報告

学生の視点から見た学習環境の改善のすすめ
――Self-Access Center 利用者の調査結果から――

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要約：近年、多くの大学では語学学習者のために Self-Access Center（SAC）を設立している。その中で、Self-Access Language Learning に関する研究も盛んになり、SAC の教育効果を向上させるには Student Perspective（学生からの視点）が必要であるという研究結果が多く発表されている。徳島大学も英語学習のための SAC を設立してから 3 年が経過したが、利用者数の増加に伴い学習環境の低下が顕著に現れてくるようになった。そこで、SAC 責任者と学生スタッフが話し合いを重ね、検討してみたところ、本稿で示す 6 つの問題と、4 つの解決策を見出すに至ったが、問題と解決策について SAC 利用者を対象にアンケート調査を実行してみたところ、SAC 責任者及び学生スタッフと利用者の考えの間にミスマッチがあることが明らかになり、SAC における学習環境を改善する際の基本方針を再考することになった。これらのことから、本稿では、今後、SAC の学習環境を改善するには Student Perspective を考慮しながら進める必要であり、運営側からの考えだけでは効果的な改善ができないことを明らかにすることができた。
（キーワード：学生からの視点，Self-Access Center，学習環境）

Improving learning environments from the student perspective: An exploration with users of a self-access center

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Abstract : This paper reports on an exploration of considering the user perspective before initiating decisions to improve the learning environment in a self-access center (SAC). With the number of SAC users increasing drastically, our university's SAC managers and student staff decided to take initiatives to better the learning environment for its users efficiently and effectively. However, it was found that what the SAC managers and student staff thought were issues and effective solutions did not match the users' perspectives; thus suggesting to include the student perspective when attempting to better the learning environment of SACs.
(Key words: student perspective, self-access center, learning environment)

"*Nonetheless, taking steps to increase students' sense of the SAC as 'their' property, a tool they can help develop as well as use, an investment that can grow as a result of their own efforts, may result in dividends that enrich all those who have a stake in the institution*" (Malcolm, 2004, p. 352).

1. Introduction

The opening quote answers Malcolm's (2004) own question of why learners should contribute to self-access centers (SAC), while arguing for the importance of leaner involvement in the SAC. Though her discussion centers on SAC materials development, we argue that it is possible and critical for SACs to take it a step further and involve users in SAC management directions and decisions. This is because negative outcomes could result from ignoring the user perspective when implementing changes or making decisions. This paper illustrates how SAC managers and student staff had contrasting views from the SAC users in perceived issues and drafted solutions of bettering the SAC learning environment.

Though SACs have been around since the 60s (Gremmo & Riley, 1995), each institutions' SAC has its own objectives and designs. Nevertheless, Cottarell and Reinders (2001) provide us with an operational definition of a SAC being a learning environment which "consists of a number of resources (in the form of materials, activities and support), usually located in one place, and is

designed to accommodate learners of different levels, goals, styles and interests" (p. 2). Similarly, our SAC has various commercially published materials for different levels, goals, styles, and interests, as well as advising sessions and extra-curricular courses based on different skills which mirrors Cottarell and Reinders' (2001) definition.

Barrs' (2010) examination of student participation in a SAC found that (a) a language policy, (b) orientation programs, and (c) layout and design contribute to better learning environments which encourage usage of the SAC. Along the lines of Barrs' suggestions, our SAC implements an only-English policy and conducts orientations in English and Japanese for newcomers. The SAC is also divided into the four sections of (a) speaking area, (b) study area, (c) lounge, and (d) advising area to accommodate various types of learners. Since our SACs establishment, it has seen an increase in its number of users, thus not being able to effectively accommodate every student. Thus, the two SAC managers and the seven student staff (SS) came to a decision that the learning environment was worsening calling for initiatives to better the learning environment to accommodate more of its users.

Finally, with research showing how SACs greatly influence learner attitudes towards learning English (cf. Gillies, 2007, cited in Gillies, 2010); it is important to explore learner beliefs in a bottom-up fashion to enhance the efficiency and effectiveness of a SAC (Cotterall & Reinders, 2001). Thus, we took a similar *students know students best* approach to better the learning environment in our SAC, as well. As one of Morrison's (2005) participants in his study mentioned, "The only way you can really find out is to ask the users how effective they think the Centre is" (p. 280).

