Exploring Cross-Cultural Collaboration: A Study of Online Student Conferences

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【Abstract 】

This mixed-methods study investigated Japanese university students' perceptions of English-medium online intercollegiate student conferences, particularly focusing on those engaged in English as a Foreign Language (EFL) learning. Using the theoretical frameworks of Self-Determination Theory (SDT) and Learner Engagement (LE), the study aimed to identify the challenges and opportunities in fostering linguistic competence and confidence among less proficient English learners in Model United Nations (MUN) simulations and similar platforms. Thematic analysis of qualitative data and statistical analysis of quantitative data highlighted key themes such as language proficiency, preparation, social interaction, emotional comfort, and cultural exchange. The findings reveal that language proficiency is a critical gateway to engagement, and that preparation and social interaction significantly impact learners' confidence and ability to participate. The study underscores the importance of creating supportive environments that nurture autonomy, competence, and cultural exchange, thus enhancing intrinsic motivation and engagement among EFL learners. It contributes to the field of EFL learning by providing insights into educational scaffolds needed for less proficient English learners in international academic forums.

【Keywords】

English as a Foreign Language (EFL), Learner Engagement, Self-Determination Theory (SDT), Model United Nations (MUN), Online Intercollegiate Conferences

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1 Introduction

The burgeoning interest in domestic and international student conferences, exemplified by events like Model United Nations (MUN) simulations, has spotlighted their multifaceted educational impact. These platforms are not only effective in promoting cognitive and affective learner engagement but are also potent platforms for language learning. Studies by Hammond & Albert (2019) and Tatsuki (2017) affirm these benefits, underscoring the enriching experiences these simulations offer. However, the participation of students with lower English proficiency levels in such events remains an under-explored frontier. This gap highlights a pressing need for research to understand the unique challenges faced by these learners and to develop methods to enhance their competence and confidence effectively.

Set against this backdrop, the current study aims to elicit learner perceptions of English-medium online intercollegiate student conferences, focusing on Japanese university students engaged in English as a Foreign Language (EFL) learning. Using a mixed-methods approach, we intend to leverage the analysis of both qualitative and quantitative data derived from a post-conference questionnaire and self-reflections. This methodology will be anchored in the theoretical frameworks of Learner Engagement and Self-Determination Theory (SDT).

The primary objective of our research is twofold: to identify the specific challenges that less-proficient English learners face in MUN simulations and similar international forums, and to explore how online student conferences can bolster their linguistic competence and confidence. This inquiry is critical for devising educational scaffolds that cater to the unique needs of these learners and thereby facilitating access to learning opportunities provided by simulations like MUN. Our findings will hopefully contribute to the field of EFL learning, providing actionable insights and best practices for enhancing language proficiency and confidence among learners at lower levels. Ultimately, this research seeks to expand the horizons of EFL learning, making the invaluable experiences of international student conferences accessible to a broader demographic of learners.

2 Literature Review

In this section, key studies that have informed the current research are reviewed. The starting point will be Model United Nations (MUN) simulations and Collaborative Online International Learning (COIL). This is followed by the conceptual frameworks of Self-Determination Theory (SDT), with emphasis on the basic psychological needs, and Learner Engagement (LE).

2.1 Model United Nations (MUN) Simulations

Model United Nations (MUN) simulations trace their roots back to the early 20th century, initially as simulations of the League of Nations at Oxford University, followed by Harvard University. These early models were vastly different from contemporary ones, focusing on multiple agendas in a single evening session (Muldoon, 1995). The first official MUN was held in 1947 at Swarthmore College, with over 150 delegates, followed by another significant event at Saint Lawrence University in 1949. These early simulations laid the foundation for what would become a global educational movement, including notable models like Berkeley MUN and Harvard MUN (HMUN).

MUN simulations are recognized for enhancing skills such as negotiation, public speaking, teamwork, and communication. They also increase students' understanding of diplomacy, political science, and global political issues (Obendorf & Randerson, 2013).

