

鎮西学院大学からの交換留学生在がフィリピンで学ぶこと*

サントス・エリセア**

Perspectives on the Philippine Experience of Chinzei Gakuin University International Exchange Students

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Key Words:Philippines, exchange, students, experience, English

1.Introduction

An International Student Exchange Program is sometimes referred to as a Study Abroad Program. This is a program where students study overseas in a partner school of their university. There may or may not be an actual exchange of students. It may be just one institution sending (the home institution) their students to a partner institution in another country, called the host institution, who then accepts the students. The host institution does not have to send a counterpart to the other institution.

Oftentimes, the students travel internationally and study in the country where the host university is located, thus the term, International Student. An exchange student typically stays in the host country for a period of 6 to 12 months; however, exchange students may opt to stay for one semester at a time. International students or those on study abroad programs may stay in the host country for several years. Some exchange programs also offer academic credit or transfer credit programs. This depends on the agreement between the two institutions.

A student exchange program does not necessarily require the students to study outside their home country. There are programs allowing for hybrid delivery of courses, such as on-line modular, synchronous and asynchronous classes in the host universities. These allow the students to study in their home countries and still be categorized as undergoing International Studies.

Much as the current pandemic warrants such hybrid deliveries, some of the objectives of the exchange programs may then be unattainable.

Student exchanges became popular after World War II, and were intended to increase the participants' understanding and tolerance of other cultures, as well as improving their language skills and broadening their social horizons. Student exchanges also increased further after the end of the Cold War. Foreign exchange programs provide students with an opportunity to study in a different country and environment, experiencing the history and culture of another country, as well as meeting new friends to enrich their personal development. International exchange programs are also an effective challenge for students to develop a global perspective (Student exchange program, 2021).

The costs of student exchange programs vary. These costs are determined by the agreement between the universities. Tuition is the major expense in a program. The daily living costs also differ depending on the country, length of study and other personal factors. Different programs through the school of choice may offer students scholarships that cover the expenses of travel and accommodation and the personal needs of a student.

Placing an average price tag on studying abroad can be counterproductive, in that it masks the extreme range of costs between different countries and programs. Plus, estimates vary widely on the subject; there is no common consensus on what the average cost of studying abroad actually is. Nevertheless,

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there are some reliable figures floating out there that can help. According to research by the International Institute of Education, the all-encompassing average cost of studying abroad in a foreign country hovers around \$18,000 per semester, or \$36,000 per full academic year. Other indicators use range as a more useful indicator; for example, studying abroad in the U.K. usually winds up costing between \$8,000 and \$21,000. The overall cost will end up being much lower or higher when you add in varying external factors. To use another basic example, studying abroad in an inexpensive country, such as India, can wind up costing just a few thousand dollars total, while studying abroad at a private university in Europe will end up costing many more thousands. This is why it's important to research thoroughly the factors surrounding your individual journey to generate your own estimate (How Much Does It Cost to Study Abroad? 2019).

Studying in the Philippines may offer a cheaper alternative for studying abroad. The Philippines is a newly industrialized country and an emerging market in Asia. In recent years, the country has seen an increasing number of international students. In 2019, a total of 4,785 new applications were received by the Philippine Bureau of Immigration aside from students who want to renew their visas to continue their studies in the country. Due to the coronavirus pandemic, the applications received in 2020 were significantly lower than the previous year. English is widely spoken and, with a population of nearly 100 million, the Philippines is the world's fifth-largest English-speaking nation. Foreign nationals visiting or moving into the country will not find it hard to navigate the country and do not have to worry about communication. The country has been a top destination for international students wanting to take English language courses, as well as study in the field of medicine. The higher education system in the Philippines is modelled after the American education system and includes bachelor's,

master's and doctoral degrees. Offering the opportunity to study in English at an affordable cost, the Philippines attracts thousands of international students a year from across the globe, with most coming from other countries in East Asia (Post Study Work Options: How to Get a Work Visa in the Philippines After Studies, 2021).

The number of Japanese students who chose to go abroad to study has held firm, according to new figures from the Japanese Association of Overseas Studies, but preferred destinations are changing as the country's appetite for shorter periods of language study strengthens. The figures, compiled from a survey of 42 JAOS member organizations, found in 2018 around 200,000 Japanese students went abroad, close to estimates made in 2016. While overall outbound numbers remained around the same level as previous years, there were noticeable shifts in destinations of choice as well as the desired level of study, particularly for top two countries the US and Australia, which both lost ground. The US entered its third year of decline although marginally, losing just over 250 students, which JAOS said was possibly due to the current administration and immigration policy discouraging "professional and career-minded candidates... in fear of not landing a permit to remain to build their career". Australia, meanwhile, lost 650 students in 2018, as emerging markets, the Philippines and Malta improved their overall share of the market, jumping 20% and 30% respectively. The Philippines also recorded the single most substantial increase with just under 1,500 additional Japanese students hosted in 2018 to reach over 8,200 (Japan outbound student figures remain steady in 2018, 2020).