2. Investigation

Our SAC assists on average 32.6 students a day with about 15 students staying in the SAC for more than an 90 minutes to communicate in English or study while being submersed in an only-English environment (cf. Fukuda & Sakata, 2009). Other users visit to borrow books, attend extra-curricular courses, or ask questions pertaining to their English studies or studying abroad. At the end of the first semester of 2010, our SAC marked the end of its second year with the number of users reaching over 7000 with 104 regulars (those that come at least three times a week from more than 90 minutes). Also, we have seven SS to run our everyday duties, such as assisting newcomers or lending books.

Due to the increase in the number of users, our managers decided it was time to take the next step to improve the SAC for a wider audience, as the managers felt the learning environment was changing towards the negative. The SS decided keep a journal to write down anything they noticed had room for improvement during each of their posts. For instance, in the notebook there were many memos of users using more Japanese than before, leaving belongings, and coming to the room to sleep instead of study. At the end of the second semester of 2010, the managers of the SAC and the SS held a meeting to figure out what the problems were and discuss possible ways to improve the SAC learning environment based observations, conversations with the users, and journal entries. From the discussion, six issues were discovered and four solutions were drafted which the SAC managers and SS felt would improve the learning environment of the SAC (See below).

Perceived Issues

a. Native Speakers: Users do not have enough opportunities to communicate with native teachers or students; thus making them passive or lose confidence during such rare chances.
b. User Aims: Users coming to study are bothered by those that come to communicate. Also, groups form making it hard for newcomers enter.
c. Japanese Usage: Users are using more Japanese influencing other users as well.
d. Lack of Space: Users leave belongings or sleep taking away space for others.
e. Lack of Assistance: Users who come to increase their listening and speaking skills do not attempt to join chat sessions or do not attempt conversation

with other users.

f. Lack of Materials: Users do not return books preventing others to borrow them. Also, the number of items such as books or PCs is insufficient.

Drafted Solutions

a. More Events: To increase the number of events for newcomers to settle in or feel a sense of belongingness.

b. Start a Newsletter: To increase learner activity and raise learning motivation

c. More Rules: To create more rules to make the room more comfortable for all visitors

d. More Materials: To Increase the number of PCs, desks, and books.

The manager of the SAC and the SS wanted to confirm if the users felt the same concerning the issues, and if the users agreed to the drafted solutions. Therefore, following the meeting, the SS developed a survey (See Appendix) to collect the user perspective concerning the six perceived issues and four drafted solutions to better the learning environment in the SAC. The survey was developed by the SS with consultation from the SAC managers. From our 104 regular users we received responses from 42 users, a return rate of 40.4 percent. All but one user answered the questions in Japanese. Users were university students in their first to fourth years and from all five of the universities faculties. The survey asked 26 questions (16 five-point Lickert-scale items and ten open-ended items), with the hope of investigating the users opinion of the six perceived issues and if users agreed to the four drafted solutions.

3. Results and Discussion

We divided the results of the questionnaire below (See Table 1 and 2), based on the Perceived Issues and then the Drafted Solutions. The results of the questionnaire in Table 1 interestingly showed a mismatch between the SAC manager and SS perspectives and the users. Users strongly agreed to only the issue of the need to increase the number of native speakers in the SAC, and seemed to slightly agree to the issues of the necessity to enhance the assistance for newcomers and those who have plateaued in their learning and the insufficient amount of materials.

