

Exploring the Motivational Journey of Japanese Self-access Center Assistants in Learning English as a Second Language

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Abstract

外国語学習のコンテキストにおいては、自律学習支援室 (SACs) は学習者の自律性と関連付けられるのが一般的である (McMurry, Tanner, & Anderson, 2010)。自律的な語学学習者は、正式な授業での学習を補完するために、多様な資料や教材を提供する SACs を頻繁に利用するなど、授業外での学習を行う (Hsieh, 2010)。本定性的研究では、日本の関西地区の私立大学の 8人の日本人 SAC アシスタントに対して、英語の生涯学習の過程、補助教材、および英語学習の動機付けに関する質問調査を実施した。本研究の目的は、調査で取り上げた日本人 SAC アシスタントたちが、SAC を訪れる他の日本人学生たちにとって好ましいロールモデルとなりえるような自律した学習者にどのようにしてなることができたのかを検証することである。日本人 SAC アシスタントの回答によると、彼らの英語学習の過程は、小学校時代に楽しみながら学習することから始まり、中学校や高校では今後の進路を大きく左右する試験に合格するために学習し、そして自らの楽しみや、日本人学生あるいは他の国の学生とのコミュニケーション、海外への居住・留学のために学習する自律学習へと発展していった。日本人 SAC アシスタントが SAC を利用する日本人学生と一緒に親密かつ頻繁に学習に取り組む中で、彼らは自分たちが、他の日本人学生が個々の目的のために自分の力で英語を学べる自律した学習者になっていくための動機づけをする重要な役割を担うことを認識していった。

Self-access centers (SACs) in the context of foreign language learning are commonly associated with learner autonomy (McMurry, Tanner, & Anderson, 2010). Autonomous language learners often complement formal classroom learning with informal learning that may include frequent visits to SACs that offer a wide variety of learning resources and materials (Hsieh, 2010). In this qualitative study, eight Japanese SAC assistants at a private university in the Kansai region of Japan were asked about their lifelong English learning process, resources for learning English, and their motivation for learning English. The purpose of the study was to identify how the Japanese SAC assistants were able to

become autonomous language learners who could be positive role models for their Japanese peers who visited the SAC. The assistants reported that their journey of studying English evolved from learning for pleasure when they were in elementary school, studying to pass high-stakes exams in junior high and high school, and finally towards autonomous learning for pleasure, communication with Japanese students and students from other countries, and study abroad. As the Japanese SAC assistants worked closely and frequently with Japanese students who visited the SAC, they realized that they could play a vital role in motivating other Japanese students to become autonomous language learners who could pave their own paths towards studying English for various purposes.

Key words: extrinsic motivation, intrinsic motivation, autonomous language learners

Literature Review

The role of English in Japan has changed since English was introduced into the Japanese education curriculum in 1854 (Hosoki, 2011). In Meiji-era Japan, Japanese scholars went to English-speaking countries to learn about and from western cultures and customs. Upon their return, they began translating documents from English to Japanese and taught at educational institutions with the intention of enlightening their pupils with what they had learned from studying abroad (Hosoki, 2011). The Japanese educators taught in Japanese for the most part because they were expected to teach Japanese students how to apply knowledge of Western civilization to Japanese society so that Japan could transition into a new era of modernization and Westernization.

Later when English as a Foreign Language (EFL) was introduced as an official subject in Japanese education, it became necessary to evaluate and assess the foreign language acquisition of Japanese students. Subsequently, studying English to modernize Japan via learning about foreign cultures was replaced by more behaviorist approaches of teaching that drilled students in grammar structures and provided them with vocabulary with direct translations that were to be memorized to pass tests (Hosoki, 2011). Consequently, EFL teaching methods in Japanese junior high and high schools began to follow the grammar-translation method for university entrance exam preparation that required competency in direct translation skills (*yakudoku*) (Nishino & Watanabe, 2008). Watanabe (1996) claims, the emphasis on learning English for test purposes stripped Japanese

students of the communicative and sociolinguistic functions of learning a foreign language even if the washback effects or the impact of testing on curriculum design, teaching practices, and learning behaviors of the entrance examinations did not necessarily justify the grammar-translation method. According to Kubota (1998), even when culture was incorporated into Japan's English instruction that was dominated by the grammar-translation method, "In learning English, the target language and culture that are to be emulated have been idealized, simplified, and given a certain stereotype" (p. 298). Therefore, content-based courses taught by Japanese academics who shared their lessons learned from going abroad were replaced by rote-memorization and grammar-translation courses that had a minimal impact on raising Japanese students' awareness of other cultures or communicative competence in a foreign language.

