeed, several of the student volunteer responses point to the need for a self-access centre to be less academic and less formal in nature. Centres that are flexible and comfortable may therefore be the way of the future, as is echoed in the literature on self-access centre design (Askildson, 2011; Edlin, 2016; Kronenberg, 2015).

Interestingly, the use of the term 'therapeutic' by one of the volunteers suggests that centres may also need to become spaces that promote emotional well-being in the future. Notably, it was observed that many student volunteers frequently accessed the centre to socialise or relax, to study, and to help even when they were not scheduled to volunteer. This suggests centres may need to care for the well-being of the *whole* learner rather than merely the academic dimension. In terms of the LLC in this particular research study, several design features may contribute to student volunteer emotional well-being. For example, an earlier referenced study (Ćurčić et al., 2019) highlights the emotional impact of colour, suggesting ideal colours for a centre would be shades of blue, green, and yellow. Our centre with its light blue walls (low intensity), its pictures of green forests, and its large green plants align with these considerations. With natural light flooding into the centre and views of many trees, as evidenced by the comment "the windows are wide open... there is nice scenery", it comes as no surprise that student volunteers report a positive emotional experience in the centre. As mentioned in the literature review, natural light (Heschong Mahone Group, 1999) and views of nature (Benfield et al., 2015) benefit students greatly in their learning environments.

Notably, the centre at the focus of this study also has tea and coffee available for its learners and student volunteers and offers food and refreshments at periodic special events. This, too, could be part of the reason student volunteers feel so comfortable in the space and refer to it as “home away from home”. One student volunteer notes the aroma in the centre: “And another thing I love about the centre is that it offers beverages... and sometimes we even have the popcorn machine. There is a nice smell, you know...”. This speaks to the earlier research mentioned in the literature that found students yearned for the comforts of home and a family-like environment where coffee and tea were readily available (Foster & Gibbons, 2007, as cited in Painter et al., 2012).

Lastly, the emotional comfort student volunteers refer to in this study may also be attributed, to some degree, to the sound in the centre. Teaching assistants and student volunteers, when opening the centre, normally put on quiet background music to help create a sense of comfort and relaxation. Research has shown that this can aid in the reduction of stress as well (Chanda & Levitin, 2013; Gillen et al., 2008).

Conclusion

This study has highlighted several characteristics of a language learning centre that student volunteers and a teaching assistant felt created a safe and comfortable learning environment. The study revealed that the physical space of the centre, the social interaction within the centre, and the emotional well-being the centre fosters contributed to the student volunteers’ sense of comfort and safety. The study recommends that any future self-access centre carefully consider the use of colour, lighting, décor, and furniture in the planning stages. Plenty of windows, fresh air, and scenic views also need consideration. Soft music, water fountains, and fresh tea and coffee can create a sense of well-being as well. At this point, revisiting the role of the advisor as outlined earlier might be useful. We propose that the following could be added to Mynard’s (2011) list:

Supporting the well-being of both students and volunteers and helping them find areas and activities in the centre to improve their well-being and feeling of connection.

While the main goal of self-access centres will continue to be developing learner autonomy and student learning, the focus on *both learner and student volunteer well-being* needs to come to the fore. If students feel safe, comfortable, relaxed, and ‘at home’ in the centre, their ability to learn *and* take responsibility for their learning is certain to increase. The same applies to volunteers and their needs. Volunteers, who are the heart of many

centres, have various personal volunteer motivations such as career enhancement and social engagement, but like the students they support, also need to feel welcome and safe.

This study's exploration of a self-access language learning centre's design and the role it plays in making student volunteers feel safe and comfortable was limited to the analysis of quantitative data taken from an initial focus group study on student volunteer motivations. The data consisted of student volunteers enrolled in similar programs of study who were predominantly international students working in a language learning centre at one university. Therefore, future studies involving participants from other institutions (with an increased focus on diversity) would be beneficial to the literature. There is a general lack of research in this area, and further investigation in the understanding of centre design will benefit administrators, faculty, and staff in making centres places where both student volunteers and students feel comfortable and safe.

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Appendix A

Focus Group Questions (Semi-Structured)

1. When did you first volunteer in the LLC?
2. What was your main reason for volunteering?
3. Were there any secondary reasons?
4. How has your work at the LLC helped your future or your growth?
5. What was your favourite activity in the LLC?
6. In what ways can the facilitator of the LLC help you with your growth?
7. What else can we do to improve the LLC? More resources? Physical space? More hours?
8. Any other comments?

タンDEM学習実践における複言語・複文化アイデンティティ—3名の日本語学習者のピアインタラクションと言語ポートレートの分析から—

**Plurilingual and Pluricultural Identities in Tandem Language Learning:
Analyzing Peer Interactions and Language Portraits of Three Japanese
Learners**

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迎明香：早稲田大学大学院日本語教育研究科博士後期課程在籍。自律学習支援を目的としたタンDEM学習や言語学習アドバイジングの実践を行う。主な研究領域は学習者オートノミーや市民性形成など。

要旨

本稿の目的は、タンデム学習中の参加者同士の会話データと、参加者が描写した言語ポートレートの分析を通して、彼らの複言語・複文化アイデンティティがどのようにタンデム学習において立ち現れるのかを明らかにすることである。本研究は2019年6月～同年8月にかけて行われ、都内の大学に所属する、目標言語の習熟度が異なる日本語学習者3名（日本語－英語：CEFR A2, 日本語－スペイン語：CEFR B1, 日本語－英語：CEFR B2）が実践に参加し、タンデム学習中の会話データを録音した。加えて、タンデム学習終了後に自身の複言語・複文化状況を言語ポートレートとして描写した。分析の結果、タンデム学習において、情意的に結びつきの強い言語・文化的アイデンティティに関して積極的に自己開示を行うことで話題が深化していく過程が明らかとなった。これらの結果から、タンデム学習は、参加者同士がアイデンティティ交渉を積極的に行い、自身に対する理解を深める対話的な自己エスノグラフィの場として機能する可能性を指摘した。加えて、言語ポートレートを対話ツールとしてタンデム学習に使用することで、対話を深め、互惠的な関係性の構築に寄与する可能性を指摘した。

The purpose of this paper is to clarify how the plurilingual and pluricultural identities of participants emerge in tandem language learning through the analysis of conversation data and language portraits described by the participants. The study was conducted from June to August 2019, with the participation of three Japanese language learners with different proficiency levels (Japanese-English: CEFR A2, Japanese-Spanish: CEFR B1, Japanese-English: CEFR B2) at a university in Tokyo, and the conversational data were collected during the tandem sessions. In addition, participants were asked to draw their language portraits after the sessions. As a result, it was found that the participants chose topics of their linguistic and cultural identities which they are emotionally connected to, and that the topics were deepened by their active self-disclosure. These results suggest that tandem language learning can function for participants as a place of collaborative autoethnography through negotiating their identities and reflecting their selves. I also point out that the use of language portraits as an interaction tool in tandem language learning could further deepen dialogue and contribute to the development of reciprocal and equal relationships.

キーワード：タンデム学習，アイデンティティ，複言語・複文化，言語ポートレート，ビジュアル・ナラティブ

近年、日本国内の高等教育機関では、自律学習や異文化間学習を目的として、カリキュラム外である自律学習支援施設（self-access center; 以下 SAC）でのタンデム学習¹の取り組みが増加しつつある（e.g., 青木ほか, 2013; 脇坂ほか, 2020）。タンデム学習は学習者オートノミーと互惠性を原則とし（Little & Brammerts, 1996），これまでに言語運用能力の向上や学習への動機づけなど，学習者オートノミーの向上を裏付ける研究が発展してきた。

一方，近年のアイデンティティ研究は，言語学習をコミュニティ参加やアイデンティティ交渉の観点から捉える必要性を指摘し（Block, 2007; Lantolf & Pavlenko, 2001; Norton, 2000），タンデム学習においても，参加者のアイデンティティ交渉に関する研究が行われつつある（e.g., Yang & Yi, 2017）。現代の移動やテクノロジーの発展を鑑みれば，海外と日本，オンラインと対面のコミュニティ間の境界線は非常に曖昧で，その多様性から安易に学習者を類型化して捉えることは難しくなっている（福島, 2020）。殊留学生の第二言語学習支援においても，その言語背景や将来像は非常に複雑で動的であり，実践者はそれらの背景を考慮して学習環境をデザインしていくことが求められる。

本研究では，そのような留学生の多様な学習背景に着目し，彼らの複言語・複文化アイデンティティがどのように立ち現れるかを明らかにするため，3名の日本語学習者のタンデム学習中のピアインタラクションと言語ポートレートから，ビジュアル・ナラティブ（Kalaja et al, 2013; やまだ, 2019）の分析を行った。

先行研究

本章では，まず初めに本研究の文脈であるタンデム学習について，その定義と学習効果に関する先行研究を概観する。次に，近年の第二言語学習者に関するアイデンティティ研究とタンデム学習について概観し，研究課題を述べる。

タンデム学習とは

タンデム学習とは，異なる言語の母語話者同士が互いの言語を学び合う活動であり，学習者オートノミーと互惠性を原則とする（Little & Brammerts, 1996）。学習者オートノミーとは，自分自身の学習を管理し，何を学びたいか，それらをいつ，どのように，どのような支援をパートナーから得ながら学びたいのかの意思決

定を行うことであり、また互惠性とは、パートナー同士が互いの言語学習の目標を達成するために相互に助け合うことである (Little & Brammerts, 1996)。タンデム学習において学習者オートノミーを高めるには、対等なパートナーであるという意識が不可欠であり、学習者オートノミーと互惠性は表裏一体のものである (脇坂, 2012)。

これまでのタンデム学習を対象とした先行研究では、言語習得の足場かけ (scaffolding; Wood et al., 1976) が起こる場面として、意味交渉や誤用訂正、コードスイッチングなどのコミュニケーション方略に関する研究が盛んに行われてきた (e.g., Akiyama, 2017; 青木ほか, 2017; 平中ほか, 2011, 2012; Kötter, 2003)。また学習成果として、目標言語による言語運用能力の向上 (e.g., Cappellini, 2016; Edasawa & Kabata, 2007; González & Nagao, 2018) や異文化間理解への貢献 (e.g., O'Dowd, 2003; Woodin, 2018) が指摘されてきた。学習者オートノミーに関する研究では、学習者のメタ認知が向上すること (e.g., Sasaki & Takeuchi, 2011)、学習ストラテジーへの気づきが得られること (e.g., Otto, 2003; Wakisaka, 2018, September)、学習への動機づけが得られること (e.g., Ushioda, 2000; 脇坂, 2014) などが指摘されている。

以上の学習効果から、タンデム学習は多くの場合、言語運用能力の向上や異文化間交流を目的とした遠隔実践や、自律学習支援を目的とした SAC での一学習リソースの場として提供されている (e.g., 青木ほか, 2013; González & Nagao, 2018; 林ほか, 2013; 脇坂ほか, 2020)。

タンデム学習と第二言語ユーザーのアイデンティティ

90年代以降、第二言語習得研究ではソーシャルターン (social turn; Block, 2003) と言われ、第二言語学習者を第二言語ユーザーという社会的な主体として捉え、言語学習をアイデンティティ交渉やコミュニティ参加から捉える研究が発展してきた。アイデンティティは、「人が自身と世界の関係性をどのように理解し、その関係性が時や場所を超えてどのように構築され、また人が未来の可能性をどのように理解するかについて言及していること」 (Norton, 2000, p.5; 筆者訳) であり、またコミュニティや対話者との相互行為によって常に変化し、再構築される複雑で動的なものとされる (Block, 2007; Norton, 2000)。

タンデム学習の文脈でも、従来の言語・文化知識の獲得に対し、アイデンティティの観点から言語学習を論じた研究が見られる。例えば継承語を L1 とする学習者の e タンデム学習の文脈において、タンデム学習の場がアイデンティティを開示し交渉する「安全な場所 (safe space)」として機能すること (Yi, 2009, p.117) や、タンデム学習を通した L1 のエキスパート性²によって、継承語コミュニティへの認識が変化すること (Yang & Yi, 2017) などが報告されている。一方、現代の第二言語学習者の複数言語のアイデンティティ形成は複雑であり、殊留學生の第二言語学習においても、留學生、移民、帰国子女など、目標言語との関係性から第二言語ユーザーを類型化することは非常に困難になってきている (福島, 2020)。アイデンティティの側面から第二言語ユーザーを捉えるとき、一見同様の学習目的でも (e.g., 会話が上達したい), 学習に見出す意義はそれぞれ異なり (Lantolf & Pavlenko, 2001), 自律学習支援においてはその個人史 (history in person; Duff, 2019) やソーシャルネットワーク (Douglas Fir Group, 2016) の観点から包括的に第二言語ユーザーの言語学習環境を考慮しなければならない (Mynard et al., 2020; Peña Clavel, 2019; van Lier, 2004)。そのため、タンデム学習においても、従来からの習熟度、発話量、言語のエキスパート性などの対等性への配慮 (青木ほか, 2017; Cappellini, 2016; 脇坂, 2012, 2014) に加えて、学習者が自身の言語や文化の経験について語ることに着目し、どのような対話を通してお互いの言語・文化的背景を理解し合い、パートナーシップを構築していくのかについて検討することが必要である。

言語ポートレートとビジュアル・ナラティブ

アイデンティティ研究においてよく使用される手法に、ナラティブ分析がある (Barkhuizen, 2014; Hooper et al., 2019; Miyahara, 2015)。中でもビジュアル・ナラティブは、視覚イメージを対象の語りとして取り入れることによって、言語中心主義による制約された表現を補足し、感覚的な表現技法 (身体的・色彩的) や時空を超えた表現技法 (過去・現在・未来の統合) から、アイデンティティの多面性や複層性の描写と、過去・現在・未来を統合した描写を可能にする (Kalaja et al., 2013; やまだ, 2019)。言語教育の分野においても、主に目標言語でのインタビューが難しい移民やバイリンガルの子どもたち、ろう者の多言語使用実態の調査として言語ポートレートは特によく使用されている (e.g., Busch; 2012, 2018; Kusters & De Meulder,

2019)。また言語ポートレートは、欧州の複言語・複文化主義 (plurilingualism)³ の教育政策実践の枠組みで発展してきたものであり、個人の言語・文化的レパートリーを、状況依存的で部分的な側面や、感情的側面も含めて、全体的で連続的な一つのレパートリーとして捉える実践ツールでもある (Council of Europe, 2018; 姫田, 2018)。本研究では、言語ポートレートをビジュアル・ナラティブとして採用し、タンデム学習参加者の複言語・複文化アイデンティティを包括的に分析することを試みる。