3.1. Users' Perspectives of the Perceived Issues

3.1.1 Native speakers

Users tended to agree with SS to have more opportunities to communicate with native speakers in the SAC. When asked the question "*We need more native teachers and students in the SAC,*" 71.4 percent of the users strongly agreed. This is the sole issue the users and SS seemed to strongly agree on. The opened ended questions asked why they did not join the extra-curricular chat sessions or to give ideas on how to make the situation better. Most users answered they felt their English skills (i.e. vocabulary, sentence making, etc.) and psychological barriers (i.e. nervousness, fear, etc.) were obstacles and felt developing their skills with their Japanese peers first would be better before starting to communicate with native speakers. On the other hand, this could also be because of the lack of native speakers in the SAC to build the strong relationships necessary for these users. Also, many users mentioned that time constraints kept them from joining extra-curricular chat sessions. Thus, one solution would be to increase the number of native speakers, not for the extra-curricular chat sessions, but to just hang-out to talk or support users in their English communication practice.

3.1.2 .User Aims

The SS thought the room should be divided into more sections and for staff to intervene when groups did not welcome newcomers comfortably. However, the users disagreed as questionnaire results were divided. When asked if "*The room should be divided more concretely,*" 31 percent of the users disagreed and 38.1 percent strongly disagreed. Furthermore, for the question "*Users should not make groups,*" 28.6 percent disagreed and 26.2 strongly disagreed. One user felt "if the room was divided, it will be difficult to make it enjoyable for many people." Another user stated that it was "common sense" and that "humans naturally make groups so it would be hard to

avoid." Interestingly, one user mentioned that, as university students, "people should notice themselves that they are being a bother." Finally, a few users did feel the SAC should be a communication space, because they felt studying could be done elsewhere. This is a space issue as the SAC was originally a meeting room to fit only 20 people. Many users suggested moving to a larger room or creating a separate study room. Certainly, the latter would take away from being immersed in an English environment and negatively influence these students listening skills and/or communication skills; which must be put into consideration. Perhaps, raising the awareness of the reasons for an only-English room is necessary, as well as an awareness of understanding when users are bothering those who are studying quietly or not ready to communicate.

3.1.3. Japanese Usage

From the users' perspective, there seemed to be no need for stricter enforcement of the SAC's only-English rule. Most users felt that it is acceptable to use Japanese when necessary, as shown in the results of the open-ended questions. Users mentioned students should simply leave the room when they wanted to speak Japanese. However, some visitors mentioned penalty systems, such as contributing snacks for all other users if Japanese was used. Certainly, a penalty system would have to be well-thought out as to not make the SAC uncomfortable for learners with lower proficiency levels and weaker psychological states. Interestingly, many users suggested some type of learning community of support. For instance, one user mentioned "If they don't know they should be encouraged to find the answer with support from others" and another user wrote "It is more important to learn together for example shouting Help! or make them write it down." Perhaps, SAC managers and SS need to develop stronger support systems or learning communities to benefit all levels of language learners.

3.1.4. Lack of Space

When asked *"We should have stricter rules for belongings"* a majority of the users disagreed. This was also the case with many of the other SACs the authors have visited which did not have a particular space for belongings no matter the size of the SAC. Thirty-eight percent of students disagreed and 31 percent were neutral when asked if they though space were an issue. When asked for ideas on how to solve the issue of space users mentioned that university students should "notice by themselves" again feeling it was a "common sense" issue. A few users also suggested having a place for belongings in the room to create more space, or implementing time limits for visitors sleeping or occupying seats and sofas with their belongings.

3.1.5. Lack of Assistance

Most users, over 46 percent, agreed that sessions such as our weekly English chat room helped their English skills. However, most users (41 percent) were neutral when asked if they felt a necessity to increase the number of participants. However, users did suggest that it would help beginners more and that it should be advertised more effectively. For instance, some mentioned through experience that the chat sessions were a good place to start or meet other people with English language learning goals. On the other hand, some suggested there were not many international students there and increasing it would create a better learning situation, or to add staff who could lead the discussions. Thus, it seems users would like to see more assistance, as in ways of increasing proficiency, in the room itself. This problem needs careful consideration if SAC managers and SS are trying to promote learner autonomy in their SACs. Striking a balance between teacher dependency and learner autonomy will be a challenge. However, research in guided learning (i.e. Fukuda, Sakata, & Takeuchi, 2011) does show that once learners are better equipped with an understanding of how to learn they potentially become more autonomous. Thus, providing users with a better understanding of language learning could be a step in solving this issue.