Owing to the predominance of the grammar-translation method in foreign language education in Japan even to this day, it is no surprise that Japanese students often associate foreign language competence with accuracy in translation and getting high scores on exams (Koike & Tanaka, 2007). The primary motivation of studying English for many Japanese students since beginning their formal EFL studies in junior high school is extrinsically oriented. In other words, many Japanese students study EFL with the purpose of gaining the reward of entrance into a prestigious university that will secure a promising future or avoiding punishment of entering a low-ranking university that will not guarantee a successful future (Kormos, Kiddle, & Csizér, 2011). Accordingly, prior to attending university, Japanese students have what Beaty, Gibbs, and Morgan (1997) categorize as an academic-extrinsic learning orientation of enrollment in higher education institutions (i.e., educational progression), later replaced by a social-extrinsic learning orientation in university where enjoying social activities in university clubs and circles becomes a priority after having suffered from studying endlessly for university entrance examinations.

Although socializing at university is a priority for Japanese students who have passed high-stakes entrance examinations, Japanese university students do remain motivated to study English and other foreign languages for various reasons (Wang, 2017). Some university students may possess a cultural interest in the target culture due to their exposure to the culture in the form of films, TV programs, magazines, and music (Dörnyei, 2010). Others may be interested in studying abroad and being immersed in the target language and culture as a member of global Communities of Practice of World English speakers (Wenger, 2000).

Finally, there may be students who have an ideal self who is learning English for career advancement and professional development (Dörnyei, 2010). Given the diverse types of EFL students in Japanese universities who possess their own motivations for studying English, there is a need to examine the lifelong motivational journey of Japanese university students who have chosen to continue along the path as active members of the EFL learning experience even after having entered university (Campbell & Storch, 2011).

How is it that some Japanese university students remain motivated and become competent EFL language learners when the system in place prior to university has presumably stifled their opportunities to develop their communicative and sociolinguistic competence in a foreign language (Watanabe, 1996)? The answer to this question may lie in understanding how some Japanese university students may succeed in finding ways to learn English that raises their intrinsic motivation so that the learning in itself becomes interesting, enjoyable, rewarding, and sustainable for them (Kormos et al., 2011).

Research Design

This is a qualitative study of eight Japanese female undergraduate students who have worked at a self-access center (SAC) at a private university in the Kansai region of Japan. The SAC is divided into various areas for students to learn foreign languages including English. In the English-only area, Japanese SAC assistants work with university students who come to improve their listening, speaking, reading, and writing skills in English. During the academic semester, about 20 Japanese SAC assistants devote several hours a week to working with students on their English skills. Japanese SAC assistants (and non-Japanese SAC tutors) are hired after they pass an interview in English, where they must demonstrate that they have English competence, leadership potential, a positive attitude, and some background or interest in international experiences. Many of the Japanese SAC assistants who are employed have just returned from studying abroad and thus are eager to speak in English and share what they have learned overseas with the Japanese university students who visit the SAC.

The overall mission of the SAC is to enhance the learner autonomy (McMurry, Tanner, & Anderson, 2010) and intrinsic motivation of Japanese EFL learners who may initially visit because they are extrinsically motivated to get visiting “points”. The Japanese students who participate in events or tasks at the SAC can boost their score in their freshman English speaking courses. One of the tasks that

students often choose is working with Japanese SAC assistants or non-Japanese tutors who play English games and activities that are targeted to improving Japanese students' communicative competence. When students have a positive experience visiting the SAC in their freshman year, some do eventually return to studying English at the SAC in their sophomore year and onwards without the incentive of earning points. In this way, the SAC is intended to create and retain intrinsically-oriented students who can positively influence other students who may also continue along their journey of becoming self-motivated and autonomous EFL learners. Finally, the SAC hires globally-minded human resources such as SAC assistants and tutors who act as peer role models by helping other students discover their own ways of learning English.