本研究の課題

以上、タンデム学習に関しては、これまで多くの先行研究でその言語・文化的な学習効果が明らかになってきたことを指摘した。一方で、第二言語学習者の学びをアイデンティティ形成の側面から捉えることの必要性を指摘し、日本国内の留学生のタンデム学習の参加過程において、彼らがどのように自身のアイデンティティを捉え、アイデンティティ交渉に従事するのかを検討する必要性を指摘した。

以上より本研究では、カリキュラム外のタンデム学習に参加する留学生の言語・文化的アイデンティティと対話の構築過程を捉えるため、下記2点の研究課題 (research question; RQ) を設定する。

RQ1: タンデム学習に参加する日本語学習者は、自らの複言語・複文化アイデンティティをどのように捉えているか。

RQ2: 日本語学習者の複言語・複文化アイデンティティは、タンデム学習においてどのように立ち現れるか。

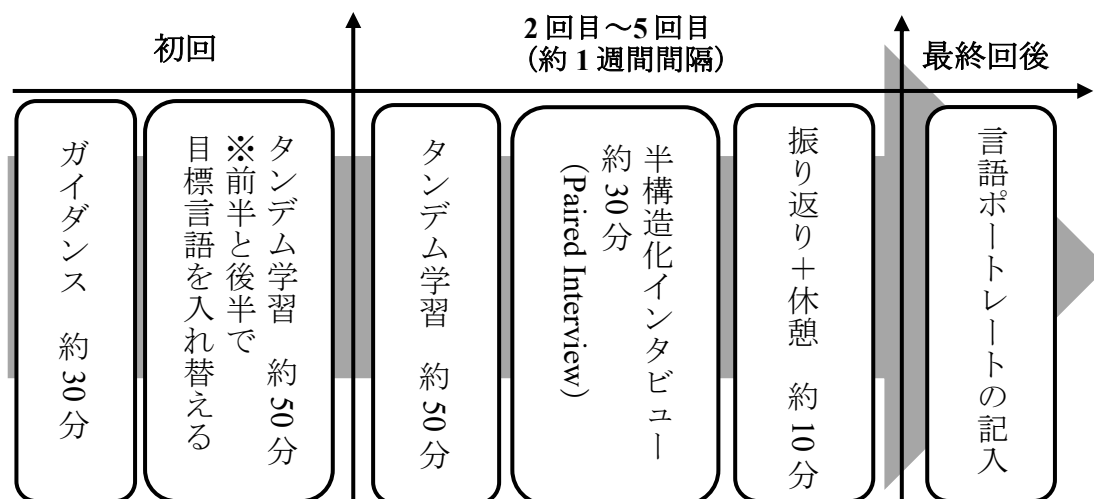
研究概要

実践デザイン

本実践は調査者がコーディネーターとして独自に募集をかけて行った。図1に調査の手順を示す。

図1

調査の実施手順



初めに、調査者の所属する大学内の学生に向けて Google フォームを通じて募集を行い、参加者は目標言語、その習熟度を証明する資格もしくは自己評価⁴、母語、タンデム学習経験の有無、学習目的を記入した。ペアリングは調査者が行い、参加者は初回にタンデム学習のガイダンス⁵を受けた後、1回目のタンデム学習（約50分）に参加した。タンデム学習中は、話題選択の参考のためにトピックシート（付録A参照）を配布した。2回目以降は、前半にタンデム学習を行い、その後ペアでタンデム学習を振り返る半構造化インタビュー（約30分）を行い、最終回後に言語ポートレート（c.f., Busch, 2018, p. 9）を記入した。

調査協力者、データ収集、分析方法

調査協力者は、2019年6月から同年8月にかけて約1週間ごと（計4～5回）にタンデム学習に参加した都内の大学に通う日本語学習者3名と、日本語母語話者3名である（表1）。全員、これまでにタンデム学習の経験はない。

表1

調査協力者の概要

ペア	仮名	所属と専攻	目標言語とその自己評価	母語	タンデムの会話データ
ペア1	A	交換留学生	日本語 — A2	英語	計4時間
	B	正規学部生	英語 — A2	日本語	

ペア 2	C	交換留学生	日本語 — B1	スペイン語	計 4 時間 43 分
	D	正規学部生	スペイン語 — B1	日本語	
ペア 3	E	交換留学生	日本語 — B2	英語	計 4 時間 34 分
	F	正規大学院生	英語 — B2	日本語	

分析はナラティブ分析を参考に、タンデム会話中の録音データの逐語録と言語ポートレートに対し、RQ1：言語・文化的経験に関する語り、RQ2：タンデム学習中に取り組む話題に着目して、事例ごとにカテゴリー化を行った。本来、言語ポートレートは、その解釈に関する語りの半構造化インタビューがセットで行われる（Busch, 2018; 姫田, 2018）が、本調査ではタンデム学習中の会話データを主として解釈し、タンデム学習中のメモ、学習後のインタビューデータと振り返りシートは参照データとして位置づけた。

結果

本章では、以下 A, C, E それぞれの事例ごとに、最初にそれぞれの参加者の概要を記述し、続いて RQ1 と RQ2 の結果について記述する。

A の事例

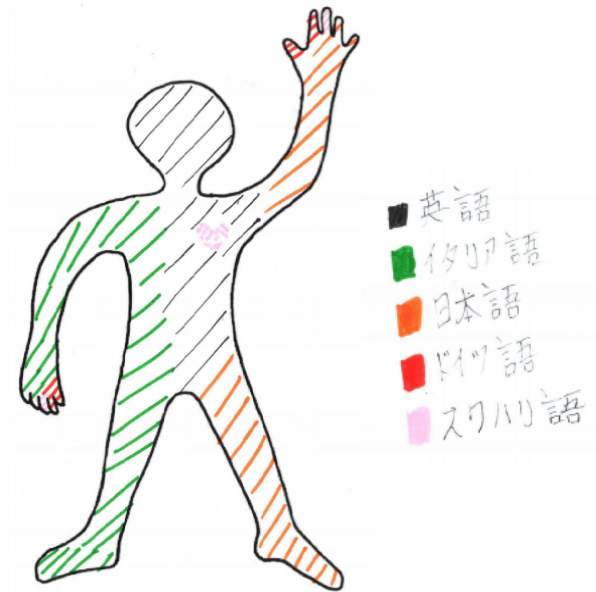
A は、アメリカ出身の日本語学習者であり、母語は英語である。調査時は、短期留学プログラムの交換留学生として在籍していた。A には高校入学後から 10 年ほど日本語の学習歴がある。タンデム学習には「学習形態そのものに興味を持った」ため参加した。

RQ1：複言語・複文化アイデンティティ

A の言語ポートレートを図 2 に示す。A を構成する言語として、英語、イタリア語、日本語、ドイツ語、スワヒリ語が描かれている。

図 2

A の言語ポートレート



Aは目標言語である日本語を「職業ツールとしての日本語」として語った。日本語学習のきっかけは、Aが過去に住んでいた地域に「日系人」が住んでいたことであり、彼らが日本語を話すことに「憧れ」を覚え、高校で学習を始めた。その後アメリカの大学で「日本研究」を専攻している。

B： 日本。日本がどうして、興味持ったんですか。

A： 私の町は、日本人の2世と3世がいた。私はいつもうらやましいから。高校は日本語クラスがあって、4年間くらい日本語を勉強して、大学に入ってまだ日本語を勉強してた。だから私の専門はアジア研究になって。

【1回目のタンデム学習】

Aは学期終了後に帰国し、アメリカ国内の「日系企業」で仕事をすることが決定していた。Aは左利きであり、日本語は利き手のようによく使用すること、また日本語を使用した仕事が欲しいと述べている。

また、Aの「家族とルーツ言語」には情意的な結びつきが見受けられた。Aは幼いときに「父親を亡」くし、父親の家族や言語については多くを知らないが、父親のルーツが「アフリカ」にあることから、スワヒリ語はAにとって情意的に非常に結びつきの強い重要な言語であると捉え、心臓部分に描いている。またAの母親の母語は「イタリア語」であり、A自身が「キリスト教」であることを重ねて、

右側を家族や大切なものとする比喩表現から自分のルーツとしてのイタリア語を身体の右側全体に描いている。

RQ2 : アメリカの多様性

A と B の対話では、最初は沈黙の時間も長かったが、次第にお互いが相手の発話に対して質問することが多くなっていった。

Probably need more questions and/or follow up questions. There was some silence because we didn't know what to say next. [おそらくもっと質問することが必要。私たちは次に何を話せばいいか分からなくて、ときどき沈黙があった。]

【1 回目の振り返りシート】

対話からは、アメリカと日本の「対比」を通して「アメリカの多様性」に関する語り（アメリカと日本の言語教育、食文化、祝日、宗教など）が一貫して現れるようになった（付録 B 参照）。また A にとって「アメリカの多様性」は A の「家族とルーツ言語」の言語・文化的体験であり、トピックと「母親」「父親」「叔父」「祖父」など家族の構成員との関連性を例に示しながら、自己開示を行うことでやり取りが深まっていく様子が見られた。

C の事例

C は、スペイン出身の日本語学習者であり、現在はイギリスの大学の学部で国際関係について学んでいる。調査当時、C は 1 年間の短期留学プログラムの交換留学生として日本語を学んでいた。タンデム学習へは、「日本語らしい喋り方」を「本物の会話」の中で学びたいという目的で参加していた。また日本語について、初回のタンデム学習時に「日本語の勉強の中で、一番の難しいことは会話」であると述べている。

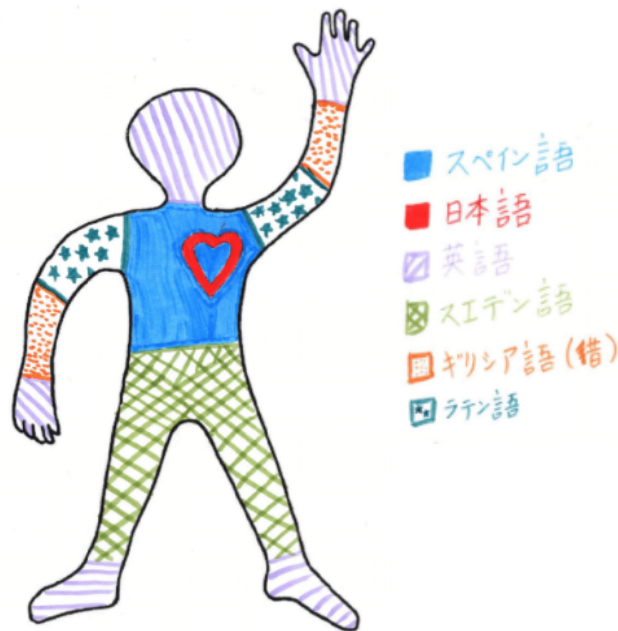
RQ1 : 複言語・複文化アイデンティティ

C の記入した言語ポートレートを図 4 に示す。目標言語である日本語の他に、スペイン語、英語、スウェーデン語、ギリシャ語、ラテン語を書き込んでいる。C の母語はスペイン語だが、イギリスの大学に所属していること、家族が複数

言語の背景を持つこと、欧州での言語教育の背景から、英語、スウェーデン語、ギリシャ語やラテン語などの学習歴を持つ。

図 4

C の言語ポートレート



Cにとって日本語は心臓であり、「家族を結びつける日本語」である。「両親が日本で出会った」こと、自分は「日本で生まれ」て「母語は日本語」だった過去の経験や、日本語と日本文化や習慣が「家族の歴史」のために「すごく大切」であると表現し、日本語と日本文化を、家族を結びつける重要な言語として捉えている。

C: …ちょっと、私の人生の生活は、ストーリーはちょっと難しいけど。
実は私は日本に生まれました。お父さんとお母さんは、たぶん 19**年くらい、お父さんはスペインから来て、えっと、《日本の会社名》に、入社した。でも、お母さんは、ベネズエラ人だから、ですから、ベネズエラの、なんか、東京であるの、オフィスで、働いてて、その途中で、2人は会って、私、なんか、4年の後で私は生まれました。//ので、私は、母語は、実はた

ぶん日本語かな，と思いますけど，5年，5歳ぐらいのときに《都市名》引っ越して，そのときからよく，スペイン語をしゃべります。…

【1回目のタンデム学習】

Cは幼少期を日本で過ごし，スペインへ帰国後もしばらくは日本語学校に通った。しかし，日本語学習への義務感を感じて学習を中断したこと，その後，学習を中断したことを後悔して大学から学習を再開したことを語った。

また，Cは母語と他の欧州言語の言語間の繋がりや，言語の可変性を描写している。母語であるスペイン語は，「上半身には全ての大切な器官が収まっている」と重要性を示し，ギリシャ語とラテン語を「スペイン語にとって大切な言語」と語り，スペイン語を中心に連続体として描く。下半身のスウェーデン語は，「父親のルーツ言語」であり，C自身はまだ「勉強の途中」で，足が移動を表すことと勉強によって言語能力が変化していくことの類似性から，知識不足を感じながらも自身の大切なルーツの一部として，変化する言語知識を移動する部位で表現している。

RQ2：家族と複数言語

CとDは，お互いの専攻は全く異なっていたが⁶，互いに「言語学習」や「複数言語」の話題に興味を持ち，お互いの言語経験や言語学習について詳しく尋ねるようになった。Cは初回から，「家族と日本語」の関係性について語り，その後も各トピック（旅行，メディア，食文化など）の中で「移動」や「複数言語」について，「家族との時間の過ごし方」との関連性を示しながら説明した。最終回には言語ポートレートに関心を示し，言語ポートレートそのものをトピックとして選択した⁷。また最終回では，再びDのスペイン語学習やCの日本語学習に関するトピックへと戻り，2人はお互いの言語学習観について改めて話し合った。スペイン語のターンでDがCに日本語学習の背景や目標を尋ねており，目標言語のターン以外でも，言語学習について内省する機会が生じていることが分かる（付録C参照）。Dは最終回を通して，自身の日本語学習の背景や，今後の日本語学習を改めて振り返り，大学で日本語を再開してから留学まで（この3年間），様々なことを考え，周囲と比較して落ち込んだ経験や，将来的に再び日本へ行くことについて，親しいソーシャルサポートが期待できないことへの不安感などを語った。

