

札幌校舎における学習相談室（英語）の利用に関する報告

A qualitative investigation and assessment of the status, trends and developmental potential of the English Study Help Room at Tokai University, Sapporo Campus

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要 旨

2008年度の学習相談室（英語）の利用はほとんどないという状態であった。この報告ではアンケートや小プロジェクトを通してその状態を改善し、学習相談室（英語）の利用を促す試みを紹介している。大学入学一年目の学生を対象にしたアンケートの結果、学生の学習相談室（英語）の利用に対する意識が浮かび上がってきた。また前述のアンケート、クラス担当教員に対するアンケート、プロジェクトに参加した学生からの意見等に基づいてこの相談室をどう利用するかに関する提言を行う。

Abstract

In 2008 the level of student utilization of the English Study Help Room (ESHR) was low. This report outlines surveys and mini-projects carried out to increase awareness and student participation. Awareness of the ESHR was increased due to the surveys and visitations. Proposals for further improvement of the ESHR are made.

キーワード：自覚，学習動機，施設の活用，学習支援

Keywords: awareness, motivation, utilization, learning support

1. Introduction

Student Learning Centers can be an effective tool for supporting students' learning in the school context. For example, the authors are familiar with several successful learning centers such as the English Writing Center at Colorado State University, the Online Writing Lab (OWL) at Purdue University, and the Learning Center at State University of New York at Buffalo.

The need for this kind of support is becoming better understood in Japan, but

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development of this kind of support is still not fully realized. This is also true of the English Study Help Room (ESHR), recently instituted at Tokai University, Sapporo Campus. In attempting to ascertain the overall nature of the ESHR it soon became clear that it was highly underutilized. One reason for this was that the ESHR program was not well known by either the faculty and the students.

This study showed that upon raising awareness of the ESHR both students and teachers expressed interests and need for such learning support.

2. Methodology

① Participants

The participants of this project are: 1) students who were taking English Communication classes in the fall semester of 2008 and the spring of 2009, 2) teachers who were assigned to teach these classes, and 3) the instructor who was assigned to stay in the ESHR and take care of the visiting students.

② Background of the English Study Help Room

The ESHR was opened in April, 2007. The instructor who is volunteering to take care of the ESHR is a retired professor who teaches English classes part-time. The location of the room is close to the cafeteria.

In April, 2008, one of the researchers for this project was assigned to monitor the room. It soon became clear that there were some problems. Most importantly, students were not visiting the room. To investigate the reasons for this, the first student survey was conducted in January, 2009.

Another purpose of this survey was to see if the students were ready to accept teaching assistants. It seemed that one of the problems was the availability of the instructor and the room. The research looked into the idea of solving this problem by using teaching assistants.

As a result of the survey, it was found that despite the fact that the room was mentioned during guidance at the beginning of each semester, almost half of the students did not know about the room when the survey was taken ten weeks later. Because of this in the spring semester of 2009, the room was promoted through several other channels. First it was mentioned in the student guidance in April. Then the schedule of the room was posted in each elevator and the student bulletin board in the hall. And each English teacher, distributed flyers to all their first-year students in May.

After that the researchers started planning to conduct two small projects based on

utilizing the ESHR. Each researcher designed one small project, namely the Kibler-project and the Mashiyama-project. The instructor of the room was approached and agreed to participate in the projects.

In early June, the survey for teachers were distributed and collected. As a result, 2 out of 4 Japanese English teachers and 5 native instructors answered the survey. We learned that none of the native instructors knew about the ESHR but most of the instructors, both native and non-native, welcomed the idea of such support.

The small projects started in the late June. Some students were asked to visit the room and meet the instructor. After that, a follow-up interview was conducted with the ESHR instructor on August 5th.

The second student survey was carried out between July 20th and 24th. Once again, the aim of the survey was to investigate the students' awareness of the room and their readiness to accept teaching assistants. All the English teachers who were assigned first year students' classes were asked to distribute the survey and collect it. Survey papers were collected for ten out of twelve classes. A total of 255 first year students answered the survey. In addition, selected classes with second, third, and fourth year students were also surveyed.