International studies are imbued with many benefits but may entail some drawbacks as well. The perspectives of the past Chinzei Gakuin University (CGU) exchange students who studied in the University of Baguio (UB) and the author of this research will glean on the values as well as the downsides of International Studies. The author will include her insights as

she had firsthand experience with the CGU exchange students, having been the Director of Linkages (International Affairs) in UB and having had the opportunity to host two CGU students in her home in the past.

2. History of International Study and Exchange Programs

The following overview of the history of international study and exchange programs was paraphrased by the author from the article *The Complete History of Study Abroad* by Megan Lee (*The Complete History of Study Abroad*, 2012). Lee credits her article to William W. Hoffas book, *A History of U.S. Study Abroad: Beginnings to 1965*.

The first recorded international student, Emo of Friesland (c. 1175–1237) was a Frisian scholar and abbot who probably came from the region of Groningen. He was the earliest foreign student studying at Oxford University whose name has survived. Emo was of high birth. He began his studies at Oxford in 1190. He also studied at the University of Paris and at Orléans.

The Middle Ages came years of increased poverty. Overall, the lives of the people were harder, and study abroad was reserved for the royal elite.

In the mid-19th century, representatives from the United States, Germany, France, and England met in London to design a plan for a permanent organization responsible for managing international education, which fully came into practice in 1876.

Forty years down the line, Indiana University began hosting a series of "summer tramps", a faculty-initiated study abroad program where university students were invited to Switzerland, France, England, Germany, and Italy during the summer holiday to study natural history, language, and culture.

With the First World War (1914–1918) coming to an end, American colleges, religious groups, and peace-promoting organizations started to explore creative ways to inspire their students to learn more about the world outside of US

borders. By creating a greater understanding between nations through international exchange, they reasoned, countries could achieve a lasting peace and a strong basis for fostering more effective communication.

In 1919, the Institute of International Education (IIE) was established by Nobel Peace Prize winners Nicholas Murray Butler and Stephen Duggen. A notable achievement achieved by the IIE was the first reciprocal exchange student program initiated between the US and Czechoslovakia in 1922.

In 1923, America's first officially credited study abroad program was launched at the University of Delaware.

The 1920s saw a huge influx in universities offering academic credit for international group travel. However, at this time, most of the programs focused on exchanges in European countries and were often short-term summer study programs.

The 1930s saw a rapid increase in the diversity of programs offered outside of Europe, with the first Russian study abroad program offered to American students in 1934, the first Asian study abroad program in China in 1936, and the first South American study abroad program in Argentina in 1939. IIE's huge contributions to the field of international education set the groundwork for the modern study abroad programs.

The Second World War caused for a brief suspension in efforts to study internationally. In the aftermath, though, there grew a renewed commitment to the necessity of study abroad and the organic development of international understanding and trust between nations. In 1941, President Franklin D. Roosevelt challenged all Americans to learn more about the world. "A nation, like a person, has a mind -- a mind that must be kept informed and alert, that must know itself, that understands the hopes and needs of its neighbors -- all the other nations that live within the narrowing circle of the world." He said. President Roosevelt understood that the expansion of student and teacher travel would be an effective tool to achieve this goal, and the strong political support for the US government only helped him to promote such

travels.

One monumental effort to facilitate such development was the US government's establishment of the Fulbright Program in 1946, which sought to "humanize international relations" by turning "nations into people," thus creating better communication and trust. To date, more than 200,000 students have participated in this program across over 150 countries worldwide.

As early as 1951, two large organizations, Council on Student Travel and Council on Correlation of International Educational Enterprises, came together to form CIEE. Drawn by US foreign policy initiatives, CIEE did their part to contribute to increased global understanding by facilitating overseas travel organized by ship travel. To Europe alone, the Council sent 4,000 students annually.

While Europe remained the ever-popular

destination of choice, the 1950s and 1960s saw an increase in interest in non-European areas, such as Africa, Asia, and South America. Japan was of particular interest, and many efforts were made to create a base organization there to promote study abroad. Because of difficulties within the Tokyo bureaucracy, it was many years before the program could be fully fleshed out.