E の事例

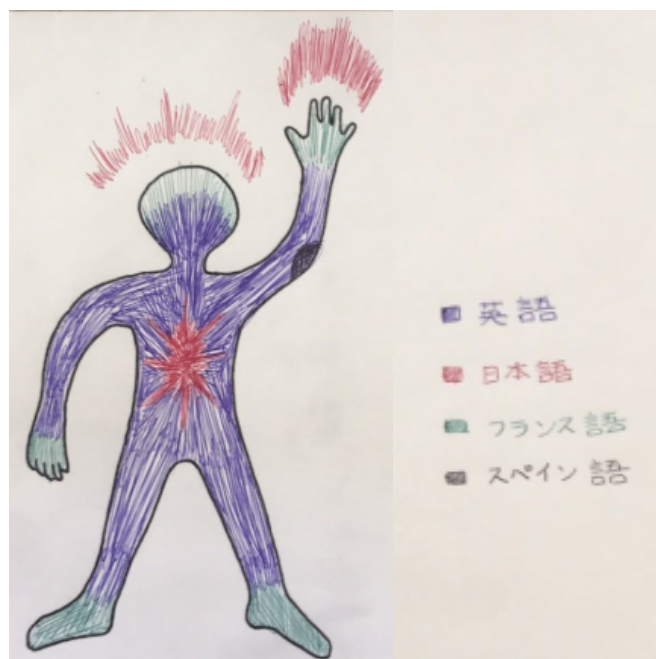
E は、イギリス出身の日本語学習者である。イギリスの大学で学位取得後、関心のある仕事を得るために「日本語を学び直す」ため、1年間の短期留学プログラムで日本語を学んでいた。タンデム学習には「日本人と話す機会」を得て「会話に慣れ」ることを目的に参加した。

RQ1：複言語・複文化アイデンティティ

E の記入した言語ポートレートを図5に示す。E は、英語、日本語、スペイン語、フランス語の4言語を描いている。

図5

E の言語ポートレート



E は「父親が日本人」であり、日本語学習のきっかけは「子どもの頃日本語学校に通っていた」ことである。「自分は日本人」という表現をタンデム中に数回繰り返し、「日本人としての私」がEの中には存在している。E は日本語を体の中心に放射線状に描き、また身体の外側である頭上と左手先の上にも日本語を放射線状に描き、日本語を手の届かないものだと報告している。

手が出ない気がよくします。It often feels like it's out of reach [ときどき手が届かない気がする] ということです。

【最終回後／SNS での報告⁸⁾】

これらのことから、Eには「日本人としての私」と「日本人なのに届かない日本」という自己認識の葛藤が混在していることが分かる。またEは、将来的に日本で仕事に就きたいという希望があり、目標言語の社会に十全的に参加する者としてのアイデンティティが垣間見える。それ以外のほとんどの部分は母語である英語が占め、学習経験のあるフランス語、スペイン語が部分的な能力として描写されている。

RQ2：社会構造とイデオロギー

EとFは、全体を通してより抽象的な「社会構造やイデオロギー」に関する話し合いを重ねた（人の性格傾向、都市と田舎のライフスタイル、選挙と政治、社会の階級、時事ニュースなど）。Eは日常生活を送る上で、留学生センターでの授業⁹⁾やニュースで目にした社会的な疑問を抱えており、Fとの対話を通して、次第にそれらの疑問をFに投げかけるようになった（付録D参照）。それに対しFは、自身の専門的背景¹⁰⁾や、これまでの経験と身の回りの事象から、それらの疑問に対して対話を重ねるようになった。EとFはこれらのプロセスを通じて、互いに「日本語でも英語でも考えたことがない」「社会の微妙な」テーマに参画した。Eは後半のインタビューで、タンデム学習の場を日常会話よりも深い話ができる場所、日本について知れる場所、と意味づけている。

「…日本の、まあ社会とか、普通な、サブジェクト、なんか話題、について聞くのがすごい興味あった。私なんか、日本人だけど、全然、関係が感じないから、自分の国について学ぶことが、けっこう面白いと思う。…」

【4回目のインタビュー】

「もっとなんか、深い話ができる。場所。なんか私にとって、なんか日本人とけっこう、日常的な会話はできるけど、そんななんか、政治とか、それ全然話したことないから、けっこうなんかいい機会だなんて思いました。」

【5回目のインタビュー】

考察

以上の結果から、共通点として、3名ともに「自身のルーツ」と捉えている言語が心臓を表し、それらは彼らが個人的な経験から情意的に深い結びつきを感じている言語であることが分かった。言語資源の位置づけは情意的側面との関連性が強いことが先行研究でも指摘されている（Coffey, 2015）が、本研究においても同様、この中心的な言語の意味づけは彼らの習熟度や言語運用能力よりも、過去の重要な経験から得られた意味づけを反映していることが明らかになった。一方で、言語と社会、言語と言語、言語と自身の関係性の表現は彼らの感情や感覚、経験、価値観に左右される複雑なものであり、ビジュアル・ナラティブを用いたことで、言語と描画による比喩表現や感覚表現からアイデンティティの多面性と複雑性がより浮き彫りになったといえる。カリキュラム外のタンデム学習では、目標言語の習熟度や学習目的が一致するようコーディネートされることが多いが、本研究が示す通り、類似した学習目的であっても言語の意味づけや学習の意義は異なり、また彼らは現時点で同じ「留学生」であっても、様々な場所や役割を通して生涯に渡って日本語ユーザーとしてのアイデンティティ構築に取り組むことが予想される。実践者は対等性に配慮しながらも、同時に彼らのアイデンティティ交渉や互惠性が常に偶発的で状況依存的なものであることを自覚し、対話を深めるツール開発やアドバイザーとして関わることなどの支援方法を考慮する必要がある。

また本研究では、タンデム学習において参加者の言語・文化的経験が話題選択に影響を及ぼし、積極的な自己開示によって話題が深化していることが示唆された。言語ポートレートはもとより、その解釈についての語りの過程で内省が促されることから、それ自体がバイオグラフィとして言語教育の実践現場で活用されている（e.g., 姫田, 2013, 2018）。本調査ではその構図が逆転しており、タンデム学習での会話そのものが学習者のアイデンティティの開示と内省の過程であった。タンデム学習は参加者同士が対話の中で自身の言語・文化的経験を共有し、パートナーとの比較や意味構築を通じてアイデンティティを再構築する、対話的な自己エスノグラフィ（collaborative autoethnography）を実践する場として機能している可能性を指摘する。

また、今回は言語ポートレートをビジュアル・ナラティブとして扱ったが、本来ビジュアル・ナラティブの実践は、対話者同士の関係性を二項対立から、三項対立の「共同注意」へと姿勢を変え、共感的な雰囲気を作るとされる（やまだ，2013, 2019）。タンデム学習での学習内容は基本的に学習者自身の選択に委ねられるものの、「何を学習するか」（e.g., トピックシート）だけではなく「どのように対話するか」に焦点を当てたツールとして、言語ポートレート実践が参加者同士の対話を深める一助となる可能性を指摘する。

まとめと今後の課題

以上、タンデム学習のピアインタラクションと言語ポートレートの分析から、参加者のアイデンティティの多様性と、そのアイデンティティがタンデム学習の話題選択と深化に影響を与えていることを明らかにし、タンデム学習それ自体が対話的な自己エスノグラフィの取り組みである可能性を指摘した。

本研究の意義は、3名という限られた事例ではあるものの、独自にタンデム学習をコーディネートすることで、タンデム学習中の会話データを分析対象として扱ったこと、また言語ポートレートをビジュアル・ナラティブとして分析することで、参加者1人1人の言語・文化的アイデンティティの多様性と複雑性を指摘した点にある。

本研究の限界点として、本実践は調査期間が約1ヵ月から2ヵ月間とアイデンティティの変化を見るには非常に短いものであったこと、また言語ポートレートを対話ツールとして実践に長期的に組み込むことで、タンデム学習を通した自己内省や自己変容の過程をより詳細に描けた可能性があったことがあげられる。また本調査では、主に日本語学習者の語りとアイデンティティに着目しているが、パートナーのアイデンティティとどのような協働が起こるのかについては、今後の課題として引き続き分析を行いたい。

注 (Notes)

¹Wakisaka (2018) では、タンデム学習の種類について、遠隔で行うものを e タンデム学習 (eTandem)、遠隔ではなく直接会って対面で行うものを対面式タンデム学習 (face-to-face tandem) と分類している。本稿実践は対面式タンデム学習であ

る。

² 自分がパートナーよりも、その言語や話題についてよく知っていること (Cappellini, 2016)。

³ 複言語・複文化主義 (plurilingualism) は、言語や文化のレパートリーが個人の中で共依存 (co-existence) し、またそれが可変的であるという視点から、言語・文化のレパートリーが複数であることを示す多言語主義 (multilingualism) とは区別される (Council of Europe, 2018)。

⁴ 自己評価シートは、日本語能力試験 Can-do 自己評価リストの「話す」の評価シート (国際交流基金, 2012) を使用した。

⁵ 脇坂 (2012) を参考に作成し、特に 1. 相手に「教える」のではなく、相手から「学ぶ」姿勢を大切にすること、2. 使用言語をできるだけ半分ずつに分けること、3. 計画と振り返りを行うことを提示した。

⁶ C と D の事例では、参加者のスケジュールの都合上、言語ポートレートを最終回ではなく 4 回目終了後に渡し、5 回目の最終回のときに持ってくるよう依頼した。

⁷ 調査当時の D の大学での専攻は地学であった。

⁸ E は最終回後に記入して SNS で調査者に送った。

⁹ E は調査当時、留学生センターで日本のニュースや新聞に関する授業を取っていた。

¹⁰ 調査当時の F の大学院での専攻は法学であった。

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付録 A

トピックシートに記載したトピック一覧

- 1回目 Get to know each other (自己紹介・知り合うための会話)
- 2回目 Summer vacation plans (夏休みの予定について)
 & Learning language (言語を学ぶことについて)
- 3回目 Culture / Cultural differences (文化／文化差について)
- 4回目 Participants decide (参加者が決める)
- 5回目 Participants decide (参加者が決める)

付録 B

A と B の「言語学習の意義」に関する会話の一部

B : まあ、学ぶ、言語を学ぶことの意味。その、国の、自分がこの国の人だっていう、意識？

A : 意識？

B : をはっきりさせる、っていう意味もあるんです。その、日本語話すから、私たち日本人。まあ、英語話すのは、どうなんですかね。まあ、スペイン語話すから、私たちスペイン人とか。

A : あ、はい。

B : そういう。

A : まあでも、えっと、アメリカ、それは違うんですね。まあアメリカは、いろいろな、なんだっけ、

B : 民族？

A : はい、民族がいて、だからまあ、スペイン語を話せるけど、

B : アメリカ人。ああ。

A : アメリカ人ですね。

B : ああ、そうだ、それがありましたね。アメリカのそこが、また、面白いところだと思います。

A : はい、そうですね。まあ日本語を、私はあの、少し日本語をしゃべっていることけど、私は日本人じゃないんです。そしてあの、まあ他の人は、スペイン語とか、イタリア語とか、他の言語を学ぶこと、喋ること、けど、それはイタリア人じゃない、えっとスペイン人じゃないんです。だからアメリカはちょっと、違うんですね。

【2 回目のタンデム学習】

付録 C

C と D の「日本語学習」に関する会話の一部

D: *¿Quieres tomar el... “NIHONGOKENTEISHIKEN”? [日本語検定試験を受けたい?]*

C: *Uff...Eh...Esta es una pregunta muy difícil. El “NIHONGONORYOKUSHIKEN” me gustaría hacerlo en algún momento, pero no creo que ahora mismo sea el momento apropiado. // A pesar de que he estado aquí viviendo un año, todavía creo que me quedan muchas cosas por mejorar y mucho que aprender. // Entonces, quiero tomármelo un poco con calma porque estos últimos tres años he estado para arriba y para abajo haciendo cosas. Entonces, me gustaría pausarlo y... Porque además es un examen importante. Me lo quiero tomar muy en serio. [うーん... とても難しい質問だね。日本語能力試験, いずれは受けたいけど, 今はまだその時期じゃないと思う。//住んで1年が経ったけど, まだまだ改善すべき点や学ぶべきことがたくさんある。//この3年間は, いろいろなことをして浮き沈みしていたので, もう少しゆっくり取り組みたい。だから, 一回立ち止まって... 大切な試験だし。真剣に取り組みたい。]*

【最終回のタンデム学習】

付録 D

E と F の「階級 (Class)」に関する会話の一部

F: 私も分かんなくて。何ですかね。クラス。説明しづらいんですけど。何かこう、明確には分かれてなくて、そういう、アッパー、ミドル、ワーキングみたいには分かれてなくて。たぶん。何かそういう階級制度がないので。たぶん。え、あるのかな、ないと思う。

E: ないと思う？でも例えば，初対面で，誰かと話したら，なんか，その人の話し方とか，服装とか，何かイメージを与える？

F: それはこう，初対面で会って，話し方とかで，どういうバックグラウンドを持ってるか分かるってことですか？

(省略)

E: 分かりました。面白いよね。そういうこと (階級について) は，日本社会で，なんか，そういうことについて話せる？タブーじゃない？ちょっとなんか失礼？

F: 誰と話すかによるかもしれない。

E: う～ん。

F: 同じような人だと話せますけど。

E: 確かに。

F: その，同じような環境の人，とは話せるけど。全然違う環境の人とは話しにくいかも。

E: そうかもしれない。確かに。まあイギリスとおなじかもしれないよね。

【4 回目のタンデム学習】

Remote SALC Practices in a Pandemic: One University's Initial Approach and Subsequent Revisions

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COVID-19's initial rapid spread in early 2020 severely impacted a broad range of institutions around the world, including universities and colleges. A global survey on higher education conducted in March and April of 2020 by the International Association of Universities reported that among 454 institutions, 89% had to close or partially close campuses, and 67% had transitioned from in-person to online instruction at that time (Marinoni et al., 2020). An estimated 220 million university students across 170 countries were negatively affected (Bassett, 2020). Freshmen were particularly vulnerable to disruptions caused by the pandemic, including distressing levels of social isolation (International Institute for Higher Education in Latin America and the Caribbean, 2020).

