Forming Student Peer Support Communities on Campus

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Online at Eventzil.la

4.45 pm – 6.15 pm on Sunday, November 22, 2020

Student Peer Support Communities in International Education & Language Education at Universities in Japan

tutors/ mentors for degreeseeking international students

buddies for exchange/ short-term international students

resident mentors at international dormitories

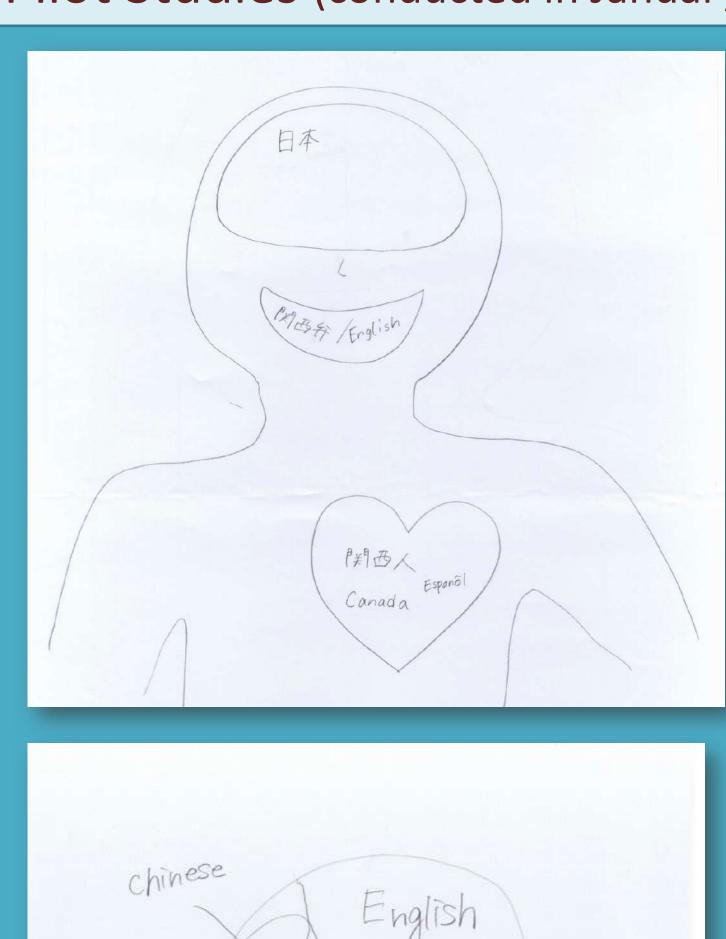
language exchange supporters between international & domestic students