In the 1990s and 2000s, programs moved away from one-dimensional course offerings to instead a comprehensive review of all relative impact variables on learning, including the duration and the housing options for the programs.

Beyond second language acquisition, programs now emphasized intercultural competence, global awareness, academic discipline, and professional skills, factors that were at one time, deemed unimportant were now documented and considered when determining a program's success.



Figure 1

NVivo generated Word Cloud for Section 1 and 2, Introduction and History of International Study and Exchange Programs

The most frequently used words derived from the word cloud (Figure 1) are study, international, student abroad, programs, exchange program, student program, travel, institution, countries, understanding and development.

3. The Chinzei Gakuin University–University of Baguio Exchange Program

On March 6, 1969 Chinzei Gakuin University (CGU), formerly Nagasaki Wesleyan University, forged a Memorandum of Understanding with the University of Baguio (UB), paving the way

to decades of vibrant exchange of students. The first product of the CGU-UB partnership was the student exchange program in 1969. The first Japanese exchange student was Mitsue Hatayama, now Mrs. Mitsue Saito, a Bachelor of Arts in Education CGU graduate. She stayed with the family of Fernando G. Bautista, the UB President in 1969. She traveled to the Philippines with then CGU Chancellor, Moritaka, Samejima. Mr. Samejima was the Chancellor of CGU from 1948 to 1974. In 1980 a professor from UB Miss Anita Paraguas, came to teach in CGU, together with one Filipino exchange student.

University of Baguio, is situated in its namesake city, Baguio City. Baguio City is oftentimes referred to as the summer capital of the Philippines because it offers a year-round cold temperature ranging from 12 degrees to 23 Celsius. It is a modern, mountain city at an altitude of more than 1,500 meters above sea level. Three major universities, awarded by the Philippine Commission of Higher Education (CHED) with an Autonomous Status (the highest status level given by CHED) are located in this city, one of which is the University of Baguio. (CHED Memorandum number 7, series of 2021). University of Baguio is a private and multidisciplinary university. It was founded by Fernando Gonzaga Bautista and Rosa Castillo Bautista on August 8, 1948. UB offers elementary, secondary, tertiary and post-graduate education. It's student population ranges from a low of about 14,000 to a high of about 18,000.

Through the agreement, CGU exchange students can study for one to two semesters in UB. Upon arrival from the airport, the students are given a tourist visa which is usually a maximum stay of 30 days. UB assists the students to apply for the student visa once they are enrolled in the university. UB takes charge of transportation from the airport in Manila. This city is about 5,000 km from Baguio.

The students stay for free with vetted Filipino foster families. Most of the parents in the foster homes are employees of UB. The foster family provides for the meals of the students, as well.

The courses assigned to the students will

depend on their CGU program. English and Filipino (the Philippine's national language, also called Tagalog) subjects are compulsory loads though. The students are assessed initially on their English proficiency. The assessment will determine if the student would need to enroll in English as a Second Language (ESL) course provided by UB.

The Japanese students are often encouraged to participate in co-curriculum activities such as sports, community outreach programs, cultural enrichment activities and the arts. They are often invited to small and big gatherings as Filipinos are fond of celebrations and fiestas or festivals.

For its part CGU, accepts the UB students before the spring semester starts. Student visas have to be processed prior to the entry to Japan. The students apply for their visa upon receipt of their Certificates of Eligibility from the Ministry of Justice. The Japanese embassy in the Philippines approves the application and issues the visa. Students usually enter the country via the Fukuoka International Airport. CGU provides the transportation from the airport to the university.

The UB students are enrolled in a one-year program, Japanese Language and Culture. The Filipino students are housed in the university's International Cobleigh Dormitory. Before the end of their program, the Filipino students would undergo the Japanese Language Proficiency Test (JLPT). During their tenure in Japan, they will be allowed to have a part-time job or "arubaito" at a maximum of 28 hours per week. This is unlike the Japanese students who do not work in the Philippines. This has more to do with economics issues more than visa issues. Since most Filipinos belong to lower middle-income families, students take on part-time work to augment their allowance. The Japanese students, who are on student visa do not work in the Philippines as legally, they would not be allowed to. But since Japan is a First-World Country, the Japanese students seemingly have ample resources to live comfortably in the Philippines. It is also essential to note that the

cost of living in the Philippines is much lower than in Japan.

The exchanges were consistent since the 1970s to 2019. Sadly, the exchange program had to take a hiatus because of the Covid-19 Pandemic. The Philippines had limited all classes to on-line delivery platforms only, as warranted by the severity of the pandemic in

the country. The government of Japan has also barred international arrivals of non-Japanese citizens to lessen the threat of more infections in the country.