Recruitment of participants for this study began in early November 2018. Questionnaires in Japanese (see Appendix 1) were distributed to the 20 Japanese SAC assistants employed at the time, who specified the resources they used to improve their English listening, speaking, reading, and writing skills. The answers from the questionnaires were then used to prepare a bulletin board with tips from the Japanese SAC assistants to students about what resources (e.g., books and DVDs) that were available at the SAC or elsewhere (e.g., university library) were most helpful for studying English independently. In addition, given that most Japanese university students at the university own smartphones, the Japanese SAC assistants mentioned applications (apps), YouTube videos, and Netflix dramas that visiting students could upload and watch on their own. Finally, for those students with specific goals of passing standardized tests such as the Test of English for International Communication (TOEIC) or Test of English as a Foreign Language (TOEFL), tips were also made available to them.

Out of the 20 Japanese SAC assistants who filled out the questionnaire on their English study tips, eight were selected by two educators at the private university based on the quantity and quality of their responses on the questionnaire. Although all of the participants interviewed were female undergraduate students working at the SAC, gender was not a criterion for selection. The eight assistants were then asked in early December of 2018 if they would be interested in participating in a follow-up interview that would focus on their lifelong English learning process, resources for learning English, and their motivation for learning English. All eight of the assistants agreed to participate in the face-to-face interview conducted by the two educators. Each interview lasted approximately 25 to 30 minutes and was conducted in English or Japanese. Seven assistants spoke in English, and one used

Japanese. Prior to the interview, the participants were asked to sign a consent form and were also given a copy of the questions that would be asked (see Appendix 2). At the end of the interview, they were compensated with a 1000-yen gift card and were asked if they could be contacted to confirm and clarify information conveyed during the interviews. All of the interviews were recorded using a voice recorder and later transcribed. For the interview that was conducted in Japanese, the transcription was translated from Japanese into English and later back translated by one of the educators who is fluent in both Japanese and English. The results were qualitatively analyzed using a thematic analysis methodology (Nowell, Norris, White, & Moules, 2017).

The purpose of the study was to identify how the Japanese SAC assistants were able to become autonomous language learners who could be positive role models for their Japanese peers who visited the SAC.

The following research questions were asked:

- (1) What was the EFL journey of the Japanese SAC assistants prior to university?
- (2) What do they do to stay motivated to study English as a university student?

Findings

Parental Influence in English Learning

In Japan, where EFL is taught as a subject devoid of much direct contact with the English-speaking community, Japanese EFL learners, particularly at the early stages of learning English, are presumably not as integrally motivated because it is difficult for them to imagine themselves as being integrated members of an unfamiliar target community (Dörnyei, 2010). Dörnyei (2010) and Kormos et al. (2011) claim that family members can strongly influence their children's motivation of learning foreign languages and about other cultures even beyond the early years of childhood. In Japan, parental or peer attitudes towards learning a foreign language may have a greater initial impact on Japanese EFL learners' motivation levels than integral motivation.

Although English was not an official subject in the Japanese SAC assistants' education until junior high school, seven out of the eight assistants had studied English at a *juku* (cram school) or on their own before junior high school because one parent or both parents wanted them to study English. Two assistants mentioned that both parents raised their cultural interest (Dörnyei, 2010), defined as the appreciation of cultural products associated with English, by introducing

them to movies and music in English when they were young.

A Japanese SAC assistant mentioned that both of her parents encouraged her to study English by letting her listen to authentic English materials since she was three years old. Her father wanted her to learn English because he had to study for the TOEIC when he began working for a company. Her mother was a violinist, who realized the need to learn foreign languages in her career, as she observed many of her peers studying abroad to further their musical careers. The assistant's earliest exposure to English was watching sitcoms such as *Full House*, which peaked her interest in American culture. The sitcoms gave her insight into family dynamics that appeared to be more egalitarian than in Japan where parents told children what to do without offering much explanation for why things needed to be done in a certain way. She was also amused by the American jokes that demonstrated how humor was related to culture. She loved watching Disney movies and singing the songs in the movies. Her father's insistence on watching the original version with Japanese subtitles helped her memorize the lyrics from various songs and trained her ears to remember the sounds of a language that she did not actually comprehend. For this particular SAC assistant, her earliest exposure to English was via culture, with a focus on music. During the interview, when she was reflecting on her English journey, she stated that her entry into English via music may have inspired her decision to study musical theater in New York for approximately 1.5 years.

