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Scaffolding educational transitions with near-peer role models

Sunday 18 May 2025 11:05 (1 minute)

Transitions between educational settings often present psychological and emotional challenges for students. In Japan, transitions within English language education are further complicated by a division between English for standardized exam preparation (eigo) and English being learned as a communicative tool (eikaiwa). In this poster presentation I will discuss a classroom-based research intervention investigating the potential role of near-peer role models (NPRMs) in mitigating transitional stress for first-year Japanese university students majoring in English. Written responses from 39 first-year students were collected after they watched two NPRM videos, in which senior students shared their past learning experiences. Responses were later qualitatively analyzed to assess how exposure to NPRMs may have facilitated students' adjustment to their new academic environment. This study found that NPRMs were perceived as influential models due to their proficiency in English and positive attitudes. NPRMs also served as valuable sources of information on learning strategies and resources and provided relatable strategies for managing language learning obstacles. This poster will feature a discussion of ways in which NPRM interventions could be effective pedagogical tools, offering essential social and emotional support to students transitioning into university-level language learning environments.

TITLE

Scaffolding educational transitions with near-peer role models

RELEVANT SIG

Learner Development

FORMAT

In-person interactive poster session

Short English description

KEYWORDS

role modeling
transition
student leadership
learner support

First-time presenter?

ABSTRACT

Transitions between educational settings often present psychological and emotional challenges for students. In Japan, transitions within English language education are further complicated by a division between English for standardized exam preparation (eigo) and English being learned as a communicative tool (eikaiwa). In this poster presentation I will discuss a classroom-based research intervention investigating the potential role of near-peer role models (NPRMs) in mitigating transitional stress for first-year Japanese university students majoring in English. Written responses from 39 first-year students were collected after they watched two NPRM videos, in which senior students shared their past learning experiences. Responses were later qualitatively analyzed to assess how exposure to NPRMs may have facilitated students' adjustment to their new academic environment. This study found that NPRMs were perceived as influential models due to their proficiency in English and positive attitudes. NPRMs also served as valuable sources of information on learning strategies and resources and provided relatable strategies for managing language learning obstacles. This poster will feature a discussion of ways in which NPRM interventions could be effective pedagogical tools, offering essential social and emotional support to students transitioning into university-level language learning environments.

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Session Classification: Sunday Posters

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