Aiming to both mitigate COVID-19's isolating effects and continue to provide a student-centered space for English practice, the instructors and student staff at Language LOFT, Konan University's self-access learning center (SALC), quickly planned and then transitioned to an online format. The process described herein, from initial implementation to subsequent improvements, enabled a popular forum for English language learning opportunities and meaningful social interactions, especially among freshmen students, to be sustained.

Language LOFT

LOFT, in its non-virtual form, is housed within Konan's Global Zone facility and comprises roughly a quarter of the total floor space. The Global Zone also contains a study area for international students, a multi-purpose lounge, and an outdoor terrace to facilitate intermingling between Konan students and their international counterparts. From the outset, LOFT was never envisioned as a stand-alone facility in either a physical or functional sense. Instead, it has always been viewed as an integral part of the Global Zone and is invested in the facility's overall purpose: to increase intercultural interactions on campus.

This social context lends itself to prioritizing activities that promote communication and collaboration over more solitary and self-directed SALC learning experiences. Therefore, when the pandemic forced LOFT to relocate online, successfully retaining aspects of the SALC that maximize interaction was deemed essential. *Visits* and *Events*, explained in detail below, were moved online. *Tasks* (our term for self-directed activities that students complete alone) were temporarily cancelled. Such solo activities are typically a core feature of any SALC as they epitomize student choice and autonomy. However, this category was sacrificed in favor of the more communicative *Visits* and *Events*.

Before COVID-19, LOFT averaged roughly 10,000 instances of student usage annually. While total university enrollment hovers around 9,000, the vast majority of LOFT users are freshmen. Stamp cards tie LOFT usage to one of the required freshmen English courses, and a completed card comprises 10% of that course's grade. While not compulsory since a passing grade is still possible without it, this system incentivizes use of the SALC. The goal is to familiarize freshmen enough with LOFT that a significant number will continue using it even after the grade-based incentive no longer applies.

Beyond the need to adjust activities to online formats and devise a virtual replacement for the LOFT stamp card, student staffing was also a major hurdle. On campus, LOFT is staffed by both international students (*LOFT Tutors*, or *LTs*) and Konan students (*LOFT Assistants*, or *LAs*). Unfortunately, we could no longer employ LTs once the pandemic forced international students to return to their home countries, so greater use had to be made of LAs than ever before.

Bringing Language LOFT Online

In transitioning to an online format, the primary focus was to create a learner-friendly virtual environment that would support language learning objectives and enhance social interaction. Maintaining essential aspects of learner autonomy (Holec, 1981) and preserving connections between students were guiding principles. Pathways to activities (Visits and Events) were modified accordingly. Available resources were identified and utilized in the most efficient and practical ways possible, enabling teachers and student staff to facilitate 14 activities each week.

The content and structure of activities were revised to work on Zoom, the popular video communications technology. Various Zoom features, particularly the breakout rooms and chat tools, were incorporated to enhance spontaneous, interactive learning experiences for students. Other revisions included activity length and adjustments to teacher and LA roles. Once the modified activities were underway, procedures designed to ensure easy student access to them and reliable recording of student attendance were also utilized. (The next section discusses these activities and their implementation in detail.)

Another vital part of developing the online program was providing adequate training to the team of LAs. As in-person orientation was no longer possible, there were limitations to training LAs remotely in such a short time. As such, a significant part of student staff development was actually on-the-job training, gained through working with teachers and

other staff members as a team. However, alternative training sessions were provided through a combination of asynchronous pre-recorded videos and synchronous Zoom sessions. The university's learning management system was used to house video resources and materials created to monitor LAs' readiness and progress, and also to identify potential problems such as network connectivity or computer availability issues. Reliance on LINE, a popular SNS application, enabled timely and ongoing communication between student staff and the scheduling coordinator.

Online Activities

In the 10 weeks that LOFT was online during the truncated spring semester, teachers and student staff facilitated a total of 140 activities, attended 1,754 times by students. Nearly all participants (98%) were first-year students, and most of them (71%) were enrolled in the freshmen English course linked to LOFT usage. A post-session feedback form asked participants whether the activity, either an Event or a Visit, that they had joined positively influenced them, and close to 70% "strongly agreed" while another 30% "agreed." Caution in interpreting this sort of self-reporting on a non-anonymous survey is advisable, but these results at least suggest that nearly all students were generally satisfied with their experiences of LOFT online activities.¹

Activity Type 1: Events

One of the two types of activity offered, Events, used a PowerPoint presentation format. Each Event lasted 30 minutes and was led by a single LA, supported by two other LAs and a teacher. At least one LA was a veteran, and the same group of LAs and teacher worked together throughout the semester. Presentations were prepared by the LAs themselves on thematic weekly topics such as English language learning tips, study abroad experiences, and other issues of personal interest to LAs. The Events started with a brief teacher-led icebreaker, and then the presentation commenced. The non-presenting LAs supported the presenter by assisting with modelling, while the teacher played a facilitative role. Presentations lasted around 20 minutes. Opportunities for audience interaction, usually interactive quizzes, language games, or discussion questions on the topic, were interspersed throughout, lasting a few minutes each.

There were a few notable differences with pre-pandemic Events beyond the move online. The face-to-face Events were talks followed by Q&A sessions with limited to no student participation during the talks, and teachers' only involvement was to check and give

advice about student presentation ideas during the planning stage. For the online Events, teachers were active during the welcoming stage and managed Zoom-related logistical issues, which allowed LAs to focus solely on giving their presentations. Other aspects of format, theme, and LA roles remained unchanged.

Ninety Events were held during the spring semester's 10-week period. Attendance ranged from one to 56 students, averaging roughly 16 attendees per Event. Attendance peaked after a few weeks, declining gradually towards the end of the semester. A consistent workflow was adopted: The team assembled online for a preparation session, lasting 20 minutes, the Event was then held, and finally there was a 10-minute reflection session after participants left. As LAs learned to better anticipate fluctuating attendance, their presentation styles evolved. For example, when more interaction was needed, more discussion questions were included.

Teachers observed that the approach taken had several advantages. LAs spoke on familiar topics or adapted their existing presentations to the new format, thereby reducing their preparatory burden. They also benefited from the opportunity to watch, participate in, and engage in directed reflection on presentations. In addition, consistent group membership allowed teamwork to become progressively streamlined. Members gradually became familiar with each other, the format, and how best to use the various Zoom functions. Nevertheless, there were ongoing problems with holding some attendees' attention throughout the presentations and with occasional connectivity issues.

Activity Type 2: Visits

The main goal of the second type of activity offered, Visits, was to provide students with an opportunity to engage in casual English conversations with peers. Each Visit lasted 30 minutes and was run by a teacher, who served as the host, and three LAs, who led two rounds of conversations in separate breakout rooms with small groups of student attendees. Each week there was a general theme, such as music or food, and then a more specific set of questions to get the chats started. At the beginning of each Visit, the teacher and the team of LAs modeled one of the questions in a round-robin style Q&A. The teacher then put students into breakout rooms with at least one LA in each. After six or seven minutes, they were brought back into the main room to share some interesting answers before returning to the same breakout rooms to continue the chat with other pre-established questions as starting points.

Online Visits were significantly more structured compared to their face-to-face counterparts. Previously, students walked into LOFT and could choose to participate in a Visit if an LA was available at the time or take on a Task by independently following instructions on a worksheet that guided them through a short listening or reading activity. Students could join an ongoing Visit with an LA or start a new one if multiple students arrived at the same time. LA's initiated and guided free conversation or suggested activities such as board games for the students to play together. Unlike online Visits, teachers were not involved, no discussion themes were set ahead of time, and LA's operated almost entirely independently.

Over the 10-week spring period, LOFT hosted 50 total Visits. Typically, between 10 and 15 students would attend, but occasionally there were only three or four. In practice, the teacher mostly guided the activity and managed Zoom functions. The LAs focused on leading the small-group chats while adjusting to the unique group of students in their breakout rooms. There were minor changes to the procedures, particularly in the first few weeks, as teachers and LAs discovered what worked well and what did not. For example, if the number of attendees was very small, everyone stayed in the main Zoom room rather than using breakout rooms.

At the end of the semester, staff and teachers reflected on their experiences with Visits through discussion and review of survey feedback. The planning stage was challenging because there were a lot of unknowns; however, what was initially implemented only needed minor tweaks along the way. Incorporating a decent degree of flexibility with timings, questions, and roles was critical to this success. The most significant issues centered on how to flexibly adapt to each unique group of student attendees that showed up and how to raise participant output during the activity.

Student Feedback on Online Activities

When comparing data on Events and Visits, they were both generally well received, with 68% of Event attendees and 78% of Visit attendees reporting strong agreement that the activity had a positive impact (Yamamoto, 2020). Events were found to be enjoyable, had improved learners' attitudes towards English, or taught them useful study tips. Events also attracted many more participants than Visits, comprising 82% of total LOFT attendance in the spring semester. On the other hand, students generally liked the smaller groups and familiar themes that allowed more interaction with peers during Visits. LAs reported that Events helped them to improve their skills in a variety of areas including language and

communication, leadership, presentation, and problem-solving.

In a 2019 spring semester self-report survey prior to the pandemic, 643 LOFT users were asked about which activity type they had enjoyed the most and had participated in most frequently. Visits were reported to be the most enjoyable (50%), followed by Events (21%) and Tasks (19%). Those same 2019 users also reported that Tasks were the activity they had participated in most often (47%), followed by Visits (28%), and finally Events (15%).

Direct comparisons are difficult to make since Tasks were not offered in the online environment and the same "positive impact" question was not included in the 2019 data set. However, an arguably similar question about satisfaction level was answered positively by 89% of the 2019 students, perhaps indicating that a general measure of student positivity about the LOFT experience fell somewhat but remained respectably high with the transition to online. What is clearer is that Events jumped far ahead of Visits in terms of relative usage frequency when LOFT moved online. This latter result is most likely due to a simple convenience factor: When offered on campus, Visits were available anytime while Events only happened at scheduled times, but in the online environment both were only offered at scheduled times. In any case, it is interesting to note that Events so clearly outpaced Visits in terms of usage frequency when the playing field was leveled in regard to schedule convenience, and analysis of what this might suggest for improvements when LOFT eventually returns to offering full on-campus services is ongoing.

Reflections and Adjustments

During the summer break that followed, teachers and staff were able to look back over the process of transitioning this SALC to an online format. The goals of this reflective process were to produce better online LOFT working conditions for staff and teachers and to improve remote learning experiences for students in the fall semester, which continued to be almost entirely online despite some small-scale attempts to safely restart on-campus activities. In Zoom meetings and chat discussions, teachers identified three major areas that needed attention: how LAs prepared for Events and Visits, participant behavior, and attendance forms. Several adjustments were then implemented in each area for overall improvement.

In the first area of focus, preparing for LOFT activities, LA presentation proposal forms for Events were modified to ensure that the resulting presentations would be geared more towards an online format than to in-person delivery. For instance, the new forms prompted LAs to be more specific about how they planned to interact with students, and

which Zoom features they planned to use. It was also decided that LAs be required to send their proposals and slides to their teacher several days before their presentation date. This gave the teacher time to go over the presentation with the LA, and gave the LA time to make changes in response to feedback. For Visits, an additional LA orientation session was held before the fall semester with a focus on how to engage successfully with students who have varying English level abilities.

The second area covered problematic issues with student participants. The most common of these were participants joining a Zoom session late, weak internet connections, cameras being turned off so that only a cover photo or name was visible, poor use of the mute function when joining from a noisy environment, and an inadequate level of participation due to disengagement from the activity or distraction. To address these issues, a brief and lighthearted video on Zoom etiquette along with a checklist highlighting each issue were shown at the beginning of Events and Visits in the new term.²

The third area of focus was the attendance form which, in addition to collecting feedback, served as a critical replacement for the in-person stamp card. In the spring semester, every teacher used a shared online form to record LA attendance and another one for student attendance. Unfortunately, participants made various errors when filling out these forms. This led to LOFT administrative staff, sometimes unsuccessfully, trying to correct the issue. To prevent such errors, it was decided that a member of the administrative staff would join each Zoom meeting at the beginning to confirm LA attendance, and individualized attendance forms for each teacher's English course were provided to students at the start of the semester.

The results from each area of adjustment have been mostly positive. The altered procedures for Event proposals and feedback produced better presentation performances. For Visits, LAs were better prepared and more experienced, which led to higher quality discussions. Meanwhile, there were fewer problems with student behavior, and attendance reporting became simplified so that teachers could check data anytime. Amongst the teachers, staff, and LAs, there was general agreement that the differences between the spring and fall terms were evident and welcome.

Looking Forward

The initial approach and subsequent revisions to remote LOFT practices at Konan University preserved extracurricular learning opportunities and social interaction in English

for students, especially freshmen, in spite of pandemic-related disruption. Most of the hurdles faced by the team were overcome with relative success, even with limited resources and time. Fostering good teamwork among teachers and LAs led to frank communication and reflection. Other key factors were keeping goals realistic and prioritizing communicative activities to counter the isolating nature of the pandemic. With an eye to a brighter future, the lessons learned while scrambling to put together this remote program will continue to be applied. For LOFT, what used to be an entirely on-campus SALC will likely continue to have a robust online presence long after this unprecedented crisis finally abates.

Notes

¹ In its original Japanese, the survey statement was このアクティビティを通じて、自分にとって良い刺激になりました [Taking part in this activity had a positive impact on me], and only eight of the 1,754 respondents (0.45%) chose to *disagree* (seven students) or *strongly disagree* (one student) with it.

² Zoom etiquette video: <https://www.youtube.com/watch?v=OnAhjdEo3kE>

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The Role of Social Media in Promoting Kyushu University's Self-Access Learning Center: Efforts to Increase an Online Presence in Response to the COVID-19 Pandemic

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Kyushu University moved a wide range of services online at the start of the Spring/Summer 2020 semester in an effort to prevent the spread of the novel coronavirus. Once restrictions for on-campus activities were set and the decision was made to teach most classes remotely for the coming semester, the university's Self-Access Learning Center (SALC) responded by moving the majority of its core activities online. SALC staff then began exploring ways to promote the center's online platform. After discussion amongst staff and consultation with management, the SALC team decided to increase its social media presence by setting up a Twitter page, Instagram account, and Moodle site. These platforms would serve to supplement an existing website and Facebook page as the center attempted to reach out to university students and staff, since both groups are invited to the SALC's services. This paper aims to explain the motivation behind the decision to increase the center's presence on social media platforms. The paper will start with an introduction to the SALC at Kyushu University followed by a description of the center's website and Facebook presence. There will then be an overview of the process for moving SALC services online, a discussion on the social media platforms the center decided to develop, and the implications of these endeavors.