Mothers were the most significant influencers of three assistants' early English education. Japanese mothers are often the key decision-makers of their children's extra-curricular lessons (Entrich, 2015), with one being the decision to enroll their children in English cram schools before junior high school when English becomes an official subject in formal education. Some mothers were even managing their own English conversation school, as was the case for a Japanese SAC assistant who participated in this study. The four assistants who attended extra-curricular English lessons from as early as kindergarten reported that they enjoyed their lessons because they were conversational, fun, and interactive. This early exposure to English through listening and speaking raised their intrinsic motivation because they were learning English for the sheer pleasure of learning. It also helped them value English for communicative purposes, while imagining the benefits of being able to communicate with global Communities of Practice of English speakers (Wenger, 2000). Some assistants even had opportunities to learn English with people from diverse cultural backgrounds, which raised their international posture

by having a more positive attitude towards the international community where they imagined using English (Yashima, 2002). An assistant said she enjoyed talking with her Australian cram school teacher who was very kind and interesting. Another assistant mentioned that although she was not necessarily motivated to study English and attended the cram school because her mother told her to, she started to enjoy speaking English with her cram school teachers who came from various countries around the world. In brief, even if their mothers may have pushed them to study at cram schools from a very early age, the Japanese SAC assistants found that they enjoyed learning English at the cram schools because it helped them connect and communicate with people from other cultures.

The Changing Face of Motivation

When English became a mandatory school subject in their formal education in junior high school, seven Japanese SAC assistants began to study English following the grammar-translation method to pass tests. None of the assistants mentioned parental influence as a significant factor for their decision to continue to study English in junior high school because studying English was no longer considered an extra-curricular activity. One assistant who had lived in South Korea from the age of 10-15 did not explain how she had studied English there. She did mention, however, that living in South Korea had made her aware that English could be a tool for making friends from different countries.

The intrinsic motivation of studying English for pleasure changed to extrinsic motivation once the Japanese SAC assistants began their formal English education. This transformation was not because their intrinsic motivation had disappeared entirely. Rather, once they started their formal English studies, they realized that they needed to divert their attention from learning English for fun towards getting good scores on English tests. An assistant who continued to attend a cram school began taking classes that were designed for passing standardized tests such as the *Eiken* (Test in Practical English Proficiency), Japan's leading language assessment backed by the Ministry of Education, Culture, Sports, Science, and Technology. Once the assistants began studying for English for test purposes, they realized that what they thought they had been good at, for instance English for communicative purposes with their instructors at cram schools, did not help them pass exams that tested their knowledge of grammar rules and direct translation skills. As a result, most of the assistants admitted that they began to feel demoralized when their favorite subject (English) became their dreaded

subject because they did not enjoy studying grammar rules and vocabulary that could not be easily applied to conversation. When asked what discouraged them most from studying English prior to coming to university, two assistants said that getting low scores on English tests made them want to give up on studying English. An assistant admitted that by studying English to pass entrance exams, she regretted that she had missed the critical period of learning English. Now that she was past the critical age of language learning of 12 years old, she felt that she could no longer acquire English like a native speaker (Deng & Zhu, 2016).

When the Japanese SAC assistants reflected on how they had studied English prior to entering university, they thought that not learning English for communicative purposes negatively affected their motivation and ability to become active foreign language learners. An assistant said that her previous way of studying vocabulary, by memorizing vocabulary words and writing the translations in Japanese on the back of cards, obstructed her ability to think in English. Instead, it had the opposite effect of helping her memorize words in Japanese; when she tried to speak, she would use Japanese instead of English. She felt rather frustrated that she was not able to communicate in English even though she had memorized many English words. Another assistant mentioned that when she was studying English grammar, she thought it was very boring and difficult. Often, she wondered why she needed to study English grammar. The only way she could continue studying English was by telling herself that she had to study English if she wanted to go to university. In short, all of the assistants stated that they wished that they could have had more opportunities to become active language learners who were exposed to practical English so that they could have raised not only their motivation but also their confidence in using English as active members of global Communities of Practice (Wenger, 2000).

