

# The effectiveness of the Language Exchange Session on Students Studying Japanese as a Foreign language at University Level in New Zealand

ニュージーランド高等教育機関におけるバディ・システムの有効性

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**Abstract :** This is a case study to study the effectiveness of the Language Exchange Session for non-Japanese students to improve their Japanese language. The program was carried out as a one-on-one session with a second language learner of Japanese and a native Japanese speaker during the summer term in 2020 at IPU, New Zealand. The sessions were a cooperative practice of pairing Japanese and English speaking students for mutual assistance with each language. The students were required to communicate and talk about given topics in either Japanese or English for 30 minutes each. After each session, students as a native speaker were assigned 5 minutes to give their buddies feedback on the target language. The sessions were held twice a week in February and March. Five Japanese-language learning students were randomly chosen for this study and were asked to fill out a pre- and post-questionnaire as well as a follow-up interview to deepen their answers in the questionnaire.

The objective of this study was to understand the effectiveness of the Language Exchange Session and how it affects students' Japanese language study as a foreign language at tertiary level in New Zealand. Also, the aim was to understand students' needs from their own point of view, and significantly, evaluate the quality of the Language Exchange Session. It was assumed, that the Language Exchange Support Program was able to provide the learning support outside the class and additionally, to provide students the opportunity to develop their language proficiency, as well as the potential to satisfy their needs for their further language study.

**要約 :** バディ・システムは、語学交換や異文化交流を目的に、ニュージーランド教育省<sup>1</sup>の管轄である国立大学全てがその制度を設けていることから、イギリスとの歴史的な教育上の流れを引き継いだアカデミック・カルチャーであると言えるのではないだろうか。イギリス教育の先駆者の1人であるGeoff (2009)<sup>2</sup>は「バディ」グループを作って学習することの重要性を唱えている。本研究の意図は、本学の日本研究学科が夏学期に実施したバディ・セッションにおける学生の語学力、特にスピーキングとリスニングの上達への期待とモチベーション維持及び向上に繋げることである。さらには、ニュージーランドにおいて数少ない日本人学生との交流を図る上でニュージーランド人学生の日本語が上達するための要因を探究することである。2020年の夏学期に日本語と英語の協働演習の場として、IPU New Zealand日本研究学科は日本語と英語の語学交換プログラムを考案し、2月20

日（木）から開始3月12日（木）修了の計7回実施した。毎週月曜日と木曜日の4時30分から5時45分までで、日本語で30分、フィードバック5分、英語30分、フィードバック5分の1対1または3名程度のグループで行った。研究データの収集方法は、日本語学習者5名に事前アンケート（pre-questionnaire）を記入してもらい、またセッション修了日に、再度アンケート（post-questionnaire）調査を実施した。本稿の目的は、アンケートの内容を基に、バディ・セッションに参加することで教育的成果として学習者の語学力上達に繋がっているのか、彼らのモチベーション維持に役立っているのか、その結果を考察することである。

**Keywords** : effectiveness of the Language Exchange Support Programme, Buddy Session, Japanese Language Studies, Motivation

**キーワード** : 語学交換プログラムの効果, バディ・セッション, 日本語学習, モチベーション

## 1. Introduction

The rapid development of digital technology and the globalized nature of economic systems are creating an entirely new set of educational challenges for the world to adapt to<sup>3</sup>. However, New Zealand is one of the countries in the world which has been leading the field of primary and secondary education with its use of digital technology. In fact, computers in education and computer literacy development programs are standard usage throughout the country. As a consequence, its education system has been at the highest level worldwide for the Future Educational Index and students are able to obtain interpersonal, problem-solving and critical-thinking skills. Also, collaborative learning such as team working has been applied to the educational curriculum in every local school. In such circumstances, with the fact that students are now comfortable with collaborative learning, the language exchange session was seen as an opportunity to keep or improve students' motivation toward language study. The predominant reason for the session was that official Japanese classes were not usually offered from the end of December to middle of April as it is summer vacation in New Zealand. It obviously causes a decline in Japanese language proficiency that students have gained from their regular classes. Also, the expectations of the sessions were to keep or improve students' motivation toward language study as well as cultural exchanges between Japanese and New Zealand students.

