

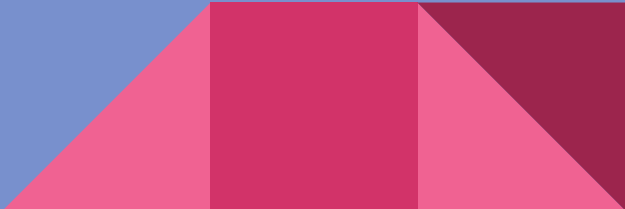
# Student-led language community: Collaborative and beyond-class learning

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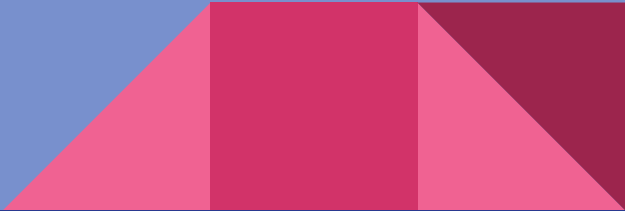


PanSIG - May 13 2023

# Outline

- Theoretical background
  - Context
  - Methodology
  - Findings
  - Conclusions
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# Theoretical background

- **Beyond class learning**
  - **Community of practice**
    - Shared interest through interaction
    - Peer and self-motivation
    - Near peer role model/ Future self
    - Learning (how to learn) from and with others
    - (Multiple)Identities
    - Autonomy-supportive leadership
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# Context

## Kanda University of International Studies (KUIS)

- Private university, Chiba.
- **Majors:** International Communication and Languages and Culture
- **Self-Access Learning Centre (SALC):** promote language study and use, and development of autonomy
- **French:** No French major or department but elective course available



# Context

## French communication group

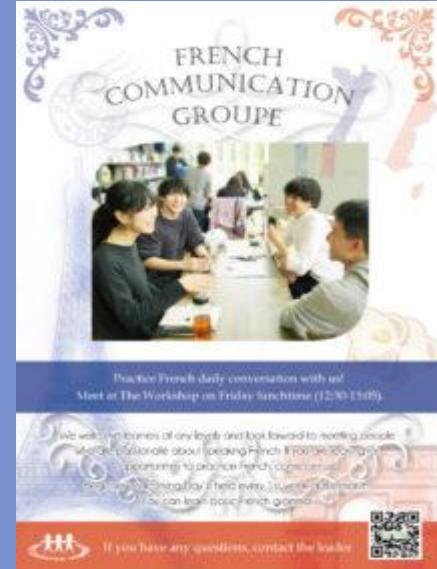
- 2016
- Student-led communities
- SALC - Workshop area
- Surrounded by books in English
- Weekly 6-16 members - students and staff
- Every Friday - Lunch time - 30 minutes



# Methodology



- 6 participants:
  - 1 Group leader/student (English major - 4th year)
  - 1 Student/future group leader (Portuguese major)
  - 2 Students (Spanish & English majors)
  - 1 Administrative staff member
  - 1 English teacher
- Data collection:
  - Individual interview - October 2022
    - Language learning history
  - Individual interview - January 2023
    - Wheel of (French) language learning





# Findings

Language Learning history interview

# Out-of class learning and communication opportunities

## Sole opportunity to communicate in French

"It helped me so much compare to my classes where **I don't have speaking chances**. [...] I can increase the number of people we can talk with, **if I can be able to find speaker**."

## Recreate immersion context

"**I feel like being in the United Nations** [...] we use English, and in that time of the community, I use French."





# Community of practice

## Construction upon diversity and similarity

Shared interest (flourishing) through interaction / motivational factor

"**People over this community accept me.** [...] I can't speak French but they did **cheer me up** and they tried to make me improved and teach some effective useful phrases."

Near peer role models / Future self

"So many good students who can speak French well.  
I feel like **I should study more to get to her [leader] level.**"



## Learning (how to learn) from and with others

"Sometimes the leader sent us **some effective websites to practice alone.**"

## Linguistic adaptation towards social/group integration

"if she (group leader) uses Japanese or English for learners [...]. **It is more easier for everybody to join the community or speak about the topic.**"



# Multilingualism

## Languages in contact

### Multiple (perspectives on) languages and identities

"**Portuguese** is my major, but **I feel very calmly, relaxed** [...] **French is a very rich image**. I like to study history. French is using very rich person, for example king or noble person. [...] **Spanish, I feel exciting because the sounds is like skipping**. [...] English is also rich because **I am talking British English. So, I imagine I am a noble person.**"

### Cross-linguistic aspect

"**The relationships between the languages, like similarity**. It makes it easier."