MUNs operate in various languages, primarily official UN languages, and simulate different UN organs like the General Assembly and Security Council. The format typically involves initial speeches, followed by debates and the drafting and voting on resolutions. However, the rules and procedures can vary across different MUNs. MUN simulations are considered an effective teaching method within political science and international relations. They are noted for enriching the theoretical and conceptual knowledge, sparking interest in the discipline, and offering memorable learning experiences (Shellman & Turan, 2006; Weir & Baranowski, 2011; Newmann & Twigg, 2000).

Early studies by Hazleton & Jacob (1983) and Hazleton & Mahurin (1986) indicate that MUNs enhance cognitive knowledge of diplomatic strategies and attitudes towards the simulation's subjects. More recent studies (Ginn, Albert & Phillips, 2011; Taylor, 2013; Ginn, Albert, Hunter, Fitzgerald, & Phillips, 2015) confirm the positive impacts of MUN simulations.

2.2 Collaborative Online International Learning (COIL)

Collaborative Online International Learning (COIL), a concept introduced by the State University of New York in 2006, represents a distinct subset of Virtual Exchange (VE) initiatives. COIL is characterized by its focus on collaborative learning, involving educators and students from geographically separated institutions who work together to design shared syllabi and conduct joint online group assignments (Rubin, 2017; Rubin & Guth, 2022). Unlike the broader VE, COIL is described by SUNY COIL Center (https://coil.suny.edu/) as explicitly geared towards fostering both subject knowledge and intercultural competence across various disciplines.

A typical COIL course can range from four weeks to an entire semester, forming multicultural student teams who engage in collaborative online projects. Educators play a key role in intentionally designing these projects with a focus on intercultural learning, aiming to expand students' understanding of course content and enhance their intercultural competencies. This approach offers an authentic international learning experience within the confines of the home institution (Rubin, 2017).

COIL is rooted in the educational approach of collaborative learning (CL), where students work together on tasks, solving problems or creating products. This interaction-based learning process emphasizes knowledge building through social interaction, with educators facilitating and students learning from each other (Davidson & Major, 2014). Research has shown that CL can improve student achievement, foster employability skills, and increase openness to diversity (Slavin, 1990; Chan, Maneewan & Koul, 2014; Cabrera, Crissman, Bernal, Nora, Terenzini & Pascarella, 2002). Specifically, CL in multicultural teams, both in physical and online classrooms, has been effective in developing intercultural competencies (de Hei, Tabacaru, Sjoer, Rippe & Walenkamp, 2020; Liang & Schartner, 2020; Erez, Lisak, Harush, Glikson, Nouri, & Shokef, 2013).

In summary, COIL represents a unique and effective approach within VE that emphasizes collaborative learning and intercultural competence development. While there are promising indications of its effectiveness, the field requires more controlled empirical studies to conclusively determine COIL's impact on intercultural competence development.

2.3 Self-Determination Theory (SDT)

Self-Determination Theory (SDT), pioneered by Deci & Ryan (1985, 2002), has been influential in understanding human motivation across diverse fields, including education and psychology. One of five mini or sub theories that make up SDT is Organismic Integration Theory, which maps motivation on a spectrum ranging from amotivation to intrinsic motivation (Deci & Ryan, 1985). This spectrum (Fig. 1) encapsulates various forms of extrinsic motivation (such as external, introjected, identified, and integrated regulation) and culminates in intrinsic motivation, where actions are pursued for their inherent satisfaction, devoid of external rewards or pressures (Ryan & Deci, 2000).
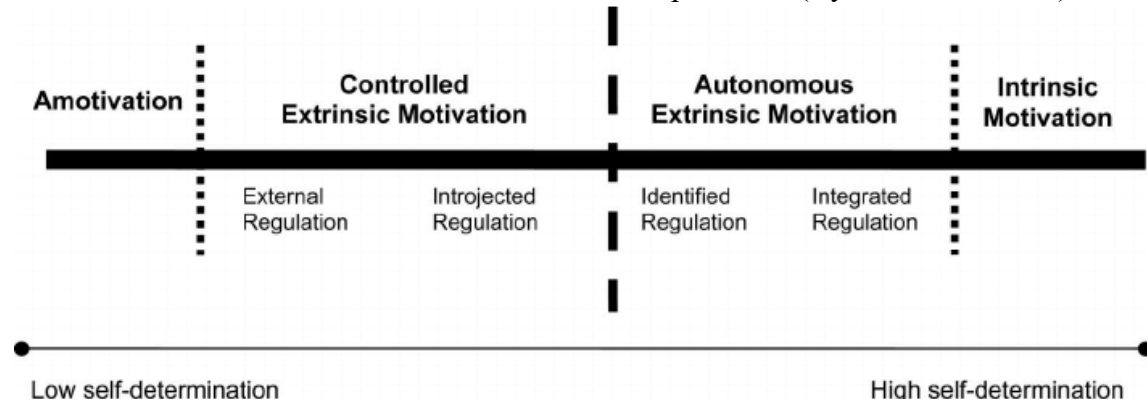