To increase learning outcomes, native speaker students were assigned to give their buddies

feedback on the output of their target language. In order to ease conversation and create less stress, they were given topics to talk about at each session, as most of the participants were not friends with each other. They were also asked to answer pre- and post-questionnaires, including self-evaluations on their language proficiency by using the self-assessment grid by the Common European Framework of Reference for Languages (CEFR)<sup>4</sup>. It shows the language level standards, with a can-do-list.

## 2. Previous Studies

A buddy study is also known as collaborative study. It refers to the learning style that increases interactive effects by covering the language skill-shortage with buddies as pair or group work. The original meaning of "buddy" includes "fellow member", "peer" and "cooperator" who are very adept for cooperation with a mate for the specific purpose other than as just friends. Bush and Gail (1998)<sup>5</sup> mentioned that collaboration is necessary as an integral part of constructivism, social learning, and professional development in many educational settings. Therefore, it would be the mutual learning system that is following to the spirit of supporting each other and cooperating with others. The buddy system has been in place from elementary schools to universities throughout New Zealand. For example, at Victoria University located in the capital of New Zealand, Wellington, introduces "International Buddy Programme"<sup>6</sup> to many exchange students which has been invoked as a language learning and intercultural communication tool among a wide range of students

like international, ESL (English as a Second Language), undergraduate and graduate students.

There are the advantages for:

1. Help in learning another language or improving their English
2. Getting feedback on pronunciation
3. Getting an insight into another culture Learning colloquial phrases
4. Making new friends

The buddy studies are gaining worldwide attention as a mutual aid programme that can be practiced for both teaching and learning. According to Ibrahim (as cited in Abdullah, Alzaidiyeen, & Seedee, 2010)<sup>7</sup> the Buddy Support System is a programme created in schools to support the implementation of Teaching and Learning in collaboration with the process of motivating the learning among teachers. In this program, a group of teachers will facilitate as resource teachers or known as a critical friend to a teacher that requires assistance to overcoming problems related to English language (Education Department of Kedah, 2006). Furthermore, students are also able to gain intercultural experiences through language learning where each student has a different mother tongue. A non-profit organization in France, ESN France-Erasmus Student Network<sup>8</sup>, has its wide network throughout Europe and makes good opportunities to develop relationships between international and local students by the buddy system (ESN France-Erasmus Student Network, n.d.).

The Buddy System is a self-participative learning style which means language learning that cannot work without thinking and having conversations by learners. Hisatsugu (2018)<sup>9</sup> as cited in Ikeda and Tateoka (2007) defines the peer learning as “learners cooperate each other to carry out learning the subject through language as medium”. In this study, the word “buddy” will be used that includes the meaning of “fellow member”, “peer” and “cooperator” with respect toward the culture in New Zealand.

### **3. The purpose of buddy session and structure**

#### **3-1. Purpose**

It is necessary to understand students' needs from their point of view, and develop the quality of the programme. Based on two types of questionnaires, this study aims to find out;

1. The effectiveness of the support programme between New Zealand and Japanese students mainly from the aspect of listening and speaking.
2. The advantage and improvement of their language competence and motivation.

As a further outcome, language exchange would lead to the development of the internationalization for each student, and would promote diversity and open-mindedness. In addition, it would be expected to raise their cross-cultural understanding, and to broaden the possibility of knowledge acquisition deeply with others while students are exchanging not only language, but also their own culture. Through this buddy session, the students could acquire the enhancement of internationality by realizing a versatile humanity provided with tolerance and international exchange.

#### **3-2. Structure of the session**

The diagram below shows the details of the buddy session.

There was a concern that students might not be able to keep talking in their target language for 30 minutes and have difficulties to find the appropriate topic as most of them had not been friends before. In order to avoid this, a lecturer prepared about 20 topics (e.g. hobbies, dialects and traditional festivals) beforehand. These topics were to be selected by students themselves spontaneously, based on the assumption that the students can promote more positive conversations by choosing the said topics. Furthermore, self-introduction was required when they meet each other for the first time. To enable to start a conversation between the students of mutually different languages, only one language was used within a prescribed time. Overall, the flow of the session was designed to be able to support for

Table1. Structure of the Session

Period	12 <sup>th</sup> March to 20 <sup>th</sup> February, 2020 (7 sessions in total)
Date and time	4.30 – 5.45 pm every Monday and Thursday
Venue	At a study room in the university library
Topic	Open
Group	In pair or group of 3 (at least a Japanese-language and native Japanese)
Flow of the session	1. Grouping the students 2. 30-minute conversation in Japanese 3. Feedback from a native Japanese to non-native student 4. 30-minute conversation in English 5. Feedback from New Zealand/international student to Japanese student

improvements of their target language by giving feedback about each language from their buddy as a native speaker.