SALC at Kyushu University

Kyushu University's SALC was established in 2014 as a facility providing services that support the formal curriculum by promoting out-of-classroom English learning. It was designed to complement the Kyushu University English for Academic Purposes program. The center provides students with guidance on their path of active, autonomous learning, as well as with opportunities to engage in second language conversations, practice for specific purposes, such as international proficiency tests (especially TOEFL and IELTS), and enjoy cultural exchange with international students in a variety of fun events. Capitalizing on the diversity of its graduate student staff, the SALC also started to offer support for learners of languages such as Japanese, French, Malaysian, Russian, and Spanish.

SALC Website and Facebook Account

The SALC's online presence was initially established through the creation of a webpage on a third-party platform. This evolved into a website hosted on university servers to ensure sustainability and improve security. The updated site was designed by IT professionals in order to enhance accessibility. The website became the first virtual outlet for information about the SALC. The downside of using a traditional website was its low interactivity. The site did not

feature a comments section, which meant that users could not use the site to leave feedback. Although it served as a useful resource that gave students the chance to gather information about the center, it did not provide a platform for users to express their views about services or engage with staff. Perhaps the only element visitors could manipulate was a Google Maps plugin that displayed an interactive map of the campus, allowing new users to find the center quickly.

In order to allow visitors to provide input, in the form of comments or “likes”, a Facebook page was launched. A major benefit of posting announcements on a social media site was the extended reach. Users needed to go out of their way to visit the original SALC website, but those who follow the Facebook page would receive new information in their feed even if they were checking Facebook for another reason. This social networking service also allows the users to rate the institution represented by the page. This contributed to the peer-to-peer, propagation of positive publicity, a channel which has proven to be crucial in promoting the SALC.

Moving Services Online

Due to the outbreak of the novel coronavirus early in 2020, the SALC administration decided to temporarily close the center and move core services online. The Japanese government guidelines recommended avoiding the *san mitsu* or “three densities”, referring to areas with: 1) insufficient ventilation, 2) large gatherings of people who are 3) packed closely together. If the center had remained open, it would have been impossible to avoid these three risk factors without compromising the self-access nature and welcoming atmosphere of the SALC. In order to ensure the safety of both staff and students while maintaining an “open doors” policy, SALC administrators made an effort to adapt the services to a strictly virtual environment. Free conversation, individual appointments, as well as group events would now all take place on the Zoom online conference platform.

To strike a balance between security and ease of use, the Zoom platform was used in tandem with the Kyushu University Moodle LMS (Learning Management System). Links and passwords for the Zoom sessions were only available to registered users of the SALC Moodle page. Each Kyushu University student is granted a Moodle account upon enrollment, and beginning from the first year, the platform is frequently used for coursework, surveys, and training. Details about the establishment of the center’s Moodle site will be discussed in more detail in the SALC’s Instagram, Twitter, and Moodle Accounts section below. Additionally, the staff that would be in charge of moderating SALC online services were made aware of the

risk of disruptions from unauthorized users – also known as Zoombombing – and taught various strategies that help prevent such attacks.

Increasing the SALC's Social Media Presence

Practical Benefits

Once the decision was taken to move the SALC's main services online at the start of the 2020 Spring/Summer semester, staff began to discuss how to promote activities to students. Staff believed that it would be important to utilize online resources to ensure that students who were not visiting the campus could still find out about the services the SALC was offering. Before the pandemic, the center had relied on its website and Facebook page to inform students about activities. Staff had made use of the university's student portal, which is managed by a support office, to circulate news. The SALC staff had also regularly asked members of faculty who support the center to inform students about upcoming events.

The SALC staff felt that it would be important to continue utilizing these channels of communication; however, there was a desire to open up new direct forms of contact with existing and potential users. Staff thought there was a chance to exploit the surge in popularity that various social media platforms have experienced amongst young adults in recent times. With this in mind, the decision was taken to increase the online media resources that the SALC staff directly manage. This would ensure that the SALC staff could regularly post updates online without constantly asking the support office and faculty members to help promote the center's activities.

Academic Benefits

The staff believed that creating social media content in English would increase users' contact with the language. Derakhshan and Hasanabbasi (2015) stressed that the notion that social media platforms can offer "innovative and creative" avenues for learners of English as a second language has gained credence in recent years (pp. 1092–1093). Progressive opportunities to practice English can help create the type of interactive stimulus that McClanahan (2014) called for in discussions on the role technology plays in the language learning process.

Mc Dermott (2013) discussed the need for language instructors to actively seek out opportunities to use social media in a way that can make students' learning experience "richer in terms of authentic communication" (p. 141). The desire to create interactive, educationally stimulating online resources that offer students the chance to use their language skills across

platforms and in a manner that reflects modern daily life proved to be a driving force in the decision to increase the SALC's social media presence.

The staff concluded that producing updates and posts concurrently in both English and Japanese would ensure that the contents of SALC sites would be accessible to those who are less proficient in English. A plan was formulated to create English and Japanese content for each social media account. The aim was to create content that could be understood by all users, while also developing platforms that would expose users to English phrases and expressions not always covered in the classroom. These kinds of educational benefits neatly tie in with the emphasis the SALC places on language learning in informal settings.

The SALC's Instagram, Twitter, and Moodle Accounts

Instagram and Twitter

The SALC management team felt that an Instagram account and Twitter page would work well in conjunction with the existing resources. According to a survey published by the Statista Research Department (2020), the share of young people in Japan using social media has stood as high as 91.6 percent in recent years. The same survey revealed that the most popular social media sites amongst the 17 to 19 demographic are LINE, Twitter, YouTube, and Instagram. Although the messaging application LINE and the video sharing site YouTube are reported to be popular with young people in Japan, staff thought that operating accounts on these platforms could prove problematic. LINE is primarily an application used on smartphones, and although it is widely used in Japan, it is currently not so popular outside of some Asian countries. SALC staff thought it would be advantageous to establish a presence on social media sites that can be viewed by people who do not use smartphones and international exchange students who are only in Japan for a limited period of time. At the time these discussions were taking place, the center was also not actively looking to create videos, which meant YouTube was not considered as a prime candidate.

Douglas et al. (2019) stressed the value of social media as an online resource, arguing that Instagram has a number of educational benefits, including "ease of use, hashtags, and its effectiveness in conveying visual topics" (p. 1117). A report on a public opinion survey on information and media use conducted in Japan in 2018 showed that a large number of respondents aged 20 or under use Twitter as a tool to gather information rather than to socialize or communicate with other people (Watanabe, 2019). These findings encouraged the SALC staff to pursue establishing Instagram and Twitter accounts with the aim of sharing updates that

have educational merit. The SALC management felt the visual component that is so crucial to Instagram would allow for the development of interactive resources further down the line, while the information gathering aspect of Twitter that youngsters found appealing would prove advantageous in the center's attempts to distribute information in an effective manner. Initially, content featured in the two accounts would likely overlap; however, setting up multiple platforms would mean more options moving forward. Prior to the outbreak of the pandemic, SALC staff had become accustomed to creating posters to advertise services. These posters were regularly put up on the SALC website and Facebook page, sent to students via the university's portal, and put up around the campus in printed form. Staff came to the conclusion that it would be feasible to share the same promotional material on Twitter and Instagram. SALC staff set up an Instagram account on June 25, 2020, quickly followed by a Twitter page on June 26, 2020.

Moodle

The center's Director and Advisor also encouraged SALC staff to make use of the Moodle system introduced in the Moving Services Online section of this paper. The rationale was that utilizing an online system that students could already access would prove a very useful tool for the SALC, especially given the amount of services and learning that were set to take place remotely in the coming months. As mentioned earlier, Kyushu University had been actively using the Moodle learning platform as an educational resource prior to the 2020 Spring/Summer semester. However, the move to online teaching at the start of the term saw a wider range of resources made available on the system.

Mc Dermott (2013) noted that a social constructivist learning approach lies at the heart of the Moodle model. The platform makes use of tools that promote individual and collaborative learning. The system allows social interactions to contribute to the construction of knowledge (Wagner, 2006). These characteristics convinced SALC staff that Moodle would be a viable option moving forward. Furthermore, the SALC was looking for a secure online location to post the links and passwords for the Zoom sessions that were set to take place in the coming semester. Moodle's advantages in this area are recognized in language learning studies. For example, Mc Dermott (2013) pointed out that Moodle ensures a safe platform that requires both management and users to log in to update or access resources. SALC Staff were impressed by this point and felt satisfied by the level of security that the platform offers for all parties concerned. Setting up a Moodle account would see the SALC operate in line with the university's approach to online education and allow the center to take advantage of a system

already in use. The SALC Director established a Moodle site for staff to manage on April 26, 2020.

Discussion and Conclusion

Prior to the spread of the novel coronavirus, the SALC did not offer any online services. As such, there is no data available that analyzes the popularity of the SALC's online services prior to the 2020 Spring/Summer semester. This means that it is difficult to assess if the center's increased presence on social media resulted in more online users. However, it is clear that newly created accounts have developed a steady following since their inception. The Instagram and Twitter accounts currently have 124 and 65 followers respectively, while 258 people have registered on the Moodle page.¹ The SALC Instagram and Twitter platforms were established at the end of June, and this appears to have had a positive impact on promotional efforts. The accumulative total of daily users for the online Zoom-based services increased from 100 in June to 208 in July. It is important to note a major factor behind this upward trajectory was a big influx in the number of online educational events the center ran during the month of July. However, the SALC staff heavily promoted these activities using the newly established social media platforms. As such, the influence of the center's online presence on the rise in users cannot be ignored.

Setting up and operating a range of social media accounts has proven beneficial for additional reasons beyond the primary aim of promoting services. Preparing posts along with promotional material in English and Japanese for SALC services provides opportunities for staff to develop a range of skills. Operating the accounts require staff to create accessible content that is capable of generating interest. Monitoring various social media sites also gives staff the chance to improve their IT skills, making for a more computer literate and social media-savvy workforce. Cultivating the abilities needed to complete these tasks on a regular basis will undoubtedly serve SALC's full-time members of staff well in future endeavors. These will in turn prove beneficial to the center's operation and management.

The SALC also uses its social media sites to inform students about programs run by other faculties. The aim is to share information about language learning and study abroad opportunities. Posting this kind of information means that staff need to remain up to date with university initiatives and stay in contact with representatives from other courses. The relationships cultivated have proven mutually beneficial as many of these programs help promote SALC events on their social media accounts. This allows for advantageous working

relationships and cross-pollination between offices that might not have previously been in such regular contact.

New social media sites often emerge and rapidly gain popularity, while only somewhat older ones may struggle to attract new users from the young adult demographic, which also happens to represent the core body of SALC learners. This highlights the need to remain aware of the students' preferences regarding various forms of social media, and at the same time take into careful consideration the differences in their functionality and the privacy policies they follow. The experience suggests that SALCs can utilize social media by remaining pro-active and engaged with current online trends. Exploiting the reach of online platforms can undoubtedly help educational facilities promote services in the post-corona period and connect with users even when on-site learning returns.

Notes

¹Information correct as of May 20, 2020.

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オンライン SAC 支援体制の成果と課題からみえた今後への展望

Prospects for Future Development of Online SAC Activities

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カンダボダ B. パラバートの専門は、応用言語学と心理言語学で最近は、大学生の正課内外活動の調査もしている。現在は、びわこ草津キャンパスの自律学習支援センターで国際教育アドバイザー兼ファシリテーターとして活躍している。

ソラヤ・リュウの専門は、文化心理学である。びわこ・くさつキャンパスの講師として、自立学習支援センターで国際交流の活動を支援している。最近は、英語学習とアイデンティティ形成の関連について研究している。

これまで多くの自律学習支援センター（SAC）は、対面式（オンサイト）による支援体制を継承し、利用者の学びを支援してきた（Cladis et al., 2020, カンダボダ他, 2020）。これらの取り組みはコロナ禍に伴い非対面式（オンライン）への切り替えを余儀なくされた。SAC オンライン支援について実践知を共有することは、今後の大学の SAC の発展における意義と役割が大きい。しかし、今回紹介する SAC 担当の教職員と学生は、今までオンラインツールを活用した正課外活動の支援はしていない。そのため、どのように SAC 活動を充実させるかが重要な課題である。

そこで本稿は、大学におけるオンライン SAC 体制について、活動にかかわった学生スタッフと教職員の取り組みを紹介し、その成果と課題を共有することで今後の発展に繋げたい。

オンラインによる事例紹介

SAC 環境

今回取り上げる SAC は、立命館大学のびわこ草津キャンパス（BKC）で提供される Beyond Borders Plaza（BBP）である。BKC は文理混合かつキャンパス領域が他キャンパスに比べて広く、年間利用者も同大学の他のキャンパスより比較的多い（Kanduboda, 2020）。BBP の支援活動は、大学側の教職員と学生スタッフが担い、主に、国内学生の海外留学の斡旋、留学生支援、国際交流の 3 種類の活動がある。これらでは、語学力向上講座や海外留学準備支援、日本語学習や日本国内での生活支援、国内学生と留学生の交流促進のイベントを実施し、国内外生の友達作り・文化交流・学術交流の発展を狙っている。

学生スタッフの特徴と活動

学生スタッフの特徴として、2 種類の形態（給与有り（Management Staff, MS）、給与無し（Project Team, PT））が挙げられる。MS は、BBP 施設の利用を目的とする一般学生への支援を行うことで貢献する。PT は、イベントを主催し、例えば、留学支援、言語学習支援等の活動に貢献する。学生スタッフは、BKC 内で一般公募され、書類審査と面接審査を経て採用される。学生スタッフによって MS と PT を兼ねている者もあれば、どちらか一方のみの者もある。これまで、文理系に加えて国内外の学部・院生がスタッフとして採用されている。全員の共通点として、い

ずれのグループもイベントの実施はあくまでも任意である点が挙げられる。2020 年度春期は、18 名（国内学生 15 人と留学生 3 人）の学生を PT として採用した（うち 1/3 は前の年からの継続者）。