Figure 1. The self-determination continuum.

Central to SDT is the proposition that motivation is primarily driven by the fulfillment of the three basic psychological needs - competence (the sense of efficacy in one's actions), relatedness (the establishment of meaningful social connections), and autonomy (the perception of being in control of one's actions and decisions) - which are pivotal in fostering intrinsic motivation and self-regulation (Deci & Ryan, 1985; Reeve, Deci & Ryan, 2004).

Studies across various domains have employed SDT to elucidate how these psychological needs impact behavior and motivation. For instance, in educational settings, research has revealed that when students' needs for competence, autonomy, and relatedness are satisfied, they demonstrate increased motivation and engagement in learning activities (Niemic & Ryan, 2009; Jang, Reeve & Deci, 2010). Similarly, in the workplace, SDT has been instrumental in understanding employee motivation, showing that job environments that support these basic needs lead to higher job satisfaction and productivity (Gagné & Deci, 2005).

In summary, SDT offers a comprehensive and versatile framework for understanding motivation. Its emphasis on the intrinsic fulfillment of competence, relatedness, and autonomy makes it a valuable tool for enhancing engagement and development across various fields, notably in education and organizational psychology. The internalization of behaviors and values, as proposed by SDT, underscores the significance of creating environments that nurture autonomy, competence, and relatedness, thereby fostering intrinsic motivation and optimal personal development.

2.4 Learner Engagement

Student (or learner) engagement is a critical factor in the educational process, influencing academic achievement, retention rates, and overall student satisfaction. A foundational study by Fredericks, Blumenfeld, and Paris (2004) provides a

comprehensive framework, categorizing engagement into behavioral, emotional, and cognitive dimensions. Their research offers valuable insights into how these different aspects of engagement contribute to a student's overall educational experience and success. Complementing this work, Pekrun (2014) highlights the interplay between emotions and engagement in learning. Their exploration into the emotional drivers of student engagement underscores the importance of understanding and addressing the affective elements in educational environments.

Additionally, the research conducted by Trowler (2010) provides an in-depth analysis of the factors influencing student engagement, including institutional culture, teaching methodologies, and student motivation. Trowler's study emphasizes the role of the educational context in fostering an environment conducive to high levels of student engagement. Together, these studies present a holistic view of student engagement, elucidating the complex interactions between a student's individual characteristics, their emotional responses, and the educational context, as well as its critical role in enhancing the quality and effectiveness of education.

Engagement in online learning environments is a multifaceted concept, encompassing behavioral, emotional, and cognitive dimensions. The concept of student engagement has evolved significantly, especially with the advent of digital and remote learning platforms. A key study by Dixson (2015) introduced the Online Student Engagement scale (OSE), offering a nuanced framework for assessing engagement in online courses. This tool has been instrumental in correlating students' self-reported engagement levels with their actual behavioral patterns in online learning environments. Further extending the discussion, Aloni and Harrington (2018) explored the intricacies of asynchronous online discussions, a vital component of online learning. Their research underscored the challenges and benefits of online discussions, offering valuable insights into best practices for maximizing student engagement in these digital forums. Angelino, Williams, & Natvig (2007) identify group projects as a strategy to engage learners and reduce attrition in online courses by fostering a community of learners. Brown (2001) outlines three stages of community building in online classes: making acquaintances, sensing community acceptance, and achieving camaraderie.