Therefore the data sources of this project are: (1) two student surveys, (2) a teacher survey, (3) consultation sheets for the Kibler-project, (4) the after-visitation survey for both projects, and (5) the recorded interview with the ESHR instructor.

3. Results

① Student Survey Project

As explained before, there were two student surveys conducted. The first student survey was distributed and collected at the end of the fall semester of 2008. In the first student survey, 144 first year students responded. Moreover some second, third and fourth year students also participated, bringing the total number of the participants of the first student survey to 185.

The second student survey was conducted in same fashion at the end of the spring semester of 2009. In the second student survey, 255 first year students answered the survey. As in the first survey also participated, bringing the total number to 306. The detailed numbers of the students are in Table 1.

There are nine questions and four sub-questions in the survey (Appendix A). The first and second questions are about the years and the departments the students are in. These two questions are for determining the sample. Third question is asking if they know about the room. The fourth question is if they have ever visited the room. If they answered yes, they are

asked to answer three sub-questions about their visits; how many times they visited, what they did, and if the visit helpful. If no, they are asked the reason they did not visit the room. Thus, Questions 3 and 4 are asking about the present situation (Table 2).

Table 1: Numbers of students answering survey 1 & 2

| | Number of students (Survey1) | % | Number of students (Survey 2) | % |
|----------------------|---------------------------------|-------|----------------------------------|-------|
| 4 th year | 2 | 1.1 | 4 | 1.3 |
| 3 rd year | 10 | 5.4 | 5 | 1.6 |
| 2 nd year | 29 | 15.7 | 42 | 13.7 |
| 1 st year | 144 | 77.8 | 255 | 83.3 |
| Total | 185 | 100.0 | 306 | 100.0 |

Table 2: Q 3 “Do you know about the room?” and Q4 “Have you ever been there?”

| | Survey 1 | % | Survey 2 | % |
|-----------|----------|-------|----------|-------|
| Y-Y | 10 | 5.4 | 13 | 4.2 |
| Y-N | 94 | 50.8 | 150 | 49.0 |
| N-N | 79 | 42.7 | 142 | 46.4 |
| No answer | 2 | 1.1 | 1 | 0.3 |
| Total | 185 | 100.0 | 306 | 100.0 |

Y-Y = Yes, knew about the room and Yes, been there

Y-N = Yes, knew about the room but No, never been there

N-N = No, did not know about the room and No, never been there

About half of the students knew about the room, but most of them have never been to the room. Some interesting reasons they gave were “I thought I didn’t need to go there,” “I can study myself” and “(it is) rather difficult to go in (the room).”

From Question 5 to 9 are about their needs of the room. Question 5 asks if they want a teacher or a teaching assistant. Questions 6, 7, and 8 are about the time and days they want the room open, and the location of the room.

More than half of the participants agreed to have students as teaching assistants in the room. But when we analyze the data deeply, there emerges a tendency.

Table 3: Q5 “Who do you wish to have as instructors?”

| | Survey 1 (n=185) | % | Survey 2 (n=306) | % |
|-----------------|---------------------|------|---------------------|------|
| Student is okay | 121 | 65.4 | 198 | 64.7 |
| Prefer teacher | 48 | 25.9 | 95 | 31.0 |
| Both | 3 | 1.6 | 2 | 0.7 |
| No answer | 13 | 7.0 | 11 | 3.6 |

Table 4: Cross-analysis of Q3, Q4, and Q5 (Survey 1)

| | Y-Y | Y-N | N-N | No answer |
|-----------------|-------------|-------------|-------------|------------|
| Student is okay | 4 (40.0%) | 63 (67.0%) | 53 (67.1%) | 1 (50.0%) |
| Prefer teacher | 4 (40.0%) | 23 (24.5%) | 21 (26.6%) | 0 (0%) |
| Both | 1 (10.0%) | 2 (2.1%) | 0 (0%) | 0 (0%) |
| No answer | 1 (10.0%) | 6 (6.4%) | 5 (6.3%) | 1 (50.0%) |
| Total | 10 (100.0%) | 94 (100.0%) | 79 (100.0%) | 2 (100.0%) |