In contrast to the negative stories of the Japanese SAC assistants' English learning history in junior high school, there were some assistants who had positive English learning experiences in high school. One assistant went to a high school that had special English-track courses that tended to be more demanding and smaller in size (e.g., 10 students in a class) than the average English courses offered to Japanese students. There were students who had lived overseas in her class as well as other students like her who enjoyed learning English. She took a communication course from a native teacher, who inspired her to continue to learn English and told students that they should not be afraid of making mistakes when learning a foreign language. She felt most motivated when she attended a summer

immersion seminar for the students in this special English-track course. She and five other Japanese high school students had to explain everything in English to 13 foreign teachers who were interested in learning about Kyoto. For four days, they used English only and communicated with World English speakers about Japanese culture, traditions, and Kyoto's famous spots. Using English in authentic situations with a captive audience helped her understand the importance of learning English for communicative purposes. Another assistant also stated that in her high school, there were many events such as debating about the critical period of learning foreign languages and giving speeches in English, which made her appreciate how English could be a tool for communication with people from all over the world.

With the exception of the Japanese SAC assistant who had lived in South Korea for five years, most of the Japanese assistants did not mention having gone abroad or living abroad prior to attending university. There was one Japanese SAC assistant, however, who had participated in a homestay program in Canada for two weeks as a high school student. When she was in Canada, she struggled with communicating in English because she was not very fluent in English, but gradually she began to feel that it was fun to speak English with people there. Campbell and Storch's (2011) study on the changing face of motivation found that previous language learning experiences influence students' decisions to continue studying foreign languages later when they are optional. For this assistant, the home stay program definitely influenced her decision to study English in university so that she could eventually study abroad for an academic year to the United States.

Becoming Autonomous Learners of English

Japanese university education is frequently referred to as "life's summer vacation" (H. Uematsu, personal communication, November 19, 2019). In other words, after having survived cramming for college entrance exams and before entering Japanese workplaces known for their long working hours, Japanese university students are entitled to fully enjoying their university life by joining various circles and clubs. The Japanese SAC assistants differed from the typical Japanese student who tended not to interact with non-Japanese students in that they chose to socialize with a global network of students. At the SAC, they worked and interacted with non-Japanese SAC tutors, who were also hired to help Japanese university students with their English skills. Moreover, many of the Japanese SAC assistants had online friends with whom they could communicate in English. They

frequently spent their free time at the SAC, where international students socialized with other exchange students. Being able to explore on their own—where, when, why, how, and with whom they wanted to study English—transformed them into autonomous language learners who could take charge of their own learning (Varol & Yilmaz, 2010) and be the locus of control in their learning experience (Campbell & Storch, 2011).

All of the assistants found new ways to study English that would raise their intrinsic motivation while also achieving their long-term academic, career, and personal goals. Through independent learning, they became more confident and capable in selecting their own materials and methods to learn English so that they could monitor their learning along the way (Hsieh, 2010). All of the assistants mentioned studying abroad as a goal in their university life. Studying abroad meant that they needed a high enough score on standardized tests such as the TOEFL to qualify for study abroad programs. It also meant that they had to become accustomed to understanding English in authentic settings. Therefore, they began looking for ways in which they could incorporate English into their daily lives. For instance, they found ways to surround themselves with English by socializing in English; listening to English podcasts while commuting to school; and watching online videos, movies, or television shows in English for their personal entertainment.