3 Research Design

Again, the current study aims to draw out learner perceptions of English-medium online intercollegiate student conferences, using the conceptual frameworks of basic psychological needs and learner engagement. The research design integrates qualitative methodologies to gain a comprehensive understanding of how these student conferences impact and are impacted by learner engagement, considering the multidimensional nature of engagement and the specific educational and cultural contexts of the learners.

The research objectives are to (a) examine the behavioral, emotional, cognitive, and agentic dimensions of learner engagement in these conferences, (b) investigate the role of these conferences in facilitating or hindering learner engagement among Japanese university students, and (c) explore the interplay between these conferences and the basic psychological needs.

3.1 Participants

The study involved second-, third-, and fourth-year non-English major Japanese university students who participated with their Indonesian counterparts in an online

student conference in the fall of 2022. The online, student-led conference consisted of a twenty-minute ice-breaking session and two forty-minute discussion sessions. Participants were recruited by faculty members at two universities, one in central Japan and the other in eastern Japan, and received the following instructions:

For the Ice-breaking session,
(1) Prepare a 3-5 minute self-introduction and/or cultural topic of your choice, and
(2) Join the ice-breaking session according to the room allocations.

For the discussion session,
(1) Prepare a 300-400 word research paper on a global issue or SDG of your choice and 3-5 discussion questions. When you are ready, upload these to the shared folder,
(2) Read the papers for your assigned room beforehand, prepare your opinions and attend the discussion sessions according to the room allocations,
(3) Prepare Visual Aids to present your ideas (a few slides maximum), and
(4) Host 2 rounds of discussion at your allotted time.

3.2 Data Collection and Analysis

Questionnaire: This instrument, comprised of both Likert-scale and open-ended questions will be used to assess attitudes and perspectives at each stage of the conference as well as the overall experience (Appendix 1). Qualitative data from open-ended questions will be analyzed using reflexive thematic analysis (Braun & Clarke, 2006) to identify patterns and themes that provide insight into participant experiences. Quantitative data from surveys will be used to generate descriptive statistics (mean and standard deviation) with the aim of supplementing qualitative data regarding the connection between engagement levels and learner experiences during the conference.

3.4 Theoretical Framework

The study will be guided by self-determination theory (specifically the basic psychological needs of competency, autonomy and relatedness) and student engagement to frame the understanding of student perceptions. This multidimensional approach allows for a comprehensive understanding of how online student conferences impacts different aspects of learner engagement.

3.5 Ethical Considerations

Informed consent will be obtained from all participants. Confidentiality and anonymity of the participants will be maintained throughout the research process. The study will adhere to the university's ethical guidelines for research involving human subjects.

4 Findings

4.1 Qualitative Data

Based on the questionnaire data from the Japanese university students who participated in this study, thematic analysis reveals several key themes concerning learner engagement. These themes (gathered below with representative excerpts) collectively illustrate that student engagement in these types of online student conferences is a

complex interplay of language skills, preparation, social interaction, emotional comfort, cognitive and agentic participation, intrinsic motivation, and cultural exchange.