Table 5: Cross-analysis of Q3, Q4, and Q5 (Survey 2)

| | Y-Y | Y-N | N-N | No answer |
|-----------------|-------------|--------------|--------------|------------|
| Student is okay | 7 (58.3%) | 96 (64.0%) | 95 (66.4%) | 0 (0%) |
| Prefer teacher | 5 (41.7 %) | 49 (32.7%) | 41 (28.7%) | 0 (0%) |
| Both | 0 (0%) | 1 (0.7%) | 1 (0.7%) | 0 (0%) |
| No answer | 0 (0%) | 4 (2.7%) | 6 (4.2%) | 1 (100.0%) |
| Total | 12 (100.0%) | 150 (100.0%) | 143 (100.0%) | 1 (100.0%) |

Table 6: Q6 “When do you wish the room to be open?”

| | Survey 1 | % | Survey 2 | % |
|----------------|----------|------|----------|------|
| Before class | 30 | 16.2 | 51 | 16.7 |
| In morning | 36 | 19.5 | 68 | 22.2 |
| In afternoon | 122 | 65.9 | 153 | 50.0 |
| After period 5 | 30 | 16.2 | 86 | 28.1 |
| No answer | 7 | 3.8 | 15 | 4.9 |

The students with lower awareness of the ESHR (students answering Y-N or N-N) were more receptive to the idea of being helped by teaching assistances. The students who had actually visited the ESHR were equally receptive to either option (TA or full professor).

About half of the participants answered they wished the room open in the afternoon. After the 5th period, when most of the classes are over, is another time slot they like.

Table 7: Q7 “How often do you wish the room to be open?”

| | Survey 1 | % | Survey 2 | % |
|---------------|----------|------|----------|------|
| Everyday | 46 | 24.9 | 94 | 31.7 |
| 4 days a week | 46 | 24.9 | 73 | 23.9 |
| 2 days a week | 84 | 45.4 | 124 | 40.5 |
| No answer | 10 | 5.4 | 17 | 5.6 |

Then how often should it be open? More than 40% of the students answered to have it twice a week. It may have some influence from their schedule of English classes. They have two English communication classes a week.

Table 8: Q8 “Do we need to change the location of the room?”

| | Survey 1 | % | Survey 2 | % |
|---------------|----------|------|----------|------|
| No change | 150 | 81.1 | 259 | 84.6 |
| Better change | 12 | 6.5 | 19 | 6.2 |
| No answer | 24 | 13.0 | 28 | 9.2 |

More than 80% of the participants did not think we needed to change the location of the room. It seems that the room is located the place convenient enough for the students.

The last question concerns about what they wish to talk about in the room. There are three choices: about lessons, about tests, and about English in general.

Table 9: Q9 “What would you like to talk about if you visit the ESHR?”

| | Survey 1 | % | Survey 2 | % |
|-----------------------------|----------|------|----------|------|
| About lessons | 76 | 41.1 | 133 | 43.5 |
| About tests | 67 | 36.2 | 95 | 31.0 |
| About English in general | 81 | 43.8 | 120 | 39.2 |
| No answer | 15 | 8.1 | 21 | 6.9 |

The students do not seem to know what they wish to talk about yet. Interestingly

one third of the participants showed their interests in tests, such as TOEIC® , TOEFL® , and STEP test. There might be a possibility of having these test classes or lectures as a part of this room's function.

Through these surveys, Survey 1 and Survey 2, it is seen that the students are generally indifferent to use the room and believe they do not need to use the room because they are doing fine in class.

② Teacher Survey Project

The teacher survey was conducted when the half of the spring semester of 2009 had past. We chose the time when midterm examinations had done and every instructor had grasped their students' progress.

Two versions of the survey were prepared: in English and in Japanese (Appendix B & C). There were five native teachers and four non-native teachers assigned the first year English communication classes. Seven out of nine teachers returned the survey paper.

The questions are made based on the student survey. Five out of seven teachers did not know about the room. Other two teachers knew about the room and had recommended their students to use the room, but they did not know either if the students went there or if the visits were helpful.

About having students as teaching assistants, five out of seven teachers agreed. As reasons, they said "The more people to help out, the better (native speaker)," and "It would be a good experience (native speaker)." They found this system would be useful for both students who need help and students who give help.

