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研究課題名(和文) ソーシャルスペースにおける英語習得についての研究

研究課題名(英文) Investigating Social Spaces for Language Learning

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研究成果の概要(和文)：本研究では、言語教育における自律性とスペースやプレースの関係性、という新しい研究テーマを築くことができた。その一例として、研究責任者は、ブリスベン、オーストラリアの応用言語学国際会議(Association of Applied Linguistics World Congress)に於いて、初の『スペース、プレースと自律学習』シンポジウムを開催し、多くの研究者が参加した。また、本研究は、語学教育のためのソーシャル・ラーニング・スペースの開設及び運営に興味を持つ教育関係者に対し、国際会議や論文、著書を通じて実践的で貴重な情報や考察を発信することができた。

研究成果の概要(英文)：This investigation established a new line of inquiry in the field of applied linguistics: the exploration of space and place in relation to autonomy in language learning. As evidence, the principal investigator organized the first ever symposium on space, place and autonomy to be held at an International Association of Applied Linguistics World Congress (AILA 2014). In terms of practice, the study provided invaluable information for educators interested in establishing and maintaining social learning spaces for language learning.

研究分野：応用言語学

キーワード：social learning space, ecology, space and place 外国語教育 learner autonomy

1. 研究開始当初の背景

A facility called the English Café was created at Okayama University. The aim was to provide students with a relaxed environment in which they could practice their English. The purpose of our study was to explore the potential of this *social learning spaces* to support Japanese students' English foreign language acquisition and to enhance their motivation by fostering the emergence of students' visions of themselves as foreign language speakers. In other words, we were interested to know what affordances for language learning were available in this facility.

2. 研究の目的

In order to explore the aim stated above we sought to answer the following questions:

1. What affordances are available in this environment and how do they contribute to learning?
2. Which practices contribute to the emergence and support the development of a community of learners and possible communities of practice?
3. How might participation in this environment foster learners' visions of possible selves as future English-speakers and motivate them to take steps to make these visions a reality?

3. 研究の方法

In order to investigate the language learning affordances available in L-café and to track the language learning trajectory of 15 students who participated in this environment, the study adopted a mixed methods approach. The study employed ethnographic methods, such as interviews and observation, and incorporate life history and survey research methods. The students wrote a language learning history. Information obtained from interviews and observation was used to construct a questionnaire administered to all students who used the facility.

4. 研究成果

This research has led to a new line of inquiry in the field of Applied Linguistics: the exploration of space and place in relation to autonomy in language learning. It inspired the first ever symposium on space, place and autonomy which was held at the International Association of Applied Linguistics World Congress in Brisbane, 2014. The symposium was attended by researchers from all over the world and generated tremendous enthusiasm. As a result, an edited volume of research papers on this theme is now being prepared. Furthermore, it has provided theoretical and practical knowledge to educators in Japan and abroad wishing to establish social learning spaces for language learning at their universities. The study has demonstrated that social learning spaces can offer solutions to two major problems facing Japanese universities: 1) they can provide opportunities for Japanese students to practice their foreign language skills in their home country, and 2) support for international students attempting to integrate into the host society and culture.

5. 主な発表論文等

(研究代表者、研究分担者及び連携研究者には下線)

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〔その他〕

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