Theme 1: Language Proficiency as a Gateway to Engagement

Students consistently emphasized the importance of language skills in their ability to participate confidently and effectively in the conference. Representative responses that illustrate the importance of language proficiency were, "*I can't speaking well*" and "*I thought I needed to get used to English more.*"

Theme 2: Preparation and Confidence

Preparation was frequently cited as a determinant of both confidence and the ability to engage in discussions meaningfully. Quotes related to preparation include, "*Because the preparation was good*" and "*Need to practice speaking about themselves.*"

Theme 3: Impact of Social Interaction on Engagement

Social aspects, such as making new friends and having quality conversations, were highlighted as enriching elements of the conference experience. Social Interaction was drawn out as a theme from responses such as, "*We have a good conversation*" and "*I got new friends.*"

Theme 4: Emotional Comfort and Adaptation

Participants expressed feelings of nervousness initially, but also noted an adaptation over time, suggesting that emotional comfort is an evolving aspect of engagement. Quotes reflecting emotional comfort included, "*I was quite nervous - I wasn't used to it*" and "*Some things were a little difficult for me, but with everyone's help, I was able to speak properly.*"

Theme 5: Cognitive and Agentic Engagement

The opportunity to research and discuss topics of interest, as well as to take on active roles, seems to have facilitated cognitive and agentic engagement. Representative responses include, "*I was able to study well*" and "*I could say my opinion.*"

Theme 6: Intrinsic Motivation and Personal Growth

Intrinsic motivation, manifested through a desire for continuous improvement and learning from the experience, was a significant theme. This tendency is highlighted in responses such as, "*I wanted to be able to do it next time*" and "*I would like to continue to work hard with this as a source of inspiration.*"

Theme 7: Enhancing Competence through Practice

Students seem to have recognized the need for more practice, particularly in speech and discussions, to enhance their competence in engaging with the conference activities. This is apparent in comments such as, "*Speech practice in English*" and "*We had to practice more.*"

Theme 8: Autonomy and Self-Expression

The ability to express oneself and the autonomy to lead discussions were considered key to the engagement, and students desired more opportunities to develop these skills.

Comments that reflected this were, "*I speak English to other countries people well*" and "*I could elaborate on my topic.*"

Theme 9: Cultural Exchange and Broadening Perspectives

Participation in the online student conference was seen as a means to broaden one's cultural perspective and to engage with international viewpoints. Cultural exchange emerged as a theme from responses such as, "*It was good to learn about Indonesian culture at the same time as the conference*" and "*It was very interesting time for me because I don't have many opportunities to hear opinions from other countries.*"

Addressing these factors holistically can significantly enhance the learner engagement experience in international academic events such as MUN conferences.

These themes suggest that while many students are intrinsically motivated and find value in engaging with SDGs and related discussions, language proficiency, preparation, and the ability to connect with peers are critical factors influencing their overall engagement. Moreover, the opportunity to apply knowledge in a meaningful way and feel a sense of autonomy in their roles appears to be crucial for fostering deeper cognitive and agentic engagement.

The analysis of the questionnaire responses reveals that students' ability to engage in discussions at online student conferences is significantly influenced by their language proficiency and level of preparedness. Participants reported growing comfort with speaking as the sessions progressed, suggesting that repeated practice can alleviate initial nervousness. Engagement with the content and interaction with peers were facilitated when students felt adequately prepared and when they had the opportunity to discuss topics of interest. The use of native language for interpretation also emerged as a strategy for some students, indicating a need for additional language support in these settings. Overall, these themes reflect the complex interplay between individual capabilities, conference preparation, and the supportive environment in determining the level of student engagement.

4.2 Quantitative Data

Table 1: Quantitative Data

Item	Mean	STDEV
Were you able to speak well during the ice-breaking session	3.5	1.1
Were you able to speak well during the discussion session, 1st Round	3.3	1.2
Were you able to speak well during the discussion session, 2nd round	3.3	1.2
Did you feel any change/progress regarding the use of English language through three sessions, (ice-breaking session and 2 rounds of discussion sessions)?	2.7	1.4
Do you think it was good to participate in the conference?	4.7	0.6

The quantitative data (Table 1) offers numerical insights into the participants' self-assessed ability to speak during different parts of the online conference and their

perceptions of progress and overall experience. Analysis of this quantitative data in relation to the qualitative data previously discussed is offered here:

4.2.1 Speaking Ability During Sessions

Ice-breaking session: The mean score of 3.5 with a standard deviation (STDEV) of 1.1 suggests a moderate level of confidence among participants in their speaking abilities during the ice-breaking session. The relatively low standard deviation indicates that responses were not widely varied, showing some consistency in the participants' experiences. This aligns with qualitative data where participants expressed initial nervousness but also instances of confidence due to preparation.