The relationship of CGU and UB is still current and strong though the student exchange program remains in an indeterminate state, at least for this year, 2021.



Figure 2
NVivo Generated Word Cloud for Section 3. The Chinzei Gakuin University-University of Baguio Exchange Program

The most frequently used words derived from the word cloud (Figure 2) are students, university, Baguio, Japanese, Philippines, exchange, Filipino, program, airport, language, international, country, English and issues.

4. Perspectives

4.1. The Students' Perspectives

The perspectives of the former Chinzei Gakuin University exchange students were derived from their answers in the questionnaire.

Questionnaire

Name:

Semester and School Year in the University of Baguio:

Course in the University of Baguio:

1. Why did you choose to have the program in the Philippines?
2. Do you feel that you were prepared in the following aspects before going to the Philippines? Please answer, Yes or No.
 - A. Financial:
 - B. English communication:
 - C. Mentally:
 - D. Emotionally:
3. What were the things you enjoyed most in the school University of Baguio environment?
4. What were the things you enjoyed most during your stay with your host family?
5. What were the things you enjoyed with your new friends and classmates.
6. Did you have negative experiences during your stay in the Philippines? If yes, what

- were they?
7. What was the most difficult part of your stay in the Philippines?
 8. What were the things you learned:
 - A. In school
 - B. From your host family
 - C. From your Filipino friends and classmates
 - D. About the Philippines in general
 9. What else can you share about your experience in the exchange program?
 10. Would you recommend the NWU-UB exchange program to other students? Why?

The following are the excerpts from three former CGU exchange students' responses to the questions.

The first question on why the students chose to have the program in the Philippines was answered similarly by two students. The main reason they chose the Philippine UB program was because they learned that pursuing an international study there cost far less than studying in other foreign countries such as the United States. They mentioned too, that they would like to learn other nations' culture and find out if it would be different from the Japanese culture. One respondent answered that he would like to improve his English skills.

The second question is if the students felt prepared before the trip to the Philippines. Asked if they were financially prepared, all answered yes, they were prepared. It is noted that the three respondents said they had done part-time work in Japan to earn the money they needed for their expenses for the program. In being prepared for English communication, two said no, only one said yes, he was prepared. All answered yes, they were mentally and emotionally prepared before going to the Philippines.

The third question was on the things they enjoyed most in the school (UB) environment. One said he enjoyed having many friends in classes and that they still keep in touch. Another said communicating with friends and learning Tagalog from a teacher was enjoyable. Even

volunteering with classmates for some projects were fun for him. One student also enjoyed interactions with student assistants (UB working students), teachers and staff in the offices.

As to the fourth query on what the exchange students enjoyed most with the host family, the answers were varied. One said he enjoyed watching so many movies with them. Another said traveling around the lowlands and highlands of the Philippines was enjoyable. He also stated that his host family gave him hope to live. The other respondent said he enjoyed most, the Sunday services in church with his host family.

The fifth question was on the things they enjoyed most with new friends and classmates. One exchange student liked that the new friends tried to communicate with him consistently even if he felt that his English skill was not good enough. His friends taught him English and Tagalog. He also enjoyed eating, shopping and traveling with his friends to hot springs using the ubiquitous "jeepney", a Filipino public transportation vehicle that is a smaller than a minibus. Another respondent said that he enjoyed the times when his new friends took him to many places and when they helped him in class. He said they were nice to him and to the other Japanese exchange students. One mentioned that just having lunch and walking down the main street, Session Road with his new friends were enjoyable. He also enjoyed being an escort in a posh birthday debut. He said that he had too many good memories that he could not write them all.

The sixth question on if they had any negative experience during their stay in the Philippines was answered only by two respondents, one chose not to answer. The two answers have different contexts. The first answered that he experienced a burglary in his host family's home and he observed that the local police did not respond immediately. The other student answered that the negative experience for him was when he presented his research in English in a class. He found it difficult, but in the end, he was grateful that he took that course because he became more confident in speaking in English.

The seventh question on what was the most difficult part of their stay in the Philippines was answered quite differently by the three. The first one was more on the physical condition. He said he got sick, he had fever and stomach ache. He received medical treatment in a hospital who prescribed medicine that he felt was too strong for him. He later used a medicine from another Japanese student. The second student answered that the most difficult part was communication as he felt that his English proficiency was not good enough. He said he could not communicate well with his host family, friends and classmates. The last one said he did not experience difficulty as he felt comfortable in the Philippines.