3.1.6. Lack of Materials

Concerning materials, users agreed with SS only

slightly on the necessity to improve the book lending system of the SAC; with 28 percent agreeing and 26 percent answering neutral. Also, 45 percent felt the SS assistance was not necessary when lending books. In our open-ended question, we asked the users what they thought the problem was and if they had any ideas to better the system. Some visitors mentioned that the current system was troublesome, and others blamed visitors returning books late and suggested warning late returners. Interestingly, there were only a few users who felt there was a lack of materials, and only two students reported material not being readily available when needed. Unfortunately, there were no suggestions on how users felt book lending should be administered or what materials they wanted to see more of in the SAC. Thus, the SS and SAC managers need to continue investigation until finding a better book lending system, so material is readily available for students when needed.

3.2 .Users' Perspectives of the Drafted Solutions

3.2.1. More Events

Questionnaire results indicated users not feeling a need for more special events. Though this could be because of busy schedules, the case may be that the learners are already satisfied with the learning community already satisfied with a sense of belongingness. When asked if "*We need more events"* or if "*Events will help more people feel more comfortable in the SAC*" most users responded neutral (33 percent). However, users did mention events were a good place to meet and befriend newcomers in the open-ended question. Most visitors mentioned that instead of special events they preferred increasing the daily routines such as eating dinner or watching movies together. SAC managers and SS could consider having special events for newcomers and more social gatherings for users who already feel they are part of the learning community in the SAC.

3.2.2. Start a Newsletter

Users tended to agree to start a SAC newsletter, with some users mentioning that they would like to be involved in creating a newsletter. Among those users that agreed, some mentioned that they would like to see quizzes or crossword puzzles and articles introducing other user's home cultures, why other users visit the SAC, and how other users try to improve their own English skills. Though starting a newsletter will be a productive project, it would benefit the SAC in its present state in many ways. The SAC managers and SS initial idea of starting a newsletter was to better advertise the SAC, give newcomers an idea of what goes on in the SAC, motivate potential contributors in their language studies, and exchange methods of language learning. Finally, it would give contributing users a sense of belongingness in that they would get to know the SAC, other SAC users, and feel they are part of the learning community.

3.2.3 .More Rules

Sixty percent of users either answered neutral or disagreed when asked if the SAC should have stricter rules. Similar results were attained when asked if users thought the SAC was becoming an uncomfortable place for other users. The results could be because users themselves are a part of creating the environment or people not liking strict rules in general. Though the SAC manager and SS should be aware of user perspectives, balancing an effective learning environment for students will be a challenge. However, the SAC must maintain its aims to promote learner autonomy, thus making students take responsibility for themselves instead of extrinsic motivators such as rules to follow only when someone is around.

The author's experience of discussing with users individually worked out better in the long run. To illustrate, when our SAC first started, students only used English when the SAC managers or SS were in the room. After realizing this, instead of penalizing or reprimanding the users who spoke Japanese, the SAC managers talked to students individually afterwards, and on other occasions put up signs obviously stating the reasoning behind the only-English policy. Eventually, users noticed themselves, and realized the importance of the policy which made them work harder assisting them in developing a higher proficiency. Thus, SAC managers

and SS should provide learners with an understanding of the SAC policies to provide an environment comfortable for every user.

3.2.4 .More Materials

Results revealed that users did not necessarily feel a need for more material. Only 32 percent of the users agreed when asked if "*We need more materials*." Perhaps they felt the room was a space for conversation at its current state. However, the open-ended questionnaire results did reveal users wanting a room for studying in an only-English environment as well. Also, the users mentioned they would like to see more personal computers, desks, chairs, AV materials, dictionaries, exam preparation books if possible. Perhaps due to space limitations, users did feel it was only a place for conversation, though wanting a space to study to be immersed in an only-English environment. Space has been an issue at every SAC the authors visited. Proposals to administration would seem like the only way to handle this situation. However, a SAC the authors visited implemented a time schedule for communication and study as a solution to the space issue. However, concerning materials, SAC managers and SS must keep updated with the material available, or create their own, that are in demand from the users.