#### 4. Background of the students and investigative method

##### 4-1. Background of the students and Japanese language learning history

The students who participated in this study at a tertiary institute in New Zealand consisted of New Zealanders and Vietnamese. Their Japanese language competence ranged from beginner to advanced levels. All of them belonged to BCIS (Bachelor of Contemporary International Studies) and their major studies are diverse in studies of this area. The following is the table of their background and Japanese language study history. The letter S in the table stands for student.

##### 4-2. Investigation Method

This study is to find out how the language exchange session affects students' Japanese study as a foreign language. The feedback from the students on the sessions in the pre and post questionnaire will be analyzed. The questionnaires are written in English because of the students' level of Japanese competency.

#### 5. The Results of the Questionnaires

##### 5-1. Pre-questionnaire

The students were asked to consider the following items before the language exchange session started

- Current Japanese proficiency
- What to do in order to maintain motivation toward Japanese language study
- Use of Japanese language outside of class
- Expectation toward the buddy session

The Common European Framework of Reference for

Table2. Background of the students

	S1	S2	S3	S4	S5
Nationality	Vietnamese	New Zealand	New Zealand	Vietnamese	New Zealand
Gender	Female	Male	Male	Female	Female
Grade	3	2	2	3	2
Major	International relations	TESOL Language teaching	TESOL Language teaching	Japanese Studies	International Studies
Years of Japanese study	7	6-7	2	4	6
JLPT	N2	None	None	N5	None
Average hour of Japanese study in daily	30 minutes – 1 hour	Less than 30 minutes	1-2 hours	Less than 30 minutes	Less than 30 minutes

Languages: Learning, teaching, assessment (CEFR)<sup>10</sup> is used to measure the current Japanese competence. It is designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. The framework is used for international benchmarks to measure the relative language levels after it had been pointed out and presented by Council of Europe in 2001. The descriptors specify progressive mastery of each skill, which is graded on a six-level scale (A1, A2, B1, B2, C1, C2). This study is focused on speaking and listening so part of the framework of CEFR will be appropriated.

If students' learning history and self-evaluation are compared using the CEFR framework, regarding

S2 who has a 6-year learning history and S4 with a 4-year learning history, it is assumed that they have no confidence about their proficiency in Japanese. Their comments in the pre-questionnaire showed their low confidence and anxiety to communicate with Japanese students without any assistance due to their language level. Especially, speaking was raised as the most difficult skill, as it wasn't used to any extent in the daily life of most students. Additionally, all of them responded that they were expecting to improve the speaking and listening skill, and to increase their confidence in this buddy session. Making new friends was also another expectation. There is no credited Japanese class in February and March at the same time of carrying out the buddy session. Therefore, this buddy session was regarded to be meaningful in order to solve the gap of time for

Table3. CEFR Self-assessment grid<sup>11</sup>

		A2	B1	C1
Understanding	Listening	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
	Spoken Interaction	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.
Speaking	Spoken Production	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Table4. Self-Assessment Toward Japanese Proficiency

	S1	S2	S3	S4	S5
Listening	C1	B1	No answer	A2	No answer
Interaction	B1	B1		A2	
Production	B1	B1		A2	

Table5. Self-Assessment Toward Japanese Proficiency

	S1	S2	S3	S4	S5
Listening	C1	B1	No answer	A2	A2
Interaction	B2	B1		B1	A1
Production	B2	B1		B1	A1

studying.

## 5-2. Post-Questionnaire

The post questionnaire was carried out after all the sessions in the programme were completed. Then, students were asked to give their thoughts about the language improvement and satisfaction of the sessions. To begin with, three out of the five students highlighted that they felt improvement on their listening rather than their speaking. In particular, they focused to find out what grammar structures were used and to understand the meaning. On the other hand, one of the participants commented about her speaking skill that she did not have enough vocabulary to describe her thoughts. Also, only one student answered that her confidence of speaking was developed over the duration of the sessions. All the students were also asked to scale from 1 to 5 if the outcome of the session met their expectation, with 5 being at the top of the scale, and expectations being met. Three students chose 4 and mentioned "I could learn from my buddies" and "the topics given every session were helpful to discuss many things". The students who chose 3 commented that obstacles such as a part-time job made it difficult to arrange their schedule and could not come to every session. Regarding their motivation, most of the students answered as neutral. As an example of why the majority thought this, it would seem that one of the students unconsciously compared her Japanese and her buddies' English skills and the disparity in level, and thus it was clear to see the lack of confidence to communicate in Japanese.