Finding a global community of English speakers was important for a Japanese SAC assistant. She went online to find overseas language partners who could speak English and were interested in learning Japanese from her. Eventually, she found a language exchange app that connected her with an American male language partner who was serious about improving his Japanese and her English instead of using the service to find a romantic partner online like some of the other male exchange partners she had worked with in the past. She also used Instagram with Japanese speakers of English who were interested in talking with other Japanese people about various issues using English. She thought it was rewarding to communicate in English with Japanese people who shared her cultural background and her motivation for learning English. Finally, to prepare for her internship in February of 2019, she used Facebook to participate in fortnightly English discussions with people who were going to do the same internship program as her. Accessing online communities of World English speakers ensured that she would speak English regularly with a global community of English speakers.

YouTube was helpful for Japanese SAC assistants who sought advice on language learning, study abroad, or even beauty and fashion. Many assistants accessed YouTube sites, usually by Japanese YouTubers with high English proficiency, who introduced materials and resources to Japanese EFL learners. They believed that having Japanese people introduce books, websites, podcasts, apps, movies, and music was useful because the Japanese YouTubers could relate to their frustrations of having to learn English rather unsuccessfully through the grammar-translation method. The Japanese YouTubers usually offered tips on how to use the resources effectively for learning English. In addition to English learning tips from Japanese YouTubers, a Japanese SAC assistant followed YouTubers who would give her beauty or fashion advice in English. She watched the videos repeatedly and tried to remember what the YouTubers were saying in English because automatic captioning was not available at the time. Two assistants studied the lyrics of their favorite songs on YouTube. All of the assistants who mentioned YouTube videos as an important tool for their language learning said that the key to learning from the videos was to watch what interested them repeatedly and frequently.

As the Japanese SAC assistants experimented with the myriad of resources available to them, they were able to gradually find materials that suited their English level. The apps that were challenging were news apps for native English speakers. Rather than giving up entirely on learning English via the news, two assistants found news apps that were targeted to non-native English speakers and more suitable to their level. Another assistant indicated that podcasts with bilingual news programs were helpful for improving her listening skills, especially when she could sit down and listen to them during her commute. Similarly, when a Japanese SAC assistant found TED Talks to be difficult, she decided to listen to TED Education Talks that were shorter and easier to understand. As for reading, when an assistant found the original version of books demanding, she chose the graded readers of the books instead. In this way, the Japanese SAC assistants were able to sustain their motivation of learning English by finding resources that matched their level.

Many Japanese SAC assistants subscribed to Netflix to watch dramas, sitcoms, and movies that interested them. Subtitles in English and Japanese proved to be invaluable for their English learning. The assistants watched the shows or movies first with Japanese subtitles, then with English subtitles, and finally after watching the same episode or movie many times, they removed the subtitles to test their

listening comprehension. If the original movies were too difficult to watch in English, some Japanese SAC assistants watched the movie in Japanese and then switched over to the English version after they understood the storyline in Japanese. Although many assistants did enjoy watching movies in English, some said they preferred watching sitcoms to movies because each episode lasted only 20-30 minutes, which was ideal for studying on a regular basis. Several assistants gave examples of sitcoms such as *Friends*, *Glee*, or *Full House* as being most suitable for teaching them English phrases, vocabulary, and American culture.

When the Japanese SAC assistants were studying abroad, in addition to using online resources, two assistants reflected on their experience by writing journal entries in English. They found that writing journals helped them organize their thoughts, focus on fluency rather than accuracy, and address problems they may have encountered when overseas. An assistant also used her journal to increase her vocabulary retention rate by writing down words she had learned in her journal entries and later using those words in her daily conversation. The assistants who did write journals regularly found it a rewarding experience as they could document their overseas experience while also trying to improve their English skills.

Discussion and Implications

The Japanese SAC assistants reported that their journey of studying English evolved from learning for pleasure when they were in elementary school, studying to pass high-stakes exams in junior high and high school, and finally towards autonomous learning for pleasure, communication with Japanese students and students from other countries, and study abroad. Upon returning from studying abroad, they were hired as Japanese SAC assistants and were eager to work with other Japanese students who might also become autonomous learners who could pave their own paths of learning English.