4. Conclusion

Results revealed many mismatches between SAC managers and SS and user perspectives. Thus, SAC managers must carefully consider the students perspective when making decision concerning the SAC. In this study, when the triad were divided greatly, perhaps best would be to invite and include, as Malcolm (2004) questioned above, the user perspective when looking to better the SAC learning environment. Certainly, attention and balance must be given to SAC research, as well as SAC manager and SS perspectives. Nevertheless, as our results have indicated, the SAC would definitely need an understanding of the user perspective if wanting to better the SAC effectively. Therefore, our SAC managers and SS have decided to *go back to the drawing board* so to speak.

As Gillies (2010) states "the SAC is intended to scaffold the students' jump from classroom learning to independent learning, finding the SAC a complementary role in relation to classroom learning" (p.203). As students finish their official studies in the English classroom, it will be essential that they continue their studies, and feel the SAC is a place they can comfortably learn; thus, putting pressure on SAC managers and SS to provide the best learning environment possible for its users.

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Table 1　Results of User Perspectives of the Perceived Issues (N=42)

Issue	5	4	3	2	1	N/A
Q1 Native Speakers	0.714	0.048	0.238	0.000	0.000	0.000
Q2 User Aims	0.071	0.095	0.119	0.310	0.381	0.024
2b	0.095	0.167	0.143	0.286	0.262	0.048
Q3 Japanese Usage	0.262	0.167	0.357	0.167	0.000	0.048
3b	0.024	0.167	0.214	0.357	0.190	0.048
Q4 Lack of Space	0.000	0.190	0.310	0.381	0.095	0.024
Q5 Lack of Assistance	0.357	0.167	0.286	0.071	0.000	0.095
5b	0.071	0.190	0.405	0.143	0.071	0.095
Q6 Lack of Materials	0.048	0.286	0.262	0.143	0.095	0.143
6b	0.190	0.190	0.452	0.024	0.048	0.071

Table 2　Results of User Perspectives of Drafted Solutions (N=42)

Issue	5	4	3	2	1	N/A
Q7 More Events	0.238	0.214	0.333	0.071	0.143	0.000
7b	0.286	0.167	0.405	0.095	0.024	0.024
Q8 Start a Newsletter	0.214	0.262	0.381	0.071	0.024	0.048
Q9 More Rules	0.000	0.048	0.357	0.357	0.214	0.024
9b	0.024	0.048	0.167	0.381	0.333	0.048
Q10 More Materials	0.167	0.167	0.262	0.214	0.095	0.095

Appendix. **もっと！より良いESRづくりの為のアンケートにご協力ください！**

1

もっと沢山外国人講師の方々や留学生と話がしたいと思っている学生が話す機会が足りないせいで英語を話すのに消極的になってしまったり、自身を失ってしまっているかも知れません。

Q:もっと外国人講師や留学生と話がしたいですか？
そう思わない　　非常にそう思う
1・・・2・・・3・・・４・・・５

QもしJust Talk に参加しない、留学生や外国人講師とあまり話しをしないのなら、その理由を教えてください。その様な学生の為にESRは何ができるでしょうか？

2

ESRに来る学生たちはさまざまな目標や学習スタイルを持っています。しかし時々大声で話している人が勉強している人を阻害していることがあります。また、特定のグループが作られ、会話に入れていない人もいます。

Q. 部屋を用途ごとに分けた方がいいと思いますか？
そう思わない　　非常にそう思う
１・・・２・・・３・・・４・・・５

Q. グループを作るのを避ける方がいいと思いますか？
そう思わない　　非常にそう思う
１・・・・・２・・・・３・・・４・・５

Q. 部屋を分けることやグループができてきていることについてどう思いますか？

3

何人かの学生が無意識的に日本語を使い、それに影響されてESRで日本語を使う人が増え、これがみんなの英語習得における向上や英語のリスニングやスピーキング練習に影響しています。