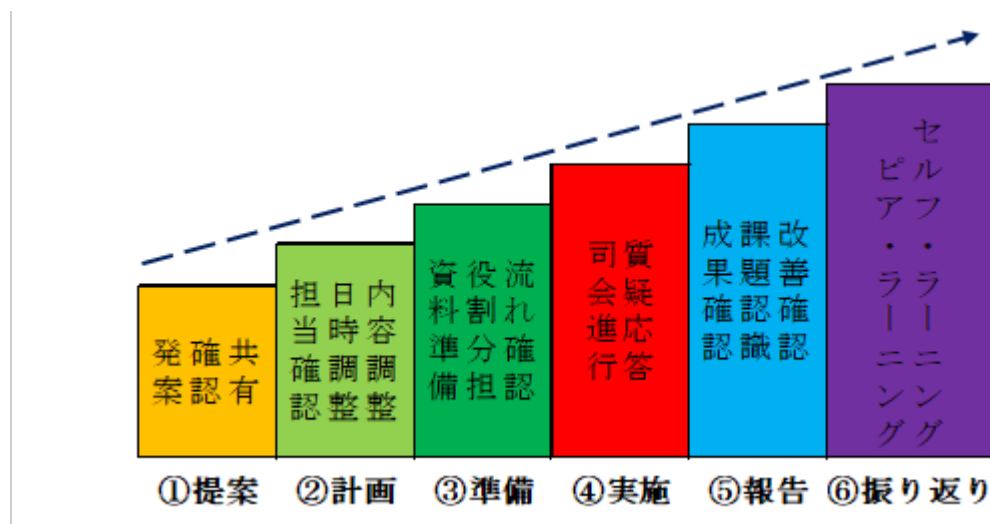
学生スタッフへのオンライン支援と活動実績

採用した学生スタッフ全体を BBP 経験のある先輩学生が率いる 5 つの班（新入生対象班、オンライン交流会班、留学相談と語学相談班、BBP 広報班、BBP-PT の共同作業班）に分けた。学生スタッフの中には、国内学生と留学生が混在していたため、日本語と英語を交えながら交流ができるよう支援した。また、学生スタッフ全体のリーダーを決め、班ごとにミーティングを行い、イベント開催のための準備を依頼し、イベントはすべてオンラインで開催した。

活動時に支障なく継続できるよう大学側がオンライン会議システムを確保した。先行研究（Kanduboda, 2020）でも報告されているが、オンサイトの取り組みでは学生スタッフに BBP 活動を通してアクティブラーニングとディープラーニングができる場を提供している。学生スタッフに、オンライン活動からも同様な学びができるよう工夫した。学生スタッフは、教職員が研修で共有した情報に基づいて各活動に参加し始めることでアクティブラーニングがスタートする。次に、彼らが個々の活動から得た知識を基に自らがプロジェクトやイベントを提案、計画、準備、実行することで一つの活動から得た知識をもう一つの活動に実践を通して応用することでディープラーニングに必要な力を磨いていく。教職員は BBP の学生スタッフのイベント主催において図 1 に示す内容で支援を実施し、1 段階から 6 段階までこなすことでアクティブラーニングからディープラーニングに必要な力を獲得できるよう準備した。なお、図 1 で示した 1 段階から 6 段階までの内容は、今までのオンサイト活動を背景に蓄積した教育的な項目である。今回は、同様の内容を用いてオンライン活動より学生の学びを検討することにした。

図 1

イベント主催における 6 段階の取り組み



なお、イベント開催前後で提出する書類（イベント書・実施報告書等）もオンラインツールを活用し、場所と時間の制約を受けず確認・提出ができるようにした。加えて、各段階において学生スタッフが随時相談することができる体制を整えた。大学側より7名の教職員（教員2名、職員5名）がサポート体制を検討した。BBPの大学側の支援体制は異なる課が担っている上に担当教職員全員が他の業務も兼任していたため、定期的に週2回の打ち合わせを通してBBPとしての取り組み方、特にBBP学生スタッフ支援、海外留学支援、留学生支援の3点に注目し、議論を進めた。BBPのイベントの広報では、学生スタッフは主にSNSを、職員はBBPホームページと学内オンラインツールを、教員は授業を活用し、広報活動を行った。

BBPを担当する国際部国際教育推進機構の教員がインタカルチャラルアドバイザーとして、春期中毎週7.5時間程度の相談時間（BBPアワー）を設け、教育的な支援（ファシリテーターの練習、発表に関する助言、その他グループワークやリーダーシップ力に関する支援等）を行った。職員は、事務的な支援、例えば計画書や報告書の作成に当たる指導、広報用のチラシ作成と案内文作成の指導等を行った。

BBPは、オンサイトの取り組みでは多くの実績を残してきた。例えば、2018年春期の実施企画全体は93件（学生主催54件、教職員主催39件）で参加者は2060人程度であった。しかし、2020年度の春学期初めには、BBP担当教職員は、実績がなかったオンラインの取り組みは何がどこまでできるかが何も予測できていなかった。にもかかわらず、BBPで開催したイベントは、語学系、海外留学

系、国際交流系等で、オンサイト活動と比較ができないものの今までなかったオンライン活動についても実績を残すことができた（図2に一部のイベントのチラシを添付）。春期の活動は、試行錯誤の末、合計25件に達し、すべてのイベントの参加人数は約300名に上った（うち学生主催イベントは19件、教職員主催イベントは6件）。

図2

オンラインイベントのチラシ見本



オンライン活動における調査とデータ収集

2020年度春期のBBP活動の重要なキーワードとして挙げられるのは、“とりあえずやってみる”である（職員による提案）。今回、オンライン活動領域の不透明性（例えば、オンラインでどのような活動ができるか、参加者は本当に集まるか等）が大学側の懸念事項であったが、結果的に教職員の期待以上の成果が得られた。

そこで、学生スタッフのオンライン活動に対する意識を確認するために調査を実施した。学生スタッフへの調査は、オンラインツールを活用して任意かつ匿名での回答を依頼した（18名中15名が回答）。

学生スタッフへの質問内容は、全体的な振り返り（PTの活動を通して学ん

だもの、感じた課題・問題点、全体的な満足度）と今後への気付き（活動を通して得た経験や力の中で今後最も役立つもの、今後も PT の活動を続けたいか、その理由、今後の PT 活動に関する提案）の 2 側面から設けた。なお、満足度に関しては、5 点満点とし、それ以外の質問の回答は全て記述式とした。アンケート回答は、春学期の全体的な振り返り会にて学生スタッフと教職員で共有した。

振り返り：学生スタッフの成果と課題

春学期の活動に貢献した学生スタッフの満足度は、5 点満点中 3.29 点（標準偏差 1.07）であった。先行研究（Kanduboda, 2020）で報告されているオンサイト取り組みにおける満足度（4.11）より下回っているが、オンラインによる初の試みとして学生スタッフの満足度が 6 割を超えたことは、今回の活動に関する支援体制によって一定の成果が得られたといえる。

次に、学生スタッフの成果として“コミュニケーションスキル、企画実施のノウハウ、情報交換の大切さ、組織運営力、異文化交流企画力”等獲得した。一方、課題として“オンライン企画のノウハウ、企画の段取り、個人負担の調整と共有、コミュニケーショントラブル、情報共有、時間管理”等が挙げられた。また、活動を通して得た経験やスキルの中で今後最も役立つと思うものは、“臨機応変に対応する力、ファシリテーション力、積極性、国際交流のノウハウ、時間管理、オンラインイベント力、チームワークとコミュニケーション力”であることが分かった。さらに、回答者 15 名中 14 名が今後の活動継続の意思を示した。その理由として、“今後はオンサイト活動に挑戦したい、挑戦の機会と達成感を得られるから、交流が楽しいから、経験を蓄積したい、自己成長に繋がりたい、視野が広がる、友達作りや国際交流ができる”等が挙げられた。加えて、今後の活動における意見として“イベント実施を選択可能にすること、参加者募集に必要な段取り作りの支援、キャンパスを跨いで利用する学生と運営する学生の交流、徹底した学生スタッフ間の情報共有の促進、複数企画を実施する際にオンラインイベントの URL を統一することで混乱を避けられる”等が提案された。

教職員の取り組みにおける成果と課題

BBP 担当の教職員における今回の一連の取り組みから最も得られた成果と

して、オンライン活動を基に学生スタッフへの支援ができたことと教職員側でもイベントの開催ができたことが挙げられる。教職員にとってもオンラインツールを活用した正課外活動の支援は初の試みであった。そのため、どのように学生スタッフへの支援、特に教育的な狙いをもって活動を充実させるかが大きな問題であった。しかし、毎週の会議を設定することで、教職員間の情報共有ができ、学生スタッフへの支援体制も徐々に強化することができた。教職員の定期的な会議は非常に重要な役割を果たした。一方、いかに効率よく情報共有をするかや、教職員の間で一定の役割分担がある中の一個人への過剰負担など、課題も残る。これらの点は今後も検討し、改善を試みる必要がある。

とりわけ、今回の取り組みにより BBP の支援活動において新たなノウハウを蓄積することができた。今後は、継続が予想されるコロナ禍に伴ったオンライン支援体制を強化することが求められる。一方、ポストコロナ時代への対応も整えることが重要である。そのために、2020 年 2 月辺りまで実施し、確立させたオンサイト支援体制と 2020 年 3 月以降に新しく蓄積したオンライン支援体制両方のノウハウの結合が重要であると提唱したい。

オンラインとオンサイト支援体制を混合したハイブリッド型 SAC

今日まで大学が学生のために行ってきた正課外活動は、大きくオンサイトとオンラインによるものから成っており、二つの支援様式にはそれぞれの長所と短所がある。今回行ったオンライン支援は、オンラインツール（ネット環境、パソコン、マイク、カメラ等）が整備できれば即座に取り組むことができる。特に施設利用を伴わないので施設予約の競争もなくなる。加えて、対人コミュニケーションが苦手な人でも（事前相談の上）音声通話のみにて相談を受けることもできる。さらに、授業、研究、進学、就活等を背景に会場への移動が困難な場合、別の場所から参加することができる。しかし、オンラインツールを完備するための費用によって学生個人への負担が生じる可能性がある。また、オンラインツールの障害（ネット環境や電子機器の不具合等）によって交流に支障がでることも予測される。加え

て、個人や学内情報扱いの注意やオンラインで活動を行う際に増加する URL 数による問題点も考慮する必要がある。

ポストコロナでは、様々な工夫を凝らすことによってオンサイトとオンラインの長所を有効に活用することができると考えられる。例えば、学生個人の相談（言語学習、海外留学、進学等）をどの様式で受けるか学生自身で選択肢を設けることができる。また、イベント開催もオンサイトとオンラインのどちらでも参加可能にすることで参加人数の増加が見込める。特に、日時と場所が重複するイベントがあった場合、内容によって開催方法を選択可能にすることで参加学生又は主催者の学生が希望する日時で開催することの可能性が大幅に高まる。このように、オンサイトとオンラインを結合することによる可能性の拡大が期待できる。

加えて、教職員にとっても選択肢が増えることで適宜予定調整することが可能となる。例えば、筆者は今まで BBP 施設で国際教育推進の一環として、主に国内学生の相談や活動に携わっており、オンサイトにて実施していたため、学生が所属するキャンパスの BBP 施設に赴いて行っていた。これらをオンラインで実施することが可能であれば、より効率よく業務が遂行できたといえる。また、異なるキャンパスで同様な取り組みに関わっている教職員の打ち合わせにおいても、オンライン会議システムを導入することで情報共有がより円滑に行えるようになる。

まとめ

本論では、日本国内の大学環境における正課外活動の実態についてオンライン支援体制を中心に 2020 年春期に行った学生スタッフと教職員の実践知を共有した。春学期の活動において学生スタッフは、オンライン上でイベントを開催したことで、新たな気づきや学びを得た。また、オンライン活動を通して得られる成果と課題が明らかになったほか、教職員の取り組みからも貴重な知見が得られた。

次期の社会状況を鑑みて、オンライン支援のノウハウを確立させるためにも継続的な活動と支援体制の強化が不可欠である。さらに、ポストコロナの大学環境

における正課外活動の支援では、オンサイトとオンラインを混合することにより効率的かつ効果的な支援を提供することで大学生の学びの過程に大いに貢献できる。そのため、今回のオンライン活動実績と従来のオンサイト活動実績のノウハウを混合することも視野に入れる必要がある。

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Report on the JASAL 2020 National Conference

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The JASAL 2020 National Conference was held online on December 5, 2020. It included informative presentations related to self-access centers (SACs) and beyond the SACs. This paper will talk about four presentations, which were chosen to promote diversity in terms of situations, settings, and voices. The first presentation is the plenary talk by Satoko Kato and Hisako Yamashita, which focused on the importance of reflective dialogue, the crucial tool in advising and in the development of learner autonomy. The second presentation, by Curtis Edlin and Phillip Bennett, also included reflective dialogue with the use of advising tools to solve issues related to motivation. The third presentation is by Yusei Takahashi, a student, who shared his experiences in leading events and a learning community in a SAC during the pandemic. The fourth presentation is by Anna Husson Isozaki, who described the challenges she faced as a teacher during the pandemic and the realizations and the adaptations resulting from those challenges in a non-SAC site. Though three of the presentations were linked to SACs, the implementations suggested in them can also be adapted to non-SAC settings. Furthermore, from the four presentations, practical ways to support students both in “normal” times and in times of pandemic can be learned.

Satoko Kato & Hisako Yamashita - Reflective Dialogue and Learner Support in Self-Access Language Learning

In this plenary talk, Satoko Kato and Hisako Yamashita discussed the importance of reflective dialogue, not only for learners but also for advisors. They shared practical ways to implement reflective dialogue in the classroom, in SACs, in advising, and in advisors’ mentoring.

Implementing Reflective Dialogue in the Classroom and in SACs

Hisako stressed the dialogical feature of autonomy. She highlighted that learner autonomy, “the ability to take charge of one’s learning” (Holec, 1981, p. 3), does not develop instantly. Moreover, students’ preconceived beliefs about themselves and their learning can deter them from using their full potential. Students who are convinced that only special students can succeed need to be reassured that this is not true. They need assistance to help them see their day-to-day achievements in order for them to build confidence (Yamashita, 2015) and eventually take ownership of their learning. This assistance can be done through reflective dialogue.

To implement reflective dialogue in the classroom, Hisako suggested promoting scaffolded peer reflective dialogue. The findings from her one-semester project involving in-

class peer reflective dialogue showed that the latter resulted in the emergence and multiplication of affordances. Each affordance triggered another affordance, which was in line with what van Lier (2004) stated: “The affordance fuels perception and activity, and brings about meanings – further affordances and signs, and further higher-level activity as well as more differentiated perception” (p. 96). In the SAC, reflective dialogue can be fostered through interactive displays. One example given by Hisako was a “motivation display”, in which students visiting the SAC shared what motivated and demotivated them. The display triggered dialogue among students and reached those who were not regular users of the SAC.