Q4, Q5 and Q6 are about the hours, days, and location of the room. Three of the teachers think afternoon is a good time to open the room, and one teacher mentioned opening in lunch time. Three teachers answered Q5, asking how often it should be opened, and all of them found opening it everyday was beneficial for students. Two of them think the location is okay and three of them said "Anywhere they (students) want." One teacher recommended a corner of cafeteria.

About kind of assistance they think appropriate for the room, three participants chose classroom homework and two mentioned special homework. One of them named "help in reviewing English" would be beneficial and three chose basic skills to be treated in the room. It seems that some teachers feel the students need to acquire basic skills.

The last question is about the language skills they expected the room to focus on. Five of the teachers think reading, speaking, and writing are to be focused on. Three chose listening as a focused skill. If the participants think students did not have basic skills in

English, any skills can receive benefits from extra hours spent in the room.

③ Kibler-project

Familiarity is a powerful force which can be seen as a two edged sword in that while being overly familiar lead to jadedness or contempt, a lack of familiarity can lead to insular behavior and a poor communication. When lack a familiarity is a root cause of standoffish behavior, simple ice breaking can go a long way towards getting people more involved and making activities more appealing. In fact, this concept is what inspired one of the highly successful Madison Avenue advertising campaigns, the 1971 Alka-Seltzer commercials that made the phrase "Try it, you'll like it" a part of American vernacular expression.

After the first student survey it was clear that familiarity was an issue for the ESHR. With that thought in mind the Kibler -Project was designed to facilitate student interaction with the ESHR. This was done by having teachers recruit students to participate in a Learning Styles survey (Appendix D) that was conducted by the instructor of the ESHR. Students who chose to participate were given extra credit in their respective classes for visiting the ESHR and completing the survey.

Upon completion of the visit the student were asked to complete an after-visitation survey (Appendix E) to assess their impressions of and interest in the ESHR upon having made the visit and meet the instructor. It was the intent of the authors to have students make one-on-one visits to the ESHR at a time of their choosing. In fact they tended to go in groups during the lunchtime visitation period. This unforeseen development did not defeat the purpose of the project, and it could be said that it throws some further light on student attitudes towards the ESHR. This project provided good insights into students' needs and the potential for promoting the ESHR via ice-breaking activities

Table 10: Average scores of consultation questionnaire (n=13)

| Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 2.8 | 1.9 | 2.2 | 2.5 | 2.2 | 2.1 | 3.0 | 3.0 | 2.8 | 1.8 | 2.8 | 2.7 | 2.8 |

We prepared a questionnaire for the consultation. The instructor is asked to talk to the students and check their answers. There are three sections: (1) Study Style, (2) Self Regulation, and (3) Self Image. Altogether there are thirteen questions. Each question has Rykert-type scale from "Agree" to "Disagree." The answers can be marked from 3 points (agree) to 1 point (disagree). The average scores of each question are in Table 10.

From Q1 to Q4 are about Study Style. They prefer study alone to study with students. They may learn better when they are assigned tasks and projects than through memorization.

From Q5 to Q8 the questions that are asking about their perception of their preparation for class and learning English. It seems that they are not preparing for class either in junior and senior high school or in college. They strongly agree that if they study hard they eventually become good at English and for getting there they need to acquire good learning habits.

Questions 9 through 13 are about their self image in learning English. They know English is important for them. Why? They might use it in the future. But at the same time they feel English is difficult and they are not good at English, and one of the reasons why they feel so is they met a different kind of English in college than they have learned in junior and senior high school. All of the students who answered this questionnaire are from the native speakers' classes. Does that mean the students had not learned in communicative approach though Ministry of Education, Science, Sports, and Culture has promoted it so strongly?

After they visited the room and talked with the instructor, the students were asked some questions about their visits. The questions were prepared beforehand (Appendix E).

Eleven students answered the after-visitation survey. The first two questions are about the accessibility of the room. Ten students found the room easily. Three students said the schedule of the room was not very convenient.

Second section is about their affective reaction to the visits. They were not very nervous about the visits and after their visits they felt accomplishment. Since the visits were for talking not for assignment, they might feel relaxed.