## 6. Considerations

Even though it was a very short-term programme, significantly, it can be inferred that there were considerable learning effects by giving

students opportunities to speak and listen while communicating with a native Japanese speaker. As one of the outcomes, students evaluated their language proficiency as being enhanced. In fact, more than half of the students answered that their listening had improved rather than their speaking in the post-questionnaire. According to Krashen (1982)<sup>12</sup>'s input hypothesis, it is necessary to give learners comprehensible inputs which are a bit beyond the learner's current level of language competence for their language acquisition. Hara (2010)<sup>13</sup> also highlights his approaches; focus on meaning and content-based instruction, which makes learners acquire their target language. In both approaches, the language is taught embedded within content (e.g. culture and science). In the case of the language exchange session, the input can be listening and reading if students uses any visual material and contents are the given topics. As a result, the students who participated in the session felt satisfied and made improvements on their language proficiency, even if it was over a very short period. From the point of view of motivation, Tanaka (2014) notes that by internalizing the contents learning, learners actively attempt to use what they have learnt which gradually linked to their acquisition. Eventually, learners are able to acknowledge their own language improvement that influences their motivation. The diagram below shows his theory of its mechanism.

To compare the diagram and the buddy session, it could be said that students increased their motivation through the sessions. Students internalize the value of Japanese language in their daily life as there are many native Japanese students living on the campus. However, they often comment that they do not really have an occasion of speaking and listening fully in Japanese outside of the classroom because the native Japanese students are learning



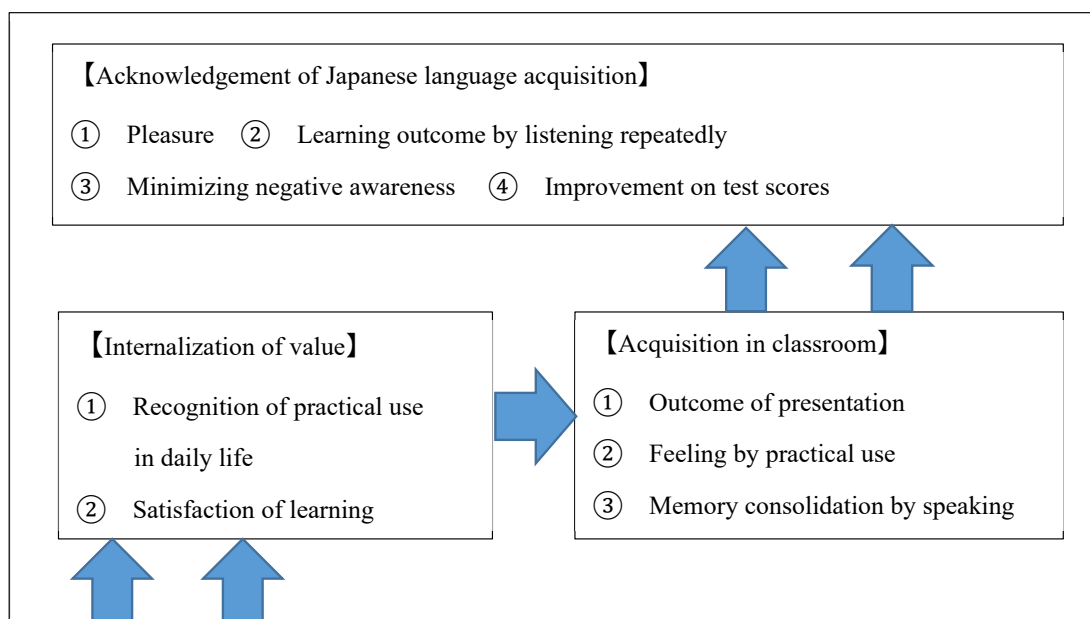


Diagram1. Mechanism of Influences the Motivation<sup>14</sup>

English. As acknowledged in the post questionnaire by the students, in holding the session, the students were given the opportunity for a substantial time to practice Japanese and because of this, they could acknowledge the acquisition that it afforded them. Although the positive result was shown, minimizing negative awareness in the diagram was not effectively affected as a student clearly mentioned that she did not have confidence in speaking.