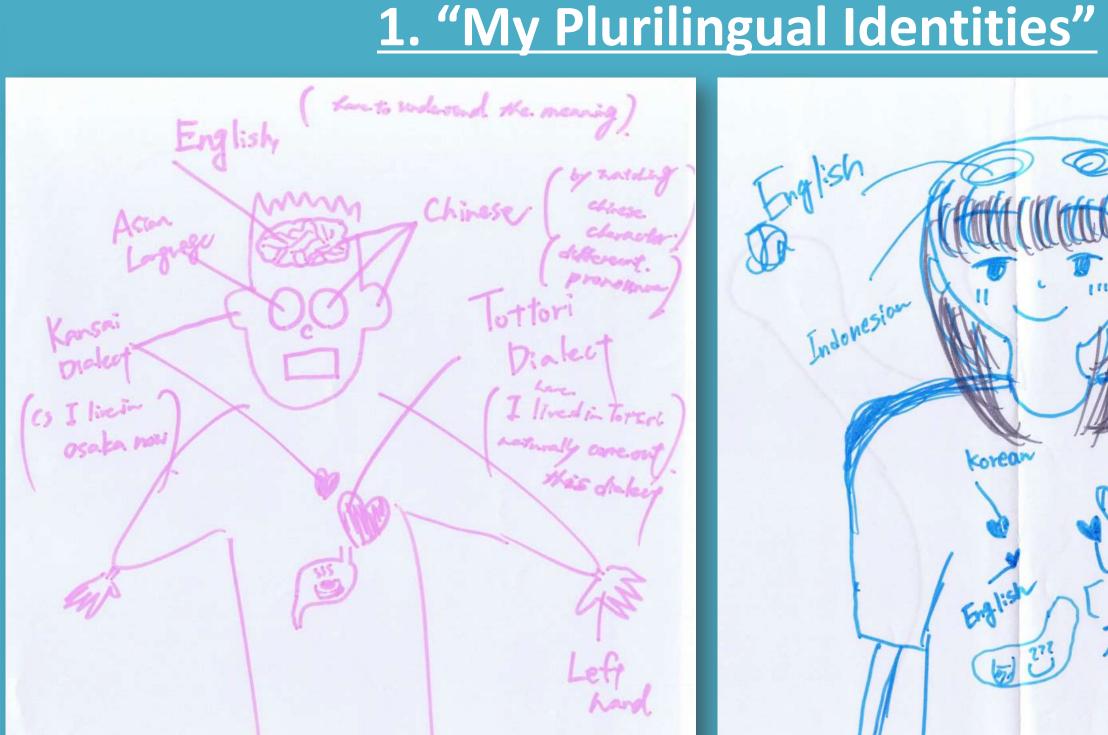
study abroad supporters

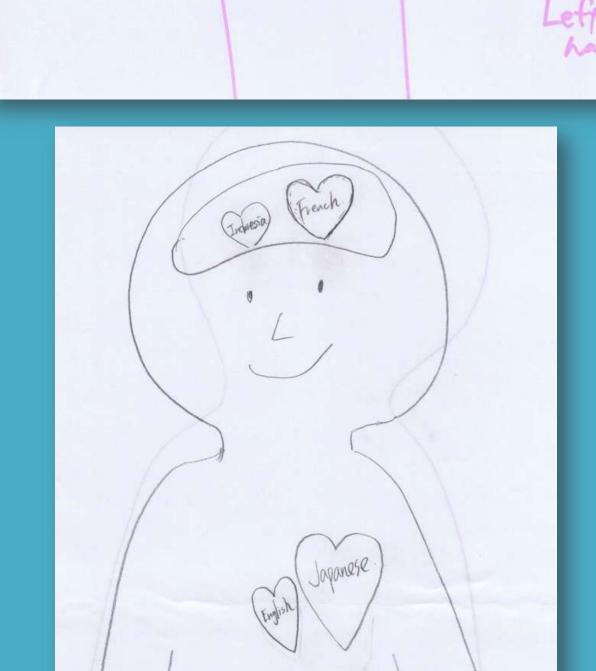
student staff at global learning commons

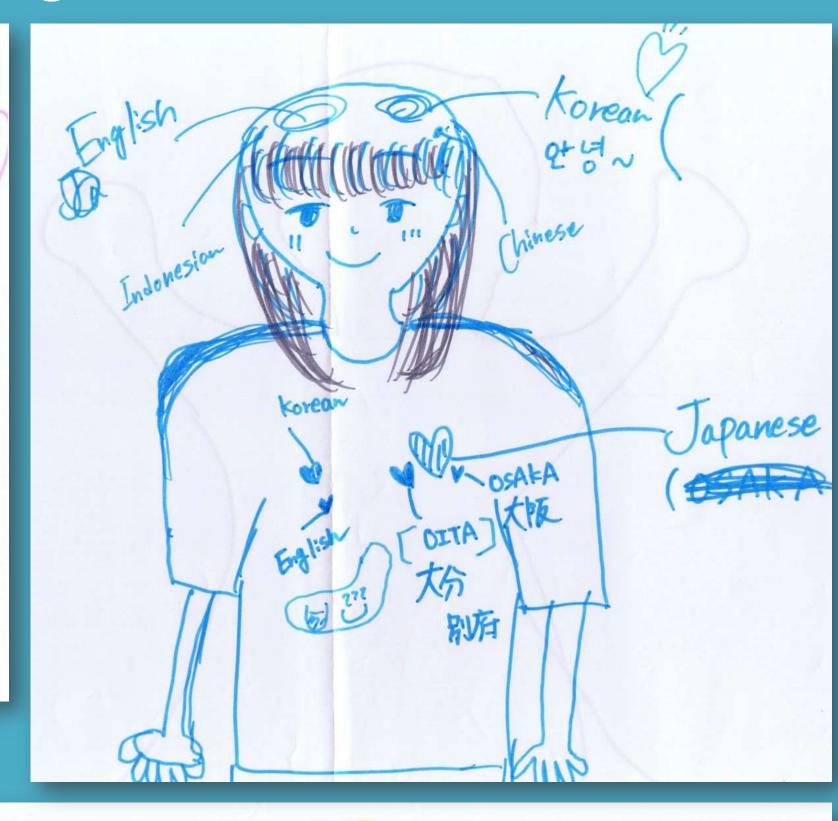
- What do these student peer supporters learn from their activities?
- > How do they identify themselves by being student peer supporters in international education & language education in Japan?
- How can the teaching & non-teaching staff at the university enrich these student peer supporters' communities on campus as a sustainable-basis?