Reflective Dialogue for Learner Autonomy and for Advisor Development

Satoko focused on the significance of Intentional Reflective Dialogue (IRD) in the development of learner autonomy and advisors’ professional development. IRD is a dynamic process, in which the advisor promotes reflection through dialogue that is structured “intentionally” (Kato & Mynard, 2016). The aim of IRD with learners is to raise their awareness of their learning, which may challenge their beliefs and values, leading them to take actions and then make changes related to their learning. It, thus, leads to “transformational learning” (Kato & Mynard, 2016, p.9). In IRD, the advisor needs to ask questions, starting from easy ones (yes/no questions) to more open-ended questions (“Why do you think...?”). The depth of the reflection may vary from one learner to another and increase with practice. Satoko talked about four phases, stressing that they are not linear: getting started, going deeper, becoming aware, and transformation. For each phase, the advisor has some specific roles. For instance, with learners in the “getting started” phase, the advisor may need to help them set goals and, most importantly, to build trust and rapport. When learners reach the phase of “becoming more aware”, they can be encouraged to build on their strengths; and when they are in the “transformation” phase, they can be introduced to the concept of self-advising.

Reflective dialogue in a form of relational mentoring can also be considerably beneficial for advisors in terms of professional development. Relational mentoring improves relationships, fosters self-reflection, builds confidence, enables mutual learning and growth, and promotes advisors’ well-being (Kato, 2017). Thus, both the mentor and the mentee benefit from such mentoring. On the other hand, there is what is referred to as “reverse mentoring”, in which the mentee is the more experienced person (Murphy, 2012). Reverse mentoring is rewarding as it allows the mentee to gain new perspectives (Kato, 2018).

The plenary talk highlighted the power of reflective dialogue. It demonstrated how reflective dialogue can lead to learner autonomy for learners and to professional development for advisors. Reflective dialogue is, thus, transformational and contributes to well-being, and needs to be promoted. While advising may not be available in every school in different settings, the implementations suggested by Hisako and the mentor-mentee relationship stated by Satoko can be developed in any education setting. The next presentation by Phillip Bennett and Curtis Edlin also discussed the use of reflective dialogue with reflection tools to tackle the issue of amotivation and demotivation.

Phillip Bennett & Curtis Edlin - Addressing Demotivation and Motivation in Self-Access Language Learning

In this presentation, Phillip Bennett and Curtis Edlin discussed motivation, demotivation and amotivation. They talked about the similarities and differences of demotivation and amotivation and the possible causes, followed by some examples, key concepts, and approaches and tools that can be used to address demotivation and amotivation.

Motivation is determined by expectancy and value. Expectancy includes confidence, experience, performance, success, and environmental factors, such as time, energy, resources, and tools. Value includes extrinsic factors, such as rewards, intrinsic factors, like joy and pleasure, social factors, and achievement factors. The absence of motivation is implied in both demotivation and amotivation. The difference is that demotivation implies the prior existence of motivation which has faded out due to some negative experiences or influences (Dörnyei & Ushioda, 2011). Examples of factors that may cause learner demotivation can be a humiliating experience, a lack of support, ineffective strategies or resources, or a lack of goal attainment. On the other hand, amotivation refers to the unwillingness to take actions due to (1) a feeling of lack of competence, (2) a lack of interest or value, (3) defiance or resistance (Ryan & Deci, 2017). One example of amotivation related to the second reason would be to decide to neglect language skills that one considers unimportant. Another example of the third reason would be a learner who decides not to learn a language simply because he feels forced to learn it.

Understanding the origins of demotivation and amotivation is important in order to address them effectively. As each student's situation is different, it is essential to help them reflect so as to identify and raise their awareness of the causes of demotivation and amotivation. Some reflection tools presented in Kato and Mynard (2016) can be used for dealing with amotivation. The tool referred to as "confidence building diary" can help

students reflect on positive learning experiences. Another tool, called “vision board”, allows students to reflect and visualize the connection between their learning and their future. Simply introducing them to something new, such as resources, learning communities, and tools, can also help solve the problem of amotivation. For demotivation, the tool called “viewpoint switching” (Kato & Mynard, 2016) can be used to help students change their perception. It is a tool enabling a learner to imagine the viewpoint of another person (of their choice) regarding the situation.

In SACs, the approaches and tools mentioned above can be used in advising. They can be integrated in Intentional Reflective Dialogue (Kato & Mynard, 2016), and can also be part of the resources of the SAC. In addition to those approaches, human resources in SACs such as learning communities can be a way to solve demotivation and amotivation. Those communities, led by students, can provide a feeling of relatedness. Also, giving students a voice enables them to feel ownership of the communities, which are part of their learning environment and their resources.

The presentation gave us insights on how to tackle demotivation and amotivation. It highlighted the importance of understanding students and helping them understand themselves through reflective dialogue and tools. As educators, though we have years of experience dealing with students, we cannot assume what a student is going through. We need to give them opportunities to express their feelings and concerns, to reflect on what is important to them, and to provide them with a supportive environment. The next presentation by Yusei Takahashi is about one such supportive environment.

Yusei Takahashi - Organizing an Online Event and a Community for Learners During the Pandemic

Like all services at the Self-Access Learning Center (SALC) at Kanda University of International Studies (KUIS), students’ events and learning communities were held online in 2020. In this presentation, Yusei Takahashi, a senior student and a peer advisor at KUIS, shared his experience of organizing events and running a learning community in the pandemic situation. His presentation was particularly insightful, as he showed how students can help other students take charge of their learning in a collaborative way in times when face-to-face meetings are impossible.

Yusei and another peer advisor were the organizers of the Talking Activity and Collaborate with Others (TACO) events, which took place monthly. The purposes of the events were to provide students with opportunities to meet and share experiences, to help one

another solve problems, and to use English outside class. In normal situations, TACO events were held in the SALC, where students met at lunchtime, but this did not mean that there were free tacos (smile). Each TACO event had one specific topic, and all the topics fostered reflection on learning. They were related to goal setting, motivation, task management, end-of-year reflection, and future vision. In the pandemic situation, Zoom was used for the discussions during the events. The whiteboard function of zoom was particularly helpful, as it enabled the students to brainstorm ideas. To keep the discussions run smoothly, the organizers played the roles of moderators by asking follow-up questions when necessary. Outside the discussions, Google Docs and PDF files were used for sharing useful materials, such as motivation charts, and Google Forms was used for collecting participants' feedback after each event with a survey. Additionally, emails were sent to the participants after each event to thank them and to build rapport. As Yusei was a peer advisor, this was a way for him to promote peer advising, consisting of one-on-one spoken advising sessions.

In addition to TACO events, Yusei ran a learning community, called Study Buddies (SBs), aiming to help students improve their English conversation skills and make friends through casual gatherings. The online SBs community met once every week. Yusei used the same platforms and materials as the ones used in TACO events (Zoom, Google Docs, PDF files, and Google Forms). The difference was that, in SBs, Google Docs were used to share vocabulary related to each topic, and Zoom breakout room sessions were used to maximize students' opportunities to speak.

The online adaptation of the TACO events and SBs was Yusei and his co-organizers' response to the COVID-19 situation. They decided to do that adaptation to continue providing their fellow students with learning opportunities that feature collaboration and interaction. They demonstrated that such adaptation was not only feasible but also satisfying to the student participants, as shown in the results of their surveys. Furthermore, Yusei felt that organizing those events had enabled him, as an organizer, to acquire skills related to the planning and organization of events and, as a student, to adapt himself to different types of learning environment.

With a strong collaboration within the learning community and with the support of the SAC staff, such as learning advisors and admin staff, Yusei and his collaborators were able to adapt their learning community and events to the pandemic situation in a SAC. How about teachers and students outside a non-SAC setting? How did they cope with the pandemic situation? That was what Anna Husson Isozaki described in her presentation.

Anna Husson Isozaki - Grasping the Moment in Non-SALC Sites: Strategies, Successes, Regrets and Reflections

In this presentation, Anna Husson Isozaki discussed how her teaching life has drastically changed overnight because of the pandemic. Finishing her class one Friday evening, she had no idea that she would not meet her students in the classroom again. She had to ponder what to do and what she had learned from self-access learning centers, from colleagues, from researchers, and from every resource she had encountered and had at hand. Most importantly, she had to think how to help her students with this sudden “ultra-self-access.”

The Most Essential Feature of Teaching and Learning

Inspired by Watson-Gegeo’s quote, “Grammar is a matter of highly structured neural connections”, Anna thought that the most important thing was to structure a connection between the students and to put all the scattered elements together. She said to herself, “Okay, we can do this.” However, with some technological failure, too many platforms to use, a progressively changing syllabus, students’ focusing more on “making and doing” rather than on feedback, and the tendency to keep things short and fast (no more face-to-face negotiation), it was difficult to structure the connection. She felt that she had to become a completely different teacher. Firstly, she was not able to show her care to her students through email, for instance. Likewise, through email, her students could not show their usual politeness. That made her realize how communication through e-mail can be so limited: “e-mail can be emotionally impoverished when it comes to nonverbal messages that add nuance and valence to our words. The typed words are denuded of the rich emotional context” (Goleman, 2007). Secondly, with the existence of multiple online materials and platforms, it was not easy to decide what to use and how. Every teacher in her school had their own way to teach, and some teachers were really creative with technological tools. To find her way, Anna reflected on what was the most essential about her teaching. Once again, she identified connection as the most essential feature of teaching and learning. To establish this connection, she combined activities enabling exchanges and sharing, such as Ishikawa’s (2012) diary exchange. She engaged her students in free journaling and in weekly oral journal exchanges.

What About Dreadful Reading?

While it was easier eventually to find activities and materials to engage students with speaking, listening, writing, and self-management, it was not the same with reading. It was

not because of lack of materials, as there were 1,200 books and audiobooks available online for students to use. The problem was students' motivation, or more precisely, their hatred towards reading. It is hard for students to track their progress in reading in general, and it was even harder in isolation.

Drawing from research on reading (for example, Chang & Millet, 2015; Ramonda, 2020; Shelton-Strong, 2012), and her knowledge of her students, Anna was able to collect activities that would make reading appear less dreadful and less time-consuming. She introduced books and audiobooks from the virtual library of graded readers (Xreading.com) to her students, which the latter could access to on their smartphones anytime and anywhere. It also had a function that enabled her, as a teacher, to check what her students were reading, and it allowed students to visualize their progress. She also encouraged her students to pair the audio with the print, which helped students with reading rates and comprehension (Chang & Millet, 2015). Instead of asking students to write book reports, she gave them opportunities to discuss their reading and to use visual aids (for example, manga memos) when discussing. She also integrated topics related to worldwide current situations, such as racism and the pandemic, in the reading activities.

Every educator in 2020 can relate to Anna's story. What the pandemic has forced us (educators) to learn was quite overwhelming. The multiple options available to us (in developed countries) made the decision-making difficult and were, at some point, distracting us from the most important element in teaching. Anna showed that in case of crisis or unexpected events, we need to go back to the essence of our teaching and start from there. We need to engage our students in activities promoting connectivity through exchanges, which eventually motivates them.

Conclusion

As a first-year learning advisor in a SAC (at the time of the conference), I was especially interested in knowing more about advising and SACs, which explains why three of the presentations I chose were related to SACs. I was already aware of the importance of reflective dialogue, which I had been implementing in my advising sessions, but from Hisako Yamashita's presentation, I was able to learn more practical ways to promote reflective dialogue among students in class and in SACs. She pointed out the important fact that students themselves are the best resources in the classroom. Yusei Takahashi's presentation also demonstrated that students are indeed useful resources, hence the necessity for educators to support learning communities in SACs and outside SACs.

As an educator, it was important for me to choose one presentation on teaching and learning outside SACs, which, I think, represents the struggle of many educators during the pandemic. As the world suddenly changed in a drastic way, teachers were expected to turn physical classrooms and resources into digital ones. However, the most challenging was not to become a digital expert in an extremely short time. The most challenging was to find ways to engage, motivate, and build the connection with students, which are the most fundamental things in teaching and learning.

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JASAL Online Student Forum 2021: A Review and Reflection

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The Japan Association for Self-Access Learning (JASAL) 2nd Student Forum took place on Saturday afternoon of February 6th, 2021. Like the 1st Student Forum on July 4th, 2020, it was held online through Zoom due to COVID-19. However, most of the students and teachers in the forum seemed to enjoy the greetings, conversations, and learning through the screen. In addition, the online situation made it possible for some students from other countries to attend. In this forum, 14 students from six universities participated, and three of the students, who contributed a lot to the success of this event, played an important role as a student leader. Those six universities are located in different areas of Japan: Chiba, Saitama, and Ibaragi in Kanto area, Gifu in Tokai area, and Oita in Kyushu area. The attendees were not only Japanese, but there were also foreign students, some of whom are currently back in their home country, as well as some who are now in Japan and studying in a Japanese university. Also, we had six teachers including administrators. One of them was an invited speaker of this forum, Mr. Jackson Koon Yat Lee, who is a specially-appointed lecturer at Toyo University in Tokyo. This event started with a short opening remark and then moved on to a presentation given by Jackson Lee. After three meaningful sessions organized by student leaders, the event closed with warm remarks.

Guest Speaker Presentation

Jackson Lee, as a guest speaker, gave a presentation on fun ways to study a language. The title was “10 Self-Access Activities to Learn English Without Studying”. This is based on his idea that students often feel tired when they study English, and this is because of the tremendous amount and variety of things they need to learn and the complex English they meet in class. Even though these are indeed important parts of studying a language, he stated that language learning can be much more enjoyable depending on the way of learning. He has all these perspectives partly because he is an English teacher. As a teacher, he has seen many university students who dislike English because of the reasons above, and he wishes more students could feel less pressured when they study it. However, his idea is not only based on his experience as a teacher. Even though he is a fluent English speaker, English is not his first language. He actually has experience of studying English (and he is currently a learner of Japanese), and he understands how it feels for students to study or use a language that they do not feel comfortable with.