## 7. Issues and Improvement Points

Problematical points and improvements after the buddy session. There are three insufficiencies to be improved as below.

1. Grouping the students at each session
2. Leadership skill to run the session
3. Language assistance

At first, all participates could not consistently come to each session due to their own personal circumstances, even though it was held in order to maintain the Japanese language competence learned during the semester and not to forget it. In fact, one student could not attend more than half of the sessions. The possible reasons for the absence were; 1) its schedule was not convenient to some of the students, 2) it was not a credited or compulsory programme. Every

session was scheduled from 4.30 pm but students had another plan such as a part-time job. Also, students sometimes were unenthusiastic to participate even though they had motivation to study Japanese as it was not a compulsory programme unlike normal classes. This then caused the inconsistency of making the group of the students, and as a result some participants got stressed. Apart from the potential of increased language acquisition, one of the objectives to hold the sessions was to build leadership. Most of Japanese participants were the first grade students, and its leader was also one of them. She had to overcome a number of obstacles to run each session due to her English competence. Related to this fact, the responsibility of not only being a leader, but also all the participants were often not at the sessions together at any one time. It should have been necessary to give them detailed instructions and explain what will happen if they were absent. Also, another problem was the lack of their ability to deliver messages to others, listening and communication skills. A possible solution is that each student should be required to have the awareness they are actually making and developing the structure of the sessions, and take any independent actions themselves. The last issue was the lack of vocabulary. As mentioned previously,

topics to be discussed were given at each session. But some students gave feedback saying that it was hard to talk in Japanese due to the vocabulary matter. Therefore, it is necessary to provide not only topics but vocabulary related to them at the same time to encourage further outputs from students during sessions.

## 8. Conclusion

The effectiveness of the language exchange session carried out from February to March in 2020 was demonstrated from the students' feedback after the last session. This success can be concluded as there were some students who were suitably motivated to learning by attending the session. Regarding the expectation of language improvement as a purpose of the buddy session, it seems possible to maintain students' motivation toward Japanese language study. By that means, the sessions were feasibly effective in supporting their language acquisition, in particular speaking and listening skills. According to the post-questionnaire, the effectiveness is recognized through the successful case from the fact that there were the students who felt improvements to the speaking and listening as a result of the buddy session. Some students who didn't feel so raised doubts, whereby only listening skills were improved rather than both of them, or in the fact that listening is not a problem even though vocabulary was still not sufficient to express their thoughts. It does not mean that the sessions did not meet expectations, but the effectiveness was shown with some advantages from the sessions. There were various results in the pre-questionnaire about whether the session improves and maintains the motivation or not. The students were also asked to rank the score by a scale from 1 to 5 and comment about it. 3 out of 5 students answered "Yes, I think so.", the other 2 students answered

"It probably led to improvements, or to keep the motivation." or "Improved a little". Regarding the satisfaction of the session, one student answered "Satisfied", three students answered "Not either" and another student answered "Not applicable" in the post-questionnaire. They commented as follows; "I can communicate with Japanese more than before.", "I could not attend the sessions according to my own convenience.", "Although I felt my Japanese level is lower than other attended students, I will keep studying hard for my future." To infer their motivation from the comments has been limited, however, it can objectively be assumed that the session enabled them to maintain their motivation. Bush and Gail (2003) mentioned that "it is my belief that collaboration among educators ensures that they are continuing to reconstruct their experiences and are working together as professionals toward an education where the process and the goal are the same"<sup>15</sup> Furthermore, the School Buddy System is not the product of a single author but a collaborative effort.

## 9. Further Prospects

As a result of this research, issues to be improved were ascertained. By improving these points, there is the possibility in any following sessions that they can lead to maintaining and improving participant's Japanese proficiency, as well as reflecting the faults and make full use of the findings to enhance and improve the sessions. Furthermore, connections with other tertiary institutions around the world can bring benefits to students once a cloud network of the buddy system is structured and shared. It is hoped that students can obtain creativity, imagination, cogitative and communication ability through our buddy session as an extracurricular activity rather than not only attending the regular classes.