The last question is asking if they would go there again. Ten out of eleven students answered yes. Their comments are positive about the room. The comments are "I didn't know about this room, but I would use it in the future," "The instructor is nice and I feel relaxed to go there," "I would like to go there again because the instructor was kind, " and "It was good to find this room."

④ Mashiyama-project

In this project, two participants were asked to visit the room. The selection was based on the scores on the midterm examination and the average scores of five vocabulary quizzes. It seemed that these students had not acquired study habits yet. They agreed to visit the room.

The procedure is as following: (1) give student an assignment sheet (Appendix F) to indicate what to do in the room, (2) student visits the room and hand the sheet to the instructor there, (3) student works on the assignment with the instructor, (4) the instructor writes how long and on which section of the book they worked on the assignment sheet, and (5) student brings back the sheet to the classroom teacher. This project was conducted between June 23rd and July 23rd, 2009.

Both of the students visited the room twice for 20 to 30 minutes. The given assignment was to go over one lesson from a book. The book has several English sentences in a lesson. They went over the meanings of those sentences and read aloud them.

At the end of the semester, the students were asked about their visits of the room (Appendix E). The questions are divided into three sections: (1) accessibility, (2) their feeling change, and (3) possibility of future visits. Both of them found the room easily, but they thought it was rather difficult to find the best time to visit there. Both of them said they had to visit twice to meet the instructor. Before their visits, one of them felt his visit rather stressful, but after their visits both of them reported that they had achieved something. Both of them would visit the room in the future, but one of them thought they need special assignment for the visit and more slots to see the instructor.

As a result, sending students to the room with assignment would promote future use of the room. Two points to consider must be the assignment and the availability. The assignment should give the visitors feeling of accomplishment. About the availability, both of them had to visit the room more than once to meet the instructor. If we could increase the available slots, it would be easier to visit the room.

⑤ Interview

The interview with the instructor of the ESHR was conducted on August 5, 2009. This interview was digitally recorded and analyzed. It was especially helpful in formulating an overall picture of the recent history and development of the ESHR, as well as gaining insights into various possibilities for improvement and extension.

Analyzing the interview thematically, there are three issues became visible: (1) Space, (2) Time, and (3) Task. These issues are the main concerns for the authors too and included in the surveys.

The authors were concerned if the students can find the ESHR easily but another problem appeared in the interview. The instructor of the ESHR was very clear about his feelings that it is difficult to work with students there when other teachers are present. In the assignment given in the Mashiyama project, reading aloud and listening to the CD were

necessary. He feels that it is disruptive and intimidating. He expressed the desire to have a separate space available for such work.

Availability (scheduling) is an issue. In the schedules of the fall semester of 2008 and the spring semester of 2009 (Appendix G) the instructor is available to teach from one to three days a week. The instructor of the ESHR thought just before or just after class would be the best time for students, but since those times are not available lunch time should be the best time. But the reality would seem to be that very few students are taking advantage of this time slot.

Then what kind of assignments would be suitable for the ESHR? As seen before, the instructor showed reluctance to share the room with other subjects' instructors when he instructs the students. He told about the assignment given in the Mashiyama project, "Reading together is okay, but having them (students) pronounce the words was difficult. That kind of activity is good (for students), reading aloud is necessary, but ... it was difficult." He mentioned supporting for test preparation as the best assignment for him to perform. "For example, when students want to take TOEIC ® or TOEFL ®, they can come here, like one of the students you know. He (the student) wanted to take STEP test, and we used the exercise books you left here... That was good... Those students are motivated, but I don't think many students know about it (test preparation support service)" he said.

These three issues, space, time, and task will be discussed in the next section again.

4. Discussion

The ESHR can be effective. But the question is; 'Why don't the students use it?' The biggest reason is the ESHR's low profile. Moreover, even if students know about the room, they choose not to go there. They think that they do not need to go there. In other words, their awareness of the ESHR is low both in terms of its meaning and its utilization. To solve this problem, adding to advertisement having seminars can be helpful. Or we can make it more accessible.