Q. 日本語を禁止する規則が必要だと思いますか？
そう思わない　　非常にそう思う
１・・・2・・・・３・・・4・・・５

Q. ESRで日本語を少し使うことは許されると思いますか？
そう思わない　　非常にそう思う
１・・・２・・・３・・・４・・・５

Q. 日本語の使用に対する規制について、何かアイデアはありますか？

4

沢山の人が椅子や机の上に持ち物を残したまま部屋を出て行きます。これにより他の人が座れなかったりします。さらに、ソファーで寝る人もいますが、もしその一人がずっと寝続けたら、そのスペースが使えなくなります。

Q. 昼寝や持ち物の放置についての厳しい規則が必要だと思いますか？
そう思わない　　非常にそう思う
１・・・2・・・3・・・４・・・５

Q. この問題についてどう思いますか？何か良い解決方法はありますか？

5

沢山の学生がリスニングやスピーキングのスキルを向上させたいという気持ちがある一方で、ESRではいつもと違う人や違う話題で話してスキルを向上させる事を避けている学生がいます。　ECR＝English Chat Room

Q. ECRは英語のスキル向上の助けになりますか？
そう思わない　　非常にそう思う
１・・・2・・・3・・・４・・・５

Q. ECRの参加者を増やすよう取り組みは必要ですか？
そう思わない　　非常にそう思う
１・・・2・・・3・・・４・・・５

Q. ESRとECRに違いはあると思いますか？ECRを促進させる方法はありますか？

6

ESRでは本を借りる人が増えていますが返却の遅れで他の人が借りたい本を借りれない事があります。

Q. よりよい本借用システムは必要ですか？
そう思わない　　非常にそう思う
1・・・2・・・3・・・４・・・５

Q. ESRスタッフのPCで本を借りるのはいいと思いますか？
そう思わない　　非常にそう思う
1・・・2・・・3・・・４・・・５

Q. 貸出システムに何か問題はありますか？どういうシステムがいいと思いますか？

7

他の人と他の言語を使ってその言語を向上させるのは大事なことです。沢山の人と知り合う、話す為に沢山の人をひきつけることができるイベントが効果的だと考えています。

Q. もっとイベントは必要だと思いますか？
そう思わない　　非常にそう思う
1・・・2・・・3・・・４・・・５

Q. イベントはESRで心地よく過ごすのを助けると思いますか？
そう思わない　　非常にそう思う
1・・・2・・・3・・・４・・・５

Q. どのようなイベントがいいと思いますか？ESRで学生同士の関係がよくなった経験はありますか？

8

ESRを促進させるために学生の関わり合いが必要です。もしスタッフがニュースレターを作るとしたら、皆さんも記事を書くことができ、更に学生達がこれを読む事で彼等もこのプロジェクトに参加するきっかけとなるでしょう。

Qニュースレターを読んでみたいですか？
そう思わない　　非常にそう思う
1・・・2・・・3・・・４・・・５

Qどのような記事が読みたいですか？何か記事にして欲しいトピックがありますか？

9

スタッフはESRを皆さんにとって快適で利用しやすい環境にするため努めています。しかし、使ったカップが放置されていたり、パソコンに個人用のファイルがダウンロードされたり保存されていたりします。

QQ現在よりもより厳しい設備（カップ、PC、エアコン等）の使用のルールを取り決める必要があると思いますか？
そう思わない　　非常にそう思う
1・・・2・・・3・・・４・・・５

Q最近沢山の学生がESRを快適で無く、他の学生にとって利用しにくい状態にしていると感じていますか？
そう思わない　　非常にそう思う
1・・・2・・・3・・・４・・・５

Q上記の質問に、そう思う、非常にそう思うと答えた方は、その理由をお聞かせ下さい。また、学生がより自主的にESRを美しく保つ為の何かアイデアはありますか？

１０

利用者の増加により、ESRの設備、学習素材が不足しています。

Qより多くの学習素材（本や電子辞書）、カップ、PC、椅子等が必要だと思いますか？
そう思わない　　非常にそう思う
1・・・2・・・3・・・４・・・５

Q何をもっと補充するべきでしょうか？ESRに足りないものは何でしょうか？

ご協力ありがとうございました。ご回答頂いた内容は今後のESRの改善の為に使用されます。
アンケートはESR内の青い封筒の中に入れてください。