### [ Pre-Questionnaire]

#### Japanese Language Learner Questionnaire

This is the first questionnaire for a research to find out the effectiveness of the Language Exchange Session and how the programme affects students study in Japanese as a foreign language at university level in New Zealand.



You will be asked to fill out another questionnaire after all the buddy sessions finished in March. It will take approximately 10 minutes to fill out this questionnaire. Please write answers as detailed as you can. The researchers may be asking you to be interviewed based on your answers here. If you have any questions, please do not hesitate to ask the researchers.

[General questions]

Gender: Male / Female / Other

Age: \_\_\_\_\_ years old

Grade: 1<sup>st</sup> year / 2<sup>nd</sup> year / 3<sup>rd</sup> year / 4<sup>th</sup> year

Residence: On campus / Off campus

If off campus, who do you live with? Family / Students / Workers

Other: \_\_\_\_\_

What is their nationality? New Zealander / Japanese / Other: \_\_\_\_\_

[History of Japanese study]

1. How long have you been studying Japanese language? \_\_\_\_\_ years
2. Current Japanese-language level: Please read and choose your level of the listening, spoken interaction and spoken production from the self- assessment grid which illustrated the level of proficiency described in the *Common European Framework of Reference for languages(CEFR)*.  
(Please see the attached document)
3. Did you study Japanese before you entered IPU NZ? Yes / No  
If yes, tell us details.  
Name of the institution: \_\_\_\_\_  
How long? \_\_\_\_\_  
Textbook: \_\_\_\_\_  
Level: Beginner / Intermediate / Advanced  
Nationality of your teacher: New Zealander / Japanese / Other: \_\_\_\_\_
4. Have you ever taken Japanese Language Proficiency Test? Yes / No  
If yes, which level and when? N5 / N4 / N3 / N2 / N1 July / December in \_\_\_\_\_  
Did you pass the test? Yes / No
5. What is your motivation to study Japanese?  
\_\_\_\_\_
6. What do you do to keep or improve motivation? (Tick all apply)  
To watch anime, drama and movie / To listening to Japanese music / To deepen knowledge in Japanese culture / To communicate with Japanese people / To travel to Japan for a holiday  
To work in Japan (Occupation: \_\_\_\_\_ )  
Other: \_\_\_\_\_
7. What do you usually do for your motivation for studying Japanese?  
\_\_\_\_\_

[Japanese-language proficiency]

1. What is your strongest skill? (Tick one) Speaking / Listening
2. What is your weakest skill? (Tick one) Speaking / Listening
3. Which skill do you want to improve the most and why? (Tick one)

Speaking / Listening

Reason:

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[Use of Japanese language outside of class]

1. Which skill do you use the most? (Tick one) Speaking / Listening
2. Which skill do you use the least? (Tick one) Speaking / Listening
3. Do you speak Japanese everyday? Yes / No
4. The person with whom you usually communicate in Japanese
  - (4) with lecturers Yes / No
  - (5) with friends Yes / No
  - (6) with family Yes / No
  - (7) with colleagues Yes / No
  - (8) Other Yes / No
5. How many hours do you speak Japanese in a day on average?  
Less than 30 minutes / 30 minutes to one hour / one to two hour / two to three hours / more than three hours

[Thoughts about the buddy sessions ]

1. Did you join the buddy sessions last semester? Yes / No
2. Why do you want to participate in the sessions this time?
3. What do you expect will happen in the sessions?
4. Do you think your motivation toward Japanese study was improved through the sessions?
5. How do you think it will contribute to your understanding of Japanese culture and Japanese study?
6. Do you want to be involved into extra curriculum activity with your buddies?

[ Post- questionnaire]

Japanese language session] Post-questionnaire

This is the second survey conducted by Japanese lecturers, Junko Yamamoto and Mai Taki to find out the effectiveness of the Language Exchange Session and how the programme affects students study in Japanese as a foreign language at university level in New Zealand. It will take approximately 5 minutes to fill out this questionnaire. Please write your answers as detailed as you can. The researchers may be asking you to be interviewed based on your answers here. The results of this survey will be used only for research purpose so please give your answers sincerely. Thank you very much for your help!