To apply solutions to the reality, there is a vital problem: the ESHR is run with only volunteer staff. This fact limits the usage of the ESHR. The instructor of the ESHR seemed to express to do more and extend his role in the ESHR, but at the same time showed hesitance to embracing plans or concepts that would prove to be work-intensive or highly structured. It is very likely that the demands of such participation are not in balance with the highly unrewarded, volunteer aspects of being a retired teacher who is working part-time and assuming the responsibilities for the ESHR. The influence of this problem spreads mainly to three areas: space, time, and task.

The location of the ESHR is quite accessible according to the student surveys. But as a space to learn English, the room is not ideal. As the instructor of the ESHR pointed out in learning English reading aloud and shadowing are very popular activities. Making English sounds is an essential part of mastering English but it might be annoying to other people studying if the room is shared. That is the difference between learning English and other subjects. It also becomes a source of embarrassment for the students visiting the ESHR and might lower their motivation to re-visit there. For both agents, learner and teacher, having shared room for English learning is not profitable at all. We strongly recommend at least to have a space more suitable for active instruction, such as reading aloud, listening comprehension and open discussion.

Having only volunteer as a teaching staff affects another type of accessibility: time. The schedule of the instructor of the ESHR is not a perfect fit. About half of the students expressed their preference of the ESHR being open in the afternoon. Probably because about half of the students participated in the survey had English classes in the afternoon (51.4% in Survey 1 & 50.7% in Survey 2). They also said that they wanted it open twice a week, as their English Communication classes. They might think visiting the ESHR right before or after their English Communication classes. In the after-visiting survey, some students found it slightly problematical. English teachers believed accessibility should be high and agreed having the ESHR open everyday in the teacher survey. The instructor is available mainly lunch time three times a week. But he expressed that the best time for him to teach in the ESHR is between 12:50 and 1:10. It is not his responsibility to stay in the ESHR and teach students. As long as it is a volunteer work, we cannot add the time slots for visitation more than regular contract for working part-time. To increase the availability, the authors recommend having teaching assistants in the ESHR. The detailed proposal will be seen in the next section.

The students want to talk about lessons (41.1% in Survey 1 & 43.5% in Survey 2) and English in general (43.8% in Survey 1 & 39.2% in Survey 2). The English teachers think giving classroom homework (3 out of 7 teachers) and special assignments (2 out of 7 teachers) to students to bring in the ESHR is effective. Moreover, they feel their students need to review (1 out of 7 teachers) and practice basic skills in English (3 out of 7 teachers).

In this project, two kinds of assignment were employed. In the Kibler project, the students were asked several questions about learning English. This task seems to be effective as an ice breaker. Most of the students who answered the after-visitation survey expressed possibility of future visit of the ESHR. If students are physically there, they appreciate its purpose and its value. This consultation project can be developed as an orientation session for the first year students.

In the Mashiyama project, a special assignment using an English textbook was used. The instructor of the ESHR mentioned this kind of activities, such as reading aloud, listening comprehension, and checking the meaning of the sentences are effective in learning English. If we can have special assignments for this room, it will increase students' exposure to English and the possibility of their success might be improved.

Aside these two kinds of assignments, the instructor of the ESHR proposed supporting students preparing for taking tests. About one third of the participants in the student surveys recognized the need of this kind of support, namely 36.2% in Survey 1 and 31.0% in Survey 2. Test preparation support may be another service the ESHR can offer.

The first two kinds of assignment, a consultation task and an assignment to improve English skills are helpful to invite future visitations. The third type of assignment may be practical application of support we can offer. All of them should be well prepared when they are employed, and we need support from all English teachers, regardless of working part-time or full-time.

5. Conclusion

The fundamental problem of the ESHR is having only volunteer staff to run the room. This problem causes from an uninviting teaching environment of the room, a shortage of teaching staff, to narrowing the time slots to access. One way to reduce the burden of the volunteer instructor is linking the ESHR and teaching practicum.

Generally speaking, taking teaching classes in college is not very highly appreciated by in-service teachers in Japan (Mashiyama, 2004). One of the reasons is that those classes were unpractical. Of course the situations of teacher training courses in college are improving, but until they visit a school in teaching practicum, most of the students who are taking the teacher training courses still do not have enough teaching experiences. If we can utilize the ESHR to offer those pre-service teachers teaching practice, that would be favorable for both. It can be connected to teaching methodology courses too. The pre-service teachers can give sessions to teach other students using selected techniques.