The 10 activities that he shared in the presentation were, 1) reading material, 2) videos, 3) YouTube, 4) single-player video games, 5) music, 6) party games, 7) multiplayer video games, 8) communities, 9) social media, 10) content creation. All of these are focused

not only on studying English but also using English. Obviously, some of them are not what all teachers recommend their students in a classroom as good ways of learning a language, but that is the point: Students are able to learn a language without feeling like they are studying it. In effect, one of the students in the forum looked surprised when Jackson Lee mentioned trading cards (Yu-gi-oh) as one example of 1) reading material. This is perhaps because for him, card games are nothing but games, which are just for fun, or perhaps because he was surprised at the fact that an English teacher plays trading card games too.

Jackson Lee believes that finding the balance between studying English and using English is very important. Although many students focus too much on doing what they do in the classroom, students have to make a transition from being an English learner to being an English speaker in order for the language to be a part of their life. For Self-Access Centers (SACs) and their leaders and staff, therefore, thinking creatively in order to find new and varied ways for students to use English is going to be the key to enjoying English with their members.

Student Forum

The Student Forum started after the presentation by Jackson Lee. This forum was organized entirely by student leaders, who had worked on this project for several weeks. During the forum, we had three sessions with three breakout rooms each. Every room had one student leader, and teachers were free to go observe those rooms. Since this was a student-led event, teachers were not supposed to talk but only listen to students' conversation. Each of the three sessions had one theme to discuss. In the Student Forum, we were expected to talk in English, but we were also able to use Japanese when we felt it difficult to speak English.

Three student leaders were introduced, and each one of us also introduced ourselves too. One of the student leaders announced the first topic, and we were assigned to the breakout rooms.

Session 1

The first topic was about the countries we have been to. Because we did not know each other, and because it was the first session, there was a short silence after we were put in a breakout room. When the student leader was sure that everyone was assigned in the room, he started the conversation. He repeated the topic, made sure that all of the students in the room have had been to at least one foreign country, and then shared his experience in the

Philippines, where he had studied English for a month. He talked about what he did and did not enjoy there. His story helped us to think of what we can talk about in this session. Then we shared our own experience abroad one by one, commenting on each other's experiences, and afterwards went back to the main room. There, one of the students from each room shared what they had talked about in their breakout room with everyone, and then we moved on to the next session.

Session 2

In this session, the topic was tips to study English, or what motivates us to study English. In this room, we had different members to Session 1, and the student leader started the conversation. As we did in the last session, we took turns and shared our own ideas. Learning what hard-working students are doing and what they are being careful about when they study a language was very helpful for me. Listening to diligent language learners actually motivated me to study English harder. Also, there were students who study a language in the way Jackson Lee talked about in his presentation. Some of us had similar ideas, and others had different ideas. Some felt that they need to study more, and others were trying not to push themselves too much. Although the students were already quite motivated for studying a language and good at English, they listened to, asked, and learned from each other. After going back to the original main room, one student from each breakout room again shared the ideas they had discussed.

Session 3

The last topic was the current situation of SACs in the pandemic environment and how we are using them. Since there were students from different universities, it was interesting to hear about the situation of each center. Because of the coronavirus, everyone refrained from meeting people or holding an event at the beginning of the school year, but it seemed that at the time we had the forum, most of us in the room had gradually resumed events and activities either online or face to face. As in the two previous sessions, the student leader was the facilitator of the conversation. After all of us finished sharing the situations in our own environment, he asked the other students several questions in order to make the discussion broader and deeper.

After we returned to the main room and shared the conversations briefly, we moved on to the ending section, which was a Q&A time for Jackson Lee's presentation. Teachers asked questions from the perspective of improving their students' language and motivation. Students asked about ways to improve their English ability. Then, we took a picture and had

some time to share our SNS so that we can get in touch with the students from the forum.

My Thoughts on this Forum

This was my first time to attend the JASAL Student Forum, and I was surprised that this well-organized event was put on by students. During the forum, I was able to see how much time and effort student leaders had taken to make this event better. Most of the attendees of this forum did not know each other, so the event was planned to gradually break the walls between each other. Starting with self-introductions, we were put into different rooms, and each room had four or five students. Because the group was smaller, that made me feel comfortable enough to have a discussion. Smaller groups also helped me to get to know people in the room. There was a student leader who took time for self-introductions again at the beginning of the discussion. Knowing about the people in the group made me feel easier to talk about myself.

The topics were well-considered too. According to the report on the 1st Student Forum, there were also three sessions, but all the topics were about Self-Access Centers (Tashiro, 2020). On the other hand, as I mentioned above, the topics in this forum were 1) experience in foreign countries, 2) our own ways of studying a language, and 3) the current situations of SACs. We started with a casual topic, which was fun and easy to talk about, then discussed our own ideas for a language study. Later at the last session, we talked about the SACs. The first topic was interesting, and it also played a role as an icebreaker. By gradually changing to the important topic, I assume the student leaders wanted to make sure that we would have more practical discussions.

According to Pennington (2011), it is impossible to have enough language study time only in the classroom, and self-learning is sometimes very difficult to accomplish by oneself. What helps us then is friends. Learning from teachers is indeed helpful, but there are many benefits of learning with our friends. The benefits can include motivating, encouraging, and giving advice to each other. They can also include motivating ourselves by wanting to be as fluent as a friend in a language or by competing against a friend. When we are with friends or other language learners, we feel safer talking in a foreign language. We can study a language alone, but it would be more effective when we have someone who has the same goal. We can see the benefits of learning with friends, but not many students actually take an action. JASAL Student Forum has given me an opportunity to think again about the importance of working with people, and it was a great place to discuss issues and ideas and also make connections for better language study.

References

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A Report on the 2nd JASAL Student Online Forum: A Student Facilitator's Perspective

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Author Biography

Chika Yamane is a former student in the Department of English at Kanda University of International Studies (KUIS) in Japan. During her time at KUIS, she worked as a member of the student staff at the Self-Access Learning Center (SALC) for four years and was on the event team.

This is a report on the 2nd JASAL Student Online Forum written by a student facilitator who organized the event with two other students and the JASAL team. The purpose of this report is not just to keep a record of the online forum, but also to note what I, as a facilitator, experienced during the event and to share the facilitators' and the participants' passion for growing language learning communities in Japanese universities.

Preparation for the Forum

This forum came into being out of the aspiration of students who had joined the previous online forum, which was held on 4th July, 2020, and hoped to have a further opportunity to talk to students from other universities. The previous forum was held with a focus on the online events that each university held during the pandemic situation and new ideas to support student users in their centers. Like the second forum, it was also organized by student leaders who volunteered.

When the announcement was made for the second online forum, I was looking for a chance to share thoughts on language learning with others. I was thinking it would be great if I could have an online session with other language learners, sharing our struggles and growth with each other. Some of my peers from the SALC (Self Access Learning Center) in Kanda University International Studies had participated in the first online forum, and two of them had taken on a leadership role then. Knowing that, I was motivated to join the workshop as one of the facilitators.

There were three volunteer students gathered, including myself, this time. The two other students were Itsuki Takahashi (Gifu Shotoku Gakuen University), and Minhung Lee (Ryutsu Keizai University). The three of us went through a couple of meetings online and discussed both our personal interests that we wanted to talk to participants about, such as our experiences in different cultures, and also topics about learning and SALCs that we wanted them to share about during the discussion session at the forum. In the second meeting, based on the possible topic lists, we decided to conduct a survey of the participants and asked them what they wanted to talk about with other participants. We used Google Forms and collected students' opinions. This way of making our event plan worked well, because we could hear participants' needs and interests beforehand, and that helped us to plan the event effectively. I was glad I could hear the voices of the participants as well as the other two leaders in the team because they were also users of the SACs in their universities and knew the joy of having an event or talking in the English language. Having their voices made the direction of the event concrete: We decided to aim for a meaningful event that would give participants a

chance to feel connected during the COVID situation and share their thoughts on cultures, learning tips, and how to make SALCs more welcoming and attractive for users.

The Forum

On that day of the forum, we all came prepared thanks to the survey and meetings. First of all, Jackson Lee, who is a teacher from Toyo University, gave a presentation and taught us how language can be acquired without studying: for example, playing video games and board games with friends in English, and joining English communities in school or online. Participants listened attentively to his presentation, thinking about how easily language can be acquired through their everyday activities and games. It is great to have ways to make language learning fun, and it will encourage students when they feel unmotivated.

After Jackson's talk, the student forum organized by the facilitators started with everyone giving a self-introduction. There were 14 students, including us three facilitators. I was the MC, and Itsuki helped to manage the breakout rooms. Each of the three of us was a facilitator of the discussion in a breakout room, and we asked the students in our breakout room what their opinions were. We had done a rehearsal before the event, so we all felt ready, and there was more of a feeling of excitement than nervousness among us. It was great to meet with participants from six universities.

Divided into breakout rooms, we all talked about our experiences in other cultures or countries in small groups for 10 minutes. After the discussion, we went back to the main room and shared what had been talked about in the group. It seemed that when it comes to food, we had all had a cultural shock. One student shared his experience at a restaurant in Australia saying the meat came in a huge piece and it was hard to chew. It seems that dishes in other cultures also use different kinds of spices and that makes the taste memorable. I had assumed there would be silence or moments when no one spoke, but it turned out everyone in the group wanted to talk more. I even struggled finishing the conversation in 10-15 minutes each time. In the next breakout room, we talked about our current situation in online classes and problems during the pandemic. Despite the online situation under the pandemic, students shared the silver linings of their situations with each other: joining more online sessions to meet new people and brushing up English skills for exams. We came to the conclusion that it is important to focus on what we can control, such as working on English skills and studying online.

The discussion reached one of the highest points in the final session, when we were talking about what we want to do at our SACs/SALCs in the future. One student shared a

great way to advertise and attract many participants for events at SACs, which is a system called “stamp rally”, giving students who joined one event one stamp and giving rewards like snacks or messages to people who collected 10 stamps. It was a creative way that worked well and attracted many participants. We hope we can try this system next semester. We engaged in a lively conversation about this and agreed we cannot wait to have events and workshops in our SAC/SALC in person.

Reflection on the Forum

We asked participants to answer a feedback form after the forum, and 80% of respondents said that they felt satisfied with the discussions during the event. The rest said they wanted to talk more during the event. Since participants were in different grades and their interests were varied, it was not easy to organize contents that made everyone satisfied within the limited time; however, during the event, we were able to experience joy in talking to each other and feel connected through our passion for language learning and helping other students to acquire English. Knowing that there are students who are passionate about their community's development, I hope future forums or events will lead to more conversations about improving the services in each SAC and more interactions with students from other universities that will eventually lead to a greater growth in the language learning community in Japan.

As a facilitator for the event, I joined from the preparation phase. In order to keep in step with the team, deciding on a theme for the event worked well. Although we were not able to meet in person this time, we did not get lost regarding the direction of the forum and could focus on working on the event-planning because the theme was clear. When it comes to the facilitation, time management is key. Since everyone has opinions to share and wants to talk more, it is better to finish the introduction briefly and get straight to the point. I again realized that as with anything, preparation and rehearsal not only make me feel prepared and relaxed but also make the quality of content better. I was able to share this realization with the other two facilitators in the reflection session after the forum, and we all agreed that this is our lesson which will be helpful for any kind of tasks, including holding events, in the future. I feel grateful to everyone who took part in this forum, and I hope future forums will also be held successfully.

Advising in Language Learning and Its Application to Classroom Teaching JASAL x Kyoto JALT Joint Event

Saturday, July 10, 2021 – 10:00am to 1:00pm (On Zoom)

Advising in Language Learning (ALL) is a growing field in language education that focuses on supporting language learners to become autonomous learners (Benson, 2011; Mozzon-McPherson & Vismans, 2001; Mynard & Carson, 2012). In this joint event by JALT Kyoto and the Japan Association for Self-Access Learning (JASAL), participants will get a taster of what advising in language learning is and how it can be used in everyday interactions with learners in and outside of the classroom.

In **Part 1**, ‘What is advising? Why advising?’, Curtis Edlin will briefly cover autonomy and its importance in well-being, performance, learning, and motivation, especially as they pertain to education and language development. How this underpins and informs advising will be discussed, and then how this might be reflected in actual practice will be further detailed.

In **Part 2**, ‘Advising skills and tools’, Yuri Imamura will introduce basic advising skills as well as tools to help learners reflect on their experiences deeply. Some concrete examples of how learners can discover themselves through one-to-one advising sessions will also be demonstrated.

In **Part 3**, ‘Advising concepts in classroom activities’, Hisako will talk about the ways in which concepts of advising can be implemented in classrooms and introduce activities that teachers can try in their classrooms. She will share her experiences with the activities and the roles of peers and teachers in facilitating the development of learner autonomy. Participants will also have a chance to try one of the activities.

Presenter Bios

Curtis Edlin is an English lecturer at Chiba University, where he can be found in English house, their Self-Access Center (SAC). He has six years of experience as a learning advisor and currently helps teach the Research Institute for Learner Autonomy Education (RILAE) advisor education courses. His research interests are in topics surrounding autonomy, motivation, performance, well-being, and holism.

Yuri Imamura is a senior learning advisor in the Self-Access Learning Center at Kanda University of International Studies in Japan. She completed her MA in TEFL at the University of Birmingham, UK. Her research interests are learner motivation, translanguaging in language learning, and language learning spaces.

Hisako Yamashita is an associate professor at Kobe Shoin Women's University and is the former president of the Japan Association for Self-Access Learning (JASAL). She has worked in four different self-access centers and has conducted over 4,300 advising sessions. She is also active in developing classroom activities which apply concepts of advising. Some of her activities are published in TESOL Press publications (2015, 2019), and she is the co-author (with Satoko Kato) of a forthcoming book on teachers' guide on developing autonomous learners through advising and class activities in junior/high school settings.

Registration

This event is free of charge for both members and non-members. Registration is required to attend the event. Fill in this Google Form, and you will receive the Zoom link a few days before the event: <http://tinyurl.com/kyotoandjasaljuly>

Call for Presentations: JASAL2021 National Conference

Saturday, October 23rd, 2021 (Online event)

JASAL will hold its national conference online again this year, on Saturday, October 23rd, 2021. Join us for a fun and informative day, catch up with self-access colleagues, and make some new connections!

We are currently accepting proposals on the conference theme and other SALL-related topics. Proposals about research and practical innovations are both welcome.

Conference Theme: Learning Space Design and Usage in Self-Access Language Learning

Plenary Speaker: John Augeri (Île-de-France Digital University, Paris)

Deadline for submissions: Aug 6th, 2021

See this link for more details and proposal submission: <https://jasalorg.com/jasal2021-national-conference/>