The Japanese SAC assistants felt disappointed that many students participated in events or tasks at the SAC because they wanted to earn points that would be counted towards their score in their freshman English speaking courses. However, by sharing their own experience of studying abroad, working with Japanese students directly on tasks, games, and other activities, giving them tips on how to use resources available at the SAC and elsewhere, and giving presentations in English on various topics, they hoped to contribute to the overarching mission of the SAC of enhancing the learner autonomy (McMurry et al., 2010) and intrinsic

motivation of the Japanese student visitors. After all, their journey of English learning may be quite similar to the Japanese students who visit the SAC. What may differ between them and some of the SAC visitors at this point in time is that through trial and error, they eventually found their own way of learning English while they were university students. The next phase of this study will be to interview Japanese SAC visitors to understand how the presence of Japanese SAC assistants may have influenced the motivation of Japanese student visitors who may have been inspired to find their own path to learning English in ways that are sustainable, enjoyable, and beneficial for them now and in the future (Kormos et al., 2011).

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Appendix 1: Questionnaire to SAC Assistants

Please write how you study English and the materials/resources you use.

【英語の勉強法と素材を紹介してください♪】

SAC に来てくれる学生にもっと英語の勉強を楽しむための具体的な方法を提案したいと思っています。みなさんの良かった勉強方法やこれは役に立つ！と思った素材など共有してください！

We want to share how to enjoy studying English with our students! Could you share your experiences with us? Thank you!

1. これまで英語の話す力を伸ばすのに役立つ勉強法はありましたか。その時使った素材（本、ウェブサイト、アプリ、映画、音楽、TV プログラムなど）で役立つもの、ほかの人にも紹介したいものはありますか（具体的な名前を挙げてくださいね）。

How did you study to improve your speaking skill of English? Do you have any material or method you recommend to other students (books, websites, apps, movies, music, TV program, etc.)?

2. これまで英語で聞く力を伸ばすのに役立つ勉強法はありましたか。その時使った素材で役立つもの、ほかの人に紹介したいものはありますか。

How did you study to improve your listening skill of English? Do you have any material or method you recommend to other students?

3. これまで英語で書く力を伸ばすのに役立つ勉強法はありましたか。その時使った素材で役立つもの、ほかの人に紹介したいものはありますか。

How did you study to improve your writing skill of English? Do you have any material or method you recommend to other students?

4. これまで英語で読む力を伸ばすのに役立つ勉強法はありましたか。その時使った素材で役立つもの、ほかの人に紹介したいものはありますか。

How did you study to improve your reading skill of English? Do you have any material or method you recommend to other students?

5. そのほかの英語学習法や素材で薦めたいものはありますか。

Do you have any material or method you recommend to other students?

6. TOEIC の勉強に役立つ勉強法はありますか。その時使った素材で役立つもの、ほかの人に紹介したいものはありますか。

How did you study for TOEIC test? Do you have any material or method

you recommend to other students?

7. TOEFL の勉強に役立った勉強法はありますか。その時使った素材で役立ったもの、ほかの人に紹介したいものはありますか。

How did you study for TOEFL test? Do you have any material or method you recommend to other students?

8. そのほかに英語の試験対策で役立った勉強法はありますか。その時使った素材で役立ったもの、ほかの人に紹介したいものはありますか。

How did you study for any other English test? Do you have any material or method you recommend to other students?

Appendix 2: Follow-up Interview Questions to SAC Assistants**Your name:****Date:****Location:****Interviewers:****Consent form:**

I give permission to (name of researchers) to collect data using a voice recorder regarding their SAC research and write articles based on the data they collect. I understand that my name will not be revealed in any way and that I have the right to refuse that any of my data be distributed. I also understand that I will receive a gift card of 1000 yen for my participation in this study.

Signed: _____ (your full name)

Date: _____

Email address: _____

Interview questions:

1. Why are you interested in learning English? (What made you interested and encouraged you to continue studying?)
2. What, if anything, discouraged you from continue studying English?
3. Do you think that you or somebody you know is naturally good at learning English? If yes, why? If no, why not?
4. What is something you know now that you wish you knew earlier about learning English?
5. Which apps, books, etc. have you tried for learning English that you liked and why?
6. Which apps, books, etc. have you tried for learning English that you did NOT like and why?
7. The SAC is a self-access learning center. Do you think it encourages students to study English on their own? If yes, why? If no, why not?