Another way of utilization of the ESHR is including the visitation to the room into the orientation of English Communication for the first year students. In the first hour of English Communication in April, all classes held in the same time slot have the general orientation to introduce facilities in school, such as the library, computer rooms, and the ESHR. The students who answered the questions about learning English in the Kibler project felt what they learned in junior and senior high schools and what they are learning in class in college were different. First year students need to know what to be expected in college. This

orientation should be a good introduction for them.

One of the thoughts the authors carried away is that never has the ESHR been so well equipped and well managed as it is now. But it still seems to be suffering from a lack of definition, and strategy. Furthermore, the retired teachers who are there now will be leaving in the next few years, and at the present time there seems to be no one to take their place. In considering the future of the ESHR it seems obvious that it is still in a highly evolutionary stage, and as such will have to continue to make many more adaptations if it is to survive and become a meaningful part of the overall school system.

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Appendix A: Student Survey

学習支援室をより使いやすくするために皆さんのご意見を伺いたいと思います。ご協力をよろしくお願いします。

当てはまるところを丸で囲んでください。

- (1) 9A 生 / 8A 生 / 7A 生 / 6A 生 / 5A 生以上 / その他
- (2) WA / WK / CL / CO / CS
- (3) 学習支援室があることを (知っている。 / 知らない。)
- (4) 学習支援室を利用したことが (ある。 / ない。)

(4) で「ある」と答えた方,

i) 何回ぐらい、利用しましたか。()

ii) 何をしましたか。 _____

iii) 役に立ちましたか。 _____

(4) で「ない」と答えた方,

i) どうしてですか。 _____

(5) 教えてくれる人は (先生でなくてはいやだ。学生でもよい。)

(6) 開いてほしい時間帯は? (授業前 / 午前中 / 午後 / 5 時限目以降)

(7) 開いてほしい曜日は? (毎日 / 週に 4 日程度 / 週に二日程度)

(8) 場所は? (今のまま N205 / 変えた方がよい < 例えば _____ >)

(9) 何を聞きたいですか? (授業のこと / 資格試験のこと / 英語一般)

Appendix B: Teacher Survey (in English)

2009 English Study Help Room Questionnaire

Please take a few minutes to answer this questionnaire about the English Study Help Room.

1) (I knew / I did not know) there was an English Study Help Room.

2) (I have / I have not) recommended my students to use the English Study Help Room.

If you answered 'Yes' to number two:

i) I think my students (have / have not) used the English Study Help Room.

ii) I (think / don't know) if the English Study Help Room is effective.

iii) Did you recommend any specific type of approach to using the English Help Study Room?

3) What do you think about having students who are enrolled in English Teacher Training classes work as assistants in the English Study Help Room? (I would agree. / I would not agree.)

Reasons _____

4) What times would you like to have the English Study Help Room made available to students?

(Just before class / In the morning / In the afternoon / From 5th period on)

5) What days would you like to have the English Study Help Room made available to students?

(Everyday / Monday / Tuesday / Wednesday / Thursday / Friday / Other _____)

6) What location would you recommended for the English Help Room?

(N205 - Current Location / Another location : ex_____)

7) What type of assistance would most like to see offered at the English Study Help Room?

(Basic Skills / Preparation for Class / Help in reviewing English / Classroom Homework /

Special Assignments / Assistance for English Testing - TOEIC, TOFEL, Eiken, etc - /

Other _____)

8) What languages skills do you think the English Study Help Room should focus on?

(Reading / Listening / Speaking / Writing / other _____)

Appendix C: Teacher Survey (in Japanese)

学習支援室 (N205) をより使いやすくするために皆様のご意見をお聞かせください。

(1) 2009年度に教えたクラスは (リーディング/リスニング)
(WA/WK/CL/CO/CS) (9A生/8A生/7A生/6A生/5A生以上/その他)

(2) 学習支援室があることを (知っている・知らない)。

(3) 学生に学習支援室を利用するようすすめたことが (ある・ない)・

(3) で「ある」と答えた方:

i) 学生は学習支援室を利用 (した・しなかった) (と思う)。

ii) 学習支援室の利用は効果が (あったと思う・なかったと思う・わからない)。

iii) 学習支援室では特に何をするようにすすめましたか。

(4) 英語教育課程を履修している学生にお手伝いをしてもらおうことを考えています。

導入に (賛成だ・反対だ)。

(5) 開いてほしい時間帯は? (授業前/午前中/午後/5時限目以降/その他____)

(7) 開いてほしい曜日は? (毎日/月/火/水/木/金/その他_____)

(8) 学習支援室の場所は? (今のままN205/変えた方がよい・例えば_____)

(9) 学習支援室の機能として必要なのは?

