

第45回言語教授法・カリキュラム開発研究会 全体研究会報告

This report presents a brief overview of the proceedings of the Institute for Language and Culture's 45th Symposium held during the spring term of 2018. The primary theme for this symposium was about self-access centers (SACs) in language learning contexts, and the three presenters led the audience in taking a closer look at the history, proliferation, various uses, administrative challenges, current trends, and likely future directions for SACs in Japan. Here is the detailed schedule of the half-day symposium provided in Japanese:

開催日時：	2018年6月16日（土）10：00～13：00
開催場所：	研究会 甲南大学2号館1階 Global Zone Porte 司会 国際言語文化センター教授 MACH Thomas
10：00	開会の挨拶 国際言語文化センター所長 教授 津田 信男
10：05	基調講演者の紹介 国際言語文化センター教授 MACH Thomas
10：15	〈基調講演〉 「セルフ・アクセス・センター(SAC)を通じ学習者の自律性を育む： 日本における成果と課題」 甲南女子大学文学部英語文化学科 講師 山下 尚子
—11：15～11：25	休憩—
11：25	〈ミニ講演〉 「学生スタッフの多様な経験や能力を発揮するための取り組みと マネシメント」 元 Global Zone Porte コーディネーター 山本 Shari
11：45	〈ミニ講演〉 「自律性を育成するための一考察: 学習者の声から見えるもの」 国際言語文化センター英語特定任期教員 香林 綾子
12：00	パネルディスカッション・質疑応答
12：20	まとめと閉会の挨拶 国際言語文化センター 講師 野村 幸宏
12：25～13：00	懇親会

基調講演

「セルフ・アクセス・センター(SAC)を通じ学習者の自律性を育む: 日本における成果と課題」

甲南女子大学文学部英語文化学科 講師 山下 尚子

The main lecture, which has been translated as *Fostering learner autonomy through SACs: Successes and issues in Japan*, was presented by Hisako Yamashita, the current President of the Japan Association for Self-Access Learning (JASAL). She is also a Lecturer at Konan Women's University, our well-known neighboring institution here in the Okamoto area of Kobe. Here is the speaker's profile in Japanese:

米国ブラウン大学卒業、米国モントレール国際大学院外国語教育修士課程修了。専門は自律学習教育学。日本自律学習学会 (Japan Association for Self-Access Learning) 会長。神田外語大学講師・SALCラーニングアドバイザー、神田外語学院VISTAチーフラーニングアドバイザーを経て現在は甲南女子大学の自律学習施設e-spaceの運営に携わり、アドバイジングも行う。英語の授業では自律学習能力育成を融合したカリキュラム・教材を開発、実施。1対1の省察的対話型学習アドバイジングセッション数は累計3,500。高校・大学教員対象の自律学習教育者育成にも携わり、この分野の普及と発展のため様々な研究や活動を展開中。著書に『英語学習手帳』（ぺりかん社、2012, 2013, 2014）など。

In her presentation, Ms. Yamashita began by tracing the establishment of the first language learning SACs back to the 1980s and 1990s when there was a growing pedagogical focus on learner autonomy in education in general and the ELT field in particular. Then, as she shared images of some of the university-based SACs here in Japan, she talked about the typical educational goals of SAC facilities and the main features that successful SACs tend to share. She stressed that while there are a number of necessary supporting pillars (learning materials, educational support, and the physical aspects of the facility itself), the central pillar of any successful SAC is the people involved. It is this human aspect that gives SACs their special atmosphere of active and autonomous learning.

The presenter went on to talk about the advantages and disadvantages of incentivizing and/or requiring SAC usage among students as opposed to having a

completely voluntary system, and then gave a detailed overview of the types of learning advising that can be undertaken in a SAC environment. This included an introduction of the types of challenges that SAC learning advisors typically face, including suspicions that sometimes arise at the host institution itself due to a general lack of familiarity with these sorts of out-of-classroom learning environments; and a brief look at the training programs available for this still relatively unexplored educational field of learner advising in SACs.

In the latter part of her presentation, Ms. Yamashita explained ways in which the SAC environment itself can be designed to promote learner autonomy and social interaction in various ways, and she concluded by going over the ways in which JASAL, the academic organization that she currently serves as president for, supports and serves the growing network of language learning SACs throughout Japan.

《ミニ講演》

「学生スタッフの多様な経験や能力を発揮するための取り組みとマネジメント」

元 Global Zone Porte コーディネイター **山本 Shari**

Shari Yamamoto, who served as the principal managerial coordinator of Konan University's Global Zone during its planning period and first few inaugural years, was the next presenter. Konan's own self-access center, known as Language LOFT, is housed within its Global Zone, and Ms. Yamamoto's presentation provided an overview of the nuts and bolts involved in the daily management of a large-scale and successful SAC.

After providing explanatory background information about the establishment of Konan's Language LOFT, she then talked about the student staff. In particular, she explained how Konan students and our international exchange students at Konan are recruited, interviewed, and trained in the process of becoming LOFT Assistants and Tutors. She also explained how the services available for LOFT users have been conceived of and promoted as three distinct types (*Visits*, *Tasks*, and *Events*), and what the student staff's duties are in relation to each of those categories. The presenter then moved on to explaining the types of communication and feedback channels that have been established for keeping student staff continuously informed, and for incorporating their experience-based

opinions and suggestions for improvement into the ever-evolving SAC. Ms. Yamamoto concluded her presentation by suggesting future projects for improving SAC management and staff development, including ways of more effectively motivating student staff and establishing a mentoring program.

《ミニ講演》

「自律性を育成するための一考察: 学習者の声から見えるもの」

国際言語文化センター英語特定任期教員 香林 綾子

The last of the three lectures was presented by Ayako Kobayashi, an instructor of English at Konan University who is very familiar with Konan's SAC since she and her colleagues all spend several hours each week in Language LOFT tutoring and conversing with students. She reported the results of a qualitative research project that she conducted based on a set of simple and fundamentally important questions: What about the students who never use the SAC? What keeps them away? What might we do differently in order to make our SACs more inviting to those students as well?

Ms. Kobayashi conducted extensive interviews with three such students and, in short, she found that the main reasons given for avoiding SAC usage are that they lack confidence in English, they lack the courage to enter an unfamiliar facility on their own, and that they mistakenly believe that the only purpose of a SAC is to improve English skills (that is to say, they tend to overlook the intercultural experiences and learning opportunities that are almost always available in such facilities). Her suggested proposals for overcoming these issues included greater use of video-based promotional materials so that potential users can more concretely visualize the sorts of activities that they can participate in at the SAC, stronger connections between SACs and classroom-based projects, and a greater focus on providing appropriate entry-level tasks for newcomers.

パネルディスカッション・質疑応答

After the lectures concluded, the three presenters returned to the stage for a brief question-and-answer period. Questions from the audience were addressed to each of the three speakers and covered a wide variety of topics including how to deal with particularly reserved or reluctant students, what the

prospects are for growth of trained learning advisor positions at SACs, how to promote true learner autonomy among students as opposed to simply providing typical learning tasks that might be overly similar to what they already encounter in their English classes, and the challenges involved in maintaining quality of experience when the SAC staff turnover rate is naturally quite high. While addressing these and other questions, there was a general consensus among presenters and audience that, while bumps along the road are to be expected, the establishment and active management of SACs such as Konan's Language LOFT are a worthwhile undertaking for Japanese universities, and that a great deal of unexplored potential benefits for our students remain as SACs continue to evolve.

(文責：MACH Thomas)