[General information]

Name:

[Japanese-language proficiency]

1. Do you feel your speaking and listening skills were improved through the sessions?

Yes / No

2. If not, why do you think so?

Reason:

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3. Which skill was improved the most? Speaking / Listening

4. And why do you think so?

Reason:

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5. Current Japanese-language level: please read and choose your level of the listening, spoken interaction and spoken production from the self-assessment grid which illustrated the level of proficiency described in the *Common European Framework of Reference for Languages (CEFR)*. (Please see the attached document)

[Thoughts about the sessions]

1. Did the sessions meet your expectation?

Not at all			Very much	
1	2	3	4	5

If you chose 4 or 5, how?

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2. If you chose 1, 2 or 3, why?

Reason:

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3. My motivation toward Japanese study was improved through the sessions.

Strongly disagree	disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

Why do you think so?

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—ありがとうございました！—

## Notes

<sup>1</sup> EDUCATION.govt.nz 'Exchange partner' is the formal word, 'Buddy' is the name of friend.

<sup>2</sup> Resources provided on Geoff Petty Homepage. Geoff Petty is one of Britain's leading experts on teaching methods. He mentioned "Enjoy experimenting with these methods but don't expect to use them perfectly straight away."

<sup>3</sup> Referred to "The Worldwide Education for the Future Index 2017" of The Economist

<sup>4</sup> CEFR stands for the Common European Framework of Reference for Languages: Learning, teaching, assessment

<sup>5</sup> Bush, Gail. (1998) *The School Buddy System: The practice of Collaboration*, p10 Chicago: ALA Editions of the American Library Association <https://epdf.pub/the-school-buddy-system-the-practice-of-collaboration.html>

<sup>6</sup> International Buddy Programme; Guide to being a Buddy

<sup>7</sup> Dr. Abdul Ghani Kanesan Abdullah and others (2010) *The Effectiveness of Buddy Support System Implementation among Science Teachers: The Case of Malaysia*, Asian Social Science Vol. 6, No. 4, 123

<sup>8</sup> Erasmus Student Network (ESN) is known as a non-profit international student organization in Europe.

<sup>9</sup> Referred to Hisatsugu, Y. (2018), the peer learning is defined as learners cooperate each other to carry out learning the subject through language as

medium.

<sup>10</sup> CEFR can be used to measure Japanese and any other language competence

<sup>11</sup> Resources provided on CEFR; Self-Assessment Grid

<https://www.coe.int/en/web/common-european-framework-reference-languages/table-2-cefr-3.3-common-reference-levels-self-assessment-grid> (2020年5月28日)

<sup>12</sup> According to Krashen, input hypothesis is necessary to give learners comprehensible inputs for their language acquisition.

<sup>13</sup> Hara (2010) highlights Krashen's approaches which focus on meaning and content-based instruction.

<sup>14</sup> Diagram1. Mechanism of Influences the Motivation is extracted a part in p114

<sup>15</sup> Referred to Bush, Gail (2003) *The School Buddy System: The Practice of Collaboration*. Chicago: ALA Editions of the American Library Association, 93-94

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#### Paper title

"The effectiveness of the language exchange session: How the [language exchange] programme affects students' studies in Japanese as a foreign language at university level in New Zealand"

(Authors: Yamamoto, Junko, Taki, Mai, and O'Connor, Stephen (IPU NZ))

#### Peer review comments

This paper introduces a short Japanese language learning enhancement program undertaken at a New Zealand university and examines its effectiveness in terms of learner motivation and proficiency. As is described in the paper, the program involved a buddy system in which students of Japanese were paired up with native speakers and then set a number of twice-weekly conversational sessions over a period of two months. The paper positions this buddy system project very cogently in terms of its practical and theoretical linkages with prior research and then goes on to examine its strengths and weaknesses. Suggestions for further research are then made, as a means to build on and amplify the work undertaken in this modestly sized experiment. As successfully argued in the paper, buddy systems of this nature are well positioned to take advantage of richly communicative approaches to language learning – the difficulty is often getting the practical settings of such systems just right. Highly suggestive though the account of this particular buddy system was – and very intriguing the subsequent discussion of theoretical and practical issues – I would perhaps have liked to have seen a slightly more detailed account of what actually happened in some of the buddy systems proper. It is mentioned that the lecturers involved in the study prepared topics lest the buddy-language learner pairs found it difficult to sustain a conversation in the target language for 30 minutes (per session), there is little detail given regarding how those conversations proceeded. Perhaps this might be a highly productive focus point for another research study!