(基礎力をつける/授業の予習・復習などの補助/授業の課題/特別な課題/資格試験の補助/その他_____)

(10) どのスキルに学習支援室の補助が必要だと思いますか。

(リーディング/リスニング/スピーキング/ライティング/その他_____)

Appendix D: Learning Styles survey in the Kibler Project

<学習のスタイル>

1) 一人で勉強するほうが好きだ。

その通り _____ どちらでもない _____ 全然違う _____

2) グループで勉強するのが好きだ。

その通り _____ どちらでもない _____ 全然違う _____

3) ものを覚えるのは得意だ。

その通り _____ どちらでもない _____ 全然違う _____

4) 課題やプロジェクトから学ぶことが多い。

その通り _____ どちらでもない _____ 全然違う _____

<学習の習慣>

5) 中学と高校の時はもっと英語の勉強をした。

その通り _____ どちらでもない _____ 全然違う _____

6) 大学では英語の勉強をよくするようになった。

その通り _____ どちらでもない _____ 全然違う _____

7) 英語はできる限り毎日勉強する方がよい。

その通り _____ どちらでもない _____ 全然違う _____

8) 英語は頑張ればできるようになると思う。

その通り _____ どちらでもない _____ 全然違う _____

<自分にとって英語とは:>

9) 英語は私にとってとても大切な科目である。

その通り _____ どちらでもない _____ 全然違う _____

10) 中学と高校の授業のおかげで大学の授業についていける。

その通り _____ どちらでもない _____ 全然違う _____

11) 将来、英語を仕事や趣味で使えるようになると思う。

その通り _____ どちらでもない _____ 全然違う _____

12) 英語の勉強はとても難しい。

その通り _____ どちらでもない _____ 全然違う _____

13) 英語は上手ではないと思う。

その通り _____ どちらでもない _____ 全然違う _____

Appendix E: After-visitation Survey

利用回数：() 回

目的： アンケート / 課題の学習

(1) 学習相談室は行きやすかったですか。

場所はすぐに分かりましたか。

| | |
|---------|----------|
| _____ | _____ |
| すぐに分かった | 分かりにくかった |

時間は？

| | |
|---------|----------|
| _____ | _____ |
| 都合がよかった | なかなか合わない |

(2) 学習相談室に行くことはどうでしたか。

行く前は：

| | |
|----------------|---------------|
| _____ | _____ |
| こわかった (その他： | 気にならなかった) |

行った後は：

| | |
|------------------|---------------|
| _____ | _____ |
| 達成感があった (その他： | もう行きたくない) |

(3) また学習相談室を利用すると思いますか。

| | |
|-------|-------|
| _____ | _____ |
| する | しない |

「しない」と答えた方：

何が必要だと思いますか。

(先生を増やす・時間を増やす・ボーナスポイント・特別な課題・その他)

Appendix F: Assignment Sheet in the Mashiyama Project

学生の学習に関するお願い

〇〇先生

以下の学生に課題を持たせましたので、よろしくお願ひします。

2009年 12月 7日 増山

学籍番号：

名前：

課題

〇〇先生のコメント

来室日：

学習時間：

内容：

Appendix G: Schedule of the English Study Help Room

Fall, 2008

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------|--------|---------|-----------|----------|--------|
| Lunch time | | | Available | | |
| 3 rd period | | | Available | | |
| 4 th period | | | Available | | |

Spring, 2009

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------|-----------|-----------|-----------|----------|-----------|
| Lunch time | Available | Available | | | Available |
| 3 rd period | Available | Available | | | Available |
| 4 th period | | Available | | | Available |