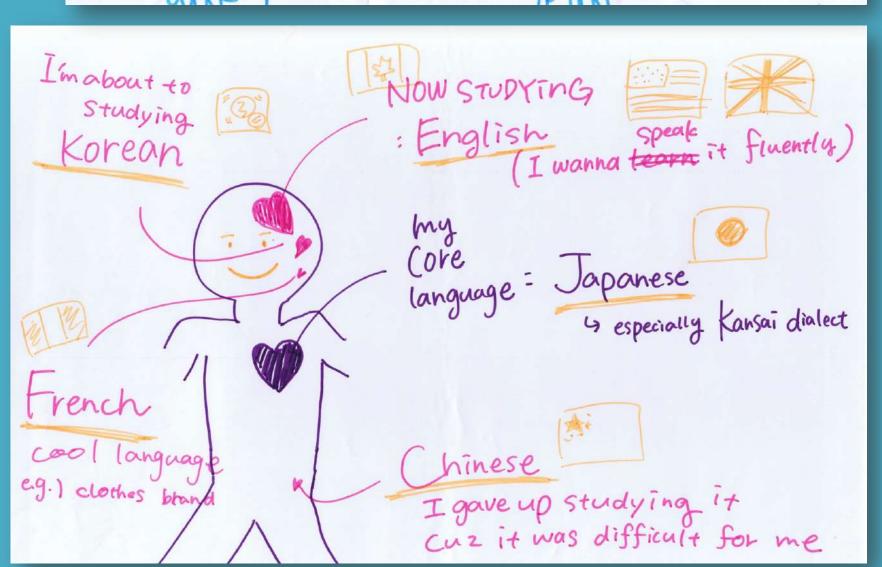
Pilot Studies (conducted in January 2020 as a part of workshop for global peer supporters): based on Mossman (2019)













- ✓ a variety of languages (not just) Japanese and English)
- ✓ their plurilingual identities spread into several parts of their bodies
- all of them could share various stories of their plurilingual identities

Participants

大阪弁

日本語

Korean

セガアノ

16 undergraduate students (1st year students: 4 2nd year students: 7 3rd year students: 5) who are steering committee members of the student peer support groups in international & language education

at a private university in Japan

I learned that it's not always helpful to give answers to people.

Asking questions is helpful to make people think deeply in a meeting

First, I will listen to problems.

Do not talk only by yourself during the meeting and when sharing opinion.

2. "The Helping Relationship"

Objectives:

Since we listen to the

problem which is not

only superficial of it, we

can make sure what the

problem is, and we can

suggest several

suggestions.

- to be able to apply a problem-solving technique
- to be able to experience the role of helping versus advice-giving