# Findings

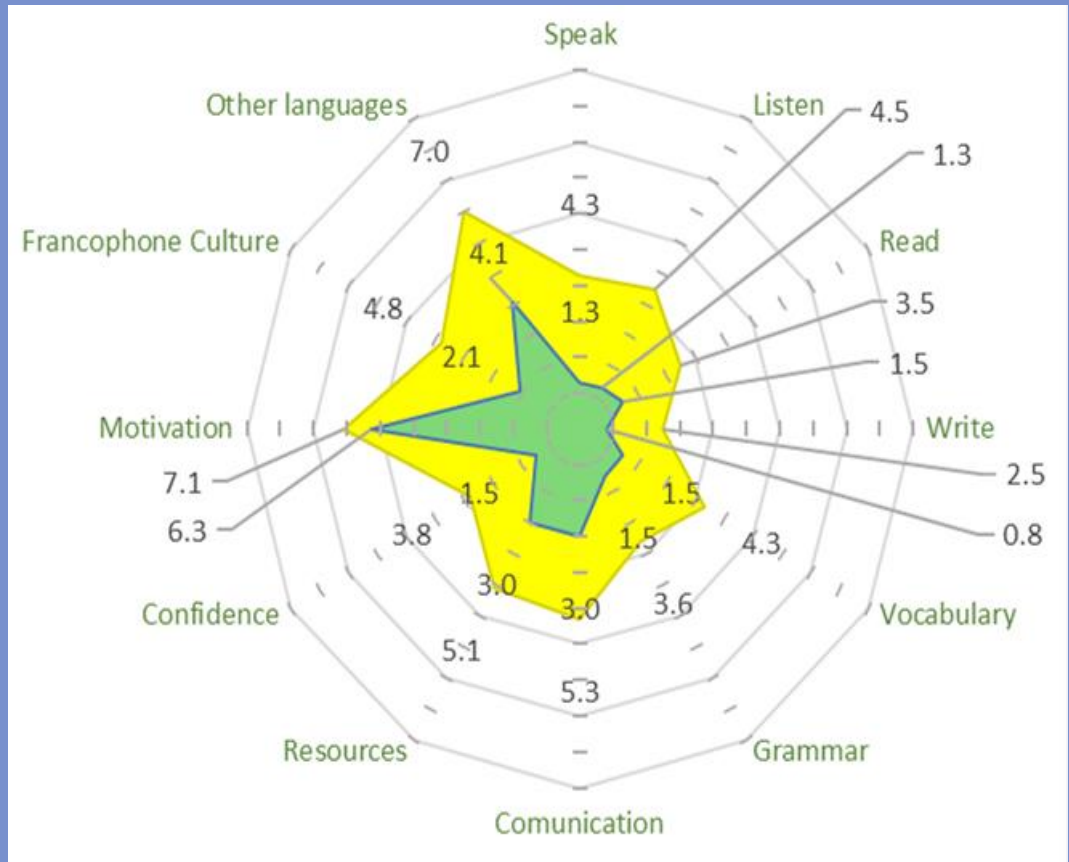
Wheel of (French) language learning interview

**Before joining FC**

**After 1 year of FC**

3 most important changes:

- Listening
- Speaking
- Use of other languages





# Conclusions

The community allowed members to

- **improve** oral skills practice
- **feel immersed** in Francophone and multilingual context
- **learn from and with** others
- **boost** confidence and motivation
- **reflect** on (French learner and multilingual) identity.

# Next steps

- Share more **resources**
- Create **space** for resources
- Cover more **casual** topics
- Practise **pronunciation**
- Use the community as an opportunity for students taking the teacher licence to hone their **teaching skills**
- Recruit **more members**





Contact and  
references -  
here!



# Merci!

## Do you have any questions?