Discussion sessions: The mean scores for the 1st and 2nd discussion rounds are both at 3.3 with a STDEV of 1.2, which implies a slight decrease in the perceived ability to speak well compared to the ice-breaking session. This could be due to the increased complexity of discussions or less structured nature of these sessions. The qualitative data corroborates this, showing students felt they needed more practice and expressed concerns about language barriers.

4.2.2 Perceived Progress in English Language Use

The mean score of 2.7 with a higher STDEV of 1.4 for perceived progress in English usage throughout the sessions indicates that participants on average did not feel a significant improvement in their English language use. The higher standard deviation suggests there was considerable variability in experiences of progress. This reflects the qualitative responses where some students felt they became more accustomed to speaking English as the sessions progressed, while others continued to struggle.

4.2.3 Overall Perception of Conference Participation

The high mean score of 4.7 with a low STDEV of 0.6 for the overall perception of participating in the conference indicates that participants generally viewed their involvement positively. The low standard deviation suggests a strong consensus on the benefits of participating. This is consistent with the qualitative data where students mentioned gaining new friends, enjoying the experience, and appreciating the opportunity for cultural exchange and improvement.

In summary, while the quantitative data indicates that students felt moderately confident in their speaking abilities and less certain about their English language progress throughout the sessions, the overall sentiment towards the conference was very positive. This analysis shows a strong relationship between the students' qualitative experiences of nervousness, language challenges, and the desire for improvement, and the quantitative data reflecting their perceptions of their speaking abilities and the value of the conference.

5 Discussion
5.1 Integrating Language Proficiency with Learner Engagement

The findings of this study underscore the pivotal role of language proficiency in learner engagement within English-medium online intercollegiate student conferences. This interplay echoes the insights of Hammond & Albert (2019) and Tatsuki (2017), who also found that language competence significantly influences cognitive and affective engagement in international academic contexts. The qualitative themes, particularly 'Language Proficiency as a Gateway to Engagement,' resonate with the idea that language skills are crucial for active participation and meaningful engagement, as highlighted in these prior studies.

5.2 Tailoring Support for Less Proficient English Learners

The challenges faced by less proficient English learners, as evident in the themes of 'Preparation and Confidence' and 'Impact of Social Interaction on Engagement,' call for a tailored approach in educational settings. This need aligns with the conceptual frameworks of Learner Engagement (LE), as proposed by Fredericks, Blumenfeld, and Paris (2004), and Pekrun (2014). These frameworks emphasize the importance of emotional, cognitive, and behavioral engagement, which are evidently influenced by the students' language proficiency and preparation levels.

5.3 Aligning with Self-Determination Theory

Themes such as 'Enhancing Competence through Practice,' 'Autonomy and Self-Expression,' and 'Cultural Exchange and Broadening Perspectives' strongly align with Deci & Ryan's Self-Determination Theory (SDT), particularly the emphasis on the basic psychological needs of competence, autonomy, and relatedness (Deci & Ryan, 1985; Reeve, Deci & Ryan, 2004). The students' experiences reflect these needs, indicating that satisfying these can enhance intrinsic motivation and engagement, a concept well-documented in educational settings (Niemic & Ryan, 2009; Jang, Reeve & Deci, 2010).

5.4 Quantitative Data in Context

The quantitative findings, when viewed alongside the qualitative insights, offer a comprehensive picture of the student experience. The moderate confidence in speaking abilities, juxtaposed with the high overall positive perception of the conference, suggests a complex relationship between language proficiency and perceived educational value. This relationship is consistent with the findings of Aloni and Harrington (2018) and Angelino, Williams, & Natvig (2007), who emphasized the multifaceted nature of engagement in online learning environments, including the challenges and benefits of online discussions and collaborative projects.