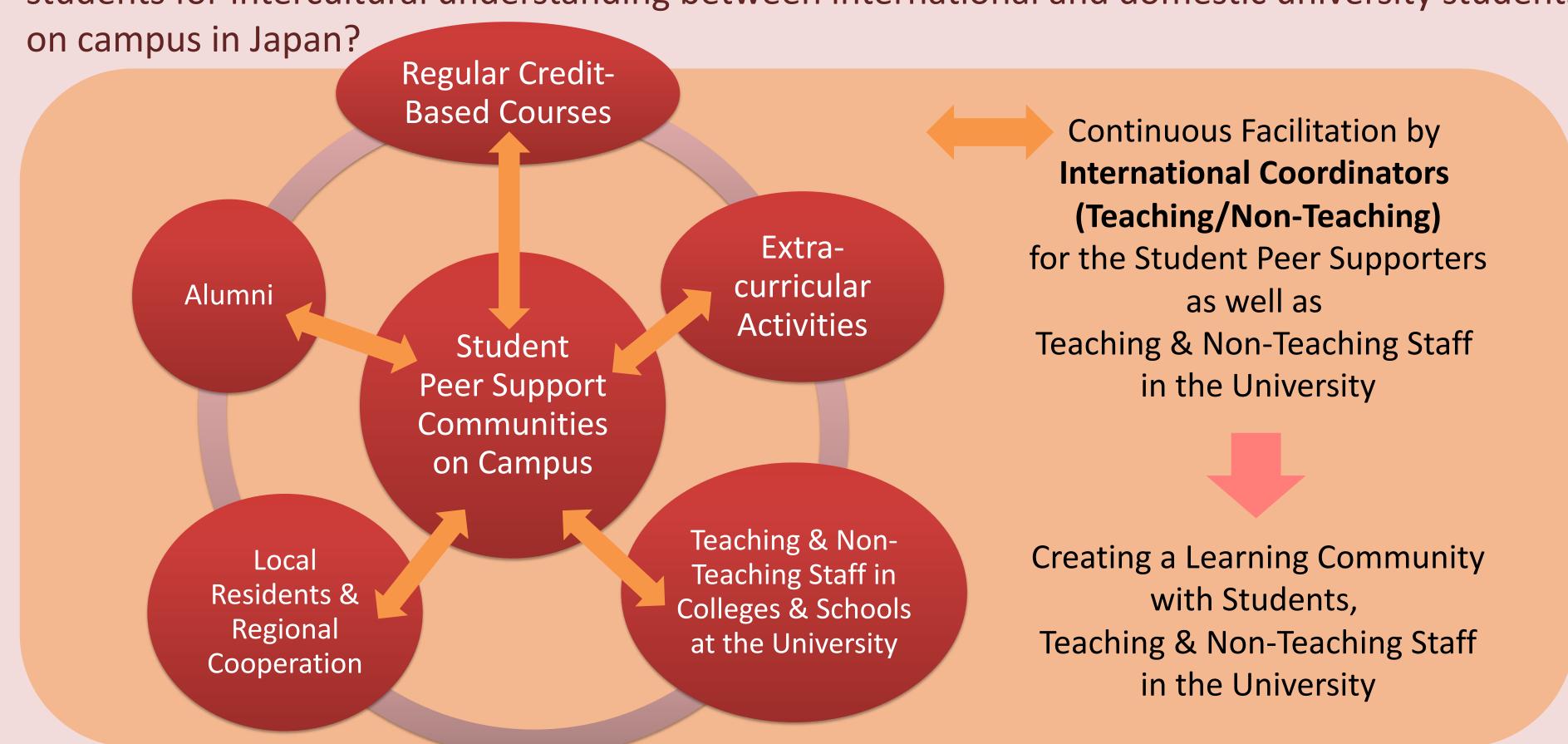
non-evaluative listening

open-ended inquiry/questioning

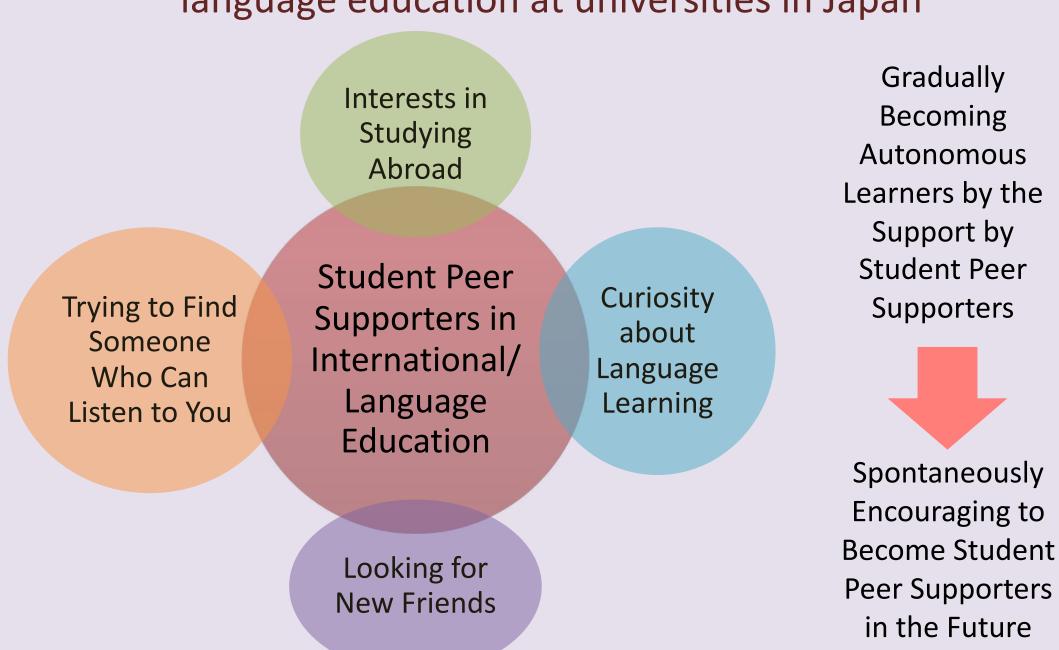
Not only in case of foreign students and their buddies, but also in case of our management problem as a group.

- By knowing the person well, I can stay away from stereotyping or negatively persisting someone incorrectly.
- I can ask people who are not able to sort out what they are worried about in order to sort out their feelings.
- We can derive without giving answers.

How can we build an interactive and reciprocal community of teaching/non-teaching staff and students for intercultural understanding between international and domestic university students



Possibilities of encouraging autonomous learning in language education at universities in Japan



Reference

Mossman, T. (2019). Transforming practices through EAL peer education. Oral presentation at JALT2019: Teacher efficacy, Learner agency, the 45th annual international conference on language teaching and learning & educational materials exhibition. Aichi Industry & Labor Center - WINC Aichi, Nagoya, Japan.

Acknowledgement

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