

A Showcase of Peer Learning for Post-beginner Students with Japanese students

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Abstract

First year students who are placed on the Japanese language course for post-beginner level at the University of Leeds often take time to become accustomed to the teaching method used at the university. In particular, they may be uncomfortable practicing Japanese in conversation. At the same time, students from Japan who come to learn English at Leeds may feel isolated and lonely because they have insufficient confidence to communicate in English outside the classroom.

Peer learning, where both Japanese and Leeds students can meet and learn together, was introduced to the Japanese language curriculum for post-beginner level students in the 2015-16 academic year. The aim of this was to develop the students' learning in a more comprehensive manner including enhancing cultural awareness and communication skills.

This paper will introduce the Japanese language course for post-beginner students at the University of Leeds. It will also examine the feedback and assess the extent to which the joint sessions raised the students' motivation to learn foreign languages, increased their confidence in communicating in the target language and changed attitudes to their own and other cultures.