5.5 Educational Strategies and Future Research

The study's findings suggest the need for educational scaffolds and strategies that address the unique challenges of less proficient English learners. This approach is in line with Trowler's (2010) emphasis on the role of educational context in student engagement.

Future research might explore the effectiveness of different scaffolding techniques, such as language workshops or structured preparation aids, in enhancing engagement and language proficiency in similar settings.

5.6 Broadening EFL Learning Opportunities

In conclusion, this research contributes to the expanding field of EFL learning by illuminating the specific challenges and needs of less proficient English learners in international academic forums. By addressing these needs, educators can make the rich experiences of student conferences like MUN simulations more inclusive, echoing the global educational movement's evolution as described by Muldoon (1995), Shellman & Turan (2006), and Weir & Baranowski (2011). This inclusive approach not only aligns with the principles of SDT and LE but also broadens the scope of EFL learning to encompass a more diverse range of learners.

6 Conclusion

Overall, this study reinforces the significance of language proficiency, preparation, and supportive environments in enhancing learner engagement in international academic events. The insights gained here can guide the development of more inclusive and effective educational practices in EFL contexts, contributing to the broader goals of international education and cultural exchange.

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Appendix 1 - Survey Instrument

2022 Survey on Online International Student Conference
Thank you for your cooperation in completing this survey. This survey is aimed at gathering experiences of participants in the 2022 Online International Student Conference. These results will be used as materials for research and future educational programs, lesson syllabus creation and improvement. Response results will not be published in a personally identifiable manner.
* Required

I agree to the explanation above and participate in the survey and interviews. *

Please choose your university. *

Age *

Gender *

Are you a native speaker of English/Did you grow up in a country or school where English is spoken on a daily basis? *

Current TOEIC Score *

Other English Language Qualifications
Example: TOEFL iBT, IELTS, Eiken (STEP), etc.

How many times have you attended an English-speaking conference?

Name of the conference

Regarding 2022 Online International Student Conference
Activivities that you think you did well throughout the event.*
Check all that apply.
Researching about SDGs/World Issues
Writing about SDGs
Reading of discussion partners' papers
Ice-breaking Session (self-introduction, etc)
Presenting your ideas at the discussion sessions
Leading discussions
Discussions according to the discussion topics
Other:

Tell us the reason(s) for your answer *

12.
7. How many times have you attended an English-speaking Conference? *

8.Name of the Conference

Activities that you think you did well throughout the event. *

Tell us the reason(s) for your answer *

Activities that you could not do well throughout the event. *

Check all that apply.
Researching about SDGs/World Issues
Writing about SDGs
Reading of discussion partners' papers
Ice-breaking Session (self-introduction, etc)
Presenting your ideas at the discussion sessions
Leading discussions
Discussions according to the discussion topics
Other:

*Reason(s) for your answer. ***

*Were you able to speak well during the ice-breaking session ***

*Reason(s) for your answer. ***

*Were you able to speak well during the discussion session, 1st Round ***

*Reason(s) for your answer. ***

*Were you able to speak well during the discussion session, 2nd round ***

*Reason(s) for your answer. ***

*Did you feel any change/progress regarding the use of English language through three sessions, (ice-breaking session and 2 rounds of discussion sessions)? ***

If you felt any change (even slightly), Reason(s) for your answer.

*Do you think it was good to participate in the conference? ***

*Reason(s) for your answer. ***

*What could you have done to perform better in the Ice-breaking session (Multiple Responses Possible)***
Check all that apply.
Speech practice in English
English Conversation Practice
English Discussion Practie
Listening of general English materials
Listening of English discussion materials
English reading
Understanding of general procedures of the conference
English writing
Other:

*Reasons for your answer ***

What could you have done to perform better in the discussion session? (Multiple Responses Possible)

Check all that apply.
Speech practice in English
English Conversation Practice
English Discussion Practie
Listening of general English materials
Listening of English discussion materials
English reading
Understanding of general procedures of the conference
English writing
Other:

Reasons for your answer *

Is there anything you would like to do in a future joint conference?

Please tell us what you think about this joint conference in general.