

A practical report on promoting autonomous language learning:  
More than 10 languages in a university classroom

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This paper reports on the practice and teacher's role in a university classroom with an aim of promoting autonomous language learning. In this class, each of the students chooses his/her target language. They can try any language they have no experience of learning. As a result, more than 10 languages can be learnt in the same classroom at the same period. Inevitably, some of students' choices do not match the teacher's language repertoire. Therefore, in this class, the teacher doesn't "teach" the target language itself. Instead, the teacher tries to promote students' autonomy to learn their target language. More specifically, the teacher's role can be defined by six major aspects: general instruction of the first steps of language learning, explaining about learning strategies, information sharing, providing a good learner model, providing chances to see plurilingual people, and relativizing difficulties that students encounter during their learning processes.