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Type: **Research-oriented Oral Face-to-face presentation**

Encouraging English use in self-access spaces: Barriers and Support

Saturday 17 May 2025 16:20 (25 minutes)

TITLE

Encouraging English use in self-access spaces: Barriers and Support

RELEVANT SIG

Learner Development

FORMAT

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

Self-access learning, Learner autonomy, Motivation, Self-determination Theory

First-time presenter?

ABSTRACT

A challenge faced by faculty and staff in providing areas for target-language use in self-access centers (SACs) is whether learners actually use the language actively. We introduce some findings from a project in which a research team interviewed 141 users of a SAC at a private university in Chiba and analyzed the results from a self-determination theory (Deci & Ryan, 1985) perspective. In our presentation, we examine the barriers which learners believe prevent them from using English in the center, especially in its English-only space, as well as the kinds of support which learners feel they need in order to use English more. We discuss some insights from the interviews, particularly relating to how learners feel their basic psychological needs of competence, relatedness, and autonomy are being fulfilled in the SAC. Furthermore, potential tension between the SAC's autonomy-supportive mission and learners' desire for more directive, other-initiated support is addressed. We also introduce some proposed interventions to better support our learners' needs for their autonomous

language learning. This presentation is of interest to educators hoping to improve practices in their SACs or similar language-learning spaces, or in helping learners to take initiative in target-language use.

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