The eighth query is about what they learned in school, from the host family, from Filipino friends and classmates and about the Philippines in general.

The learnings in school was diverse. One answered very specifically. He learned from school the following, English, the Filipino language, the history of the Philippines and its culture. Another one simply said he learned confidence in school. The third said he learned different cultures of many countries.

From the host family, one learned love and culture, another learned habits, religion, family bonds and love. The last one learned English daily from his host family.

The things they learned from their Filipino friends and classmates were varied, as well. One said he learned about friendship and little of romantic love experience. The second said he learned the about many places and the university rules. The last said he learned the importance of trying new things without fear or anxiety.

The students learned the following about the Philippines in general: how to take care of one's family and friends, how Filipinos can be kind and optimistic and how they taught him to enjoy life and relish happiness.

The ninth question asked what else they can share about their experience in the exchange program. One answered that he learned eating chicken with just bare hands was a bit wild but good. On a serious note, he said he started

thinking about how he can help the street children he saw. The other former student shared how he discovered that everyone valued the time spent with the family. He also said that when he was asked about some Japanese aspects, he would realize he did not know the answers himself. He then resolved to know more about his home country. He said that when he went abroad he found out that indeed, he was Japanese. The last one simply shared that he learned a lot from the exchange program and that the experience gave him life.

The last question was would they recommend the CGU-UB exchange program to other students. All of the respondents said they would recommend the program. One said he recommends the program because the experiences were like a roller coaster ride. It is an experience one will not find anywhere else. He even said he would like his daughter to experience the program. The second said he would recommend the program because Filipino culture is very different from Japanese culture. He mentioned one can have many new friends. He found out that former Filipino exchange students also will help their Japanese counterparts. He added that the food is delicious and that best of all, the cost of the program is cheap. The last respondent said that he would recommend the program because he wanted other Japanese students to know how fantastic Filipinos think, live and enjoy life. Spending time with Filipinos would help the Japanese students to be more confident and proud of themselves just like what he felt had happened to him.

students readily embraces the culture of the Filipinos including the language. It is common to hear or read from these students adding the Filipino colloquial term “po”, a word of respect, to their speech or sentences in informal conversations. The students have also been open to attending religious services, given that the Philippines is predominantly Christian. The students are game about trying Filipino dishes and will often love them. The students also learned to cross the streets the “Filipino” way. They initially found it surprising and daunting to cross the streets in the Philippines as some Filipino motorists are not as respectful or as gracious to pedestrian rights as the Japanese are. The students were not shy to meet new friends. They were fun loving, which came as a surprise, at first to the author, as people from Japan have often been portrayed as rigid and serious.

There are differences between the Filipino and Japanese students that became evident. Filipino students tend to be more relaxed in their studies than the Japanese students in the UB. Attendance and punctuality in classes are taken more seriously by the Japanese students. They are often more conscious of their academic performance in a subject.

Another Japanese quality gleaned by the author is the students’ interest on the plight of indigent people and their willingness to help or volunteer. This charitable character and compassion towards the poor seem to be embedded in the culture of the Japanese.

The author also learned about the pre-conceived notion of some Japanese students that the Philippines is so impoverished. This was brought about by international news and documentaries they have seen often depicting only destitute areas and situations in the Philippines.

The foster family, new friends, classmates, even teachers benefit from the interactions with the CGU students. They learn the Japanese language and culture as well. The students are eager to share their differences and commonalities with the Filipinos.

The students’ Japan ingrained respectfulness,

discipline and openness to embrace the Filipino culture have endeared them to their host family and Filipino friends. The ties developed, it seems, have endured through the years, long after they have graduated.

On the flip-side, it is important to note that, as with most countries, there may be some risks or dangers that may befall the foreign students. There had been a few unfortunate events that happened during the course of the exchange program. Foster parents should always take utmost care of their wards. They and the universities (CGU and UB) should always do extensive orientations and survival guides for the students. Although the exchange students learned to improve themselves through the experience of studying and staying in another country, there are also some difficulties they have encountered such as adapting to new pedagogy in the university. The Japanese students may have also, initially experienced culture shock. They also would be homesick for a period of time. Another drawback are health issues. The students though have health insurance while traveling abroad.

Generally, the author perceives the exchange program as beneficial and enriching not only for the Japanese students, but also for those who had interactions with them in the Philippines. The interactions promoted deep understanding of each other’s ethnicity, beliefs and culture. This deep understanding provides for a more tolerant yet caring relationships. The resulting empathy would then contribute to a more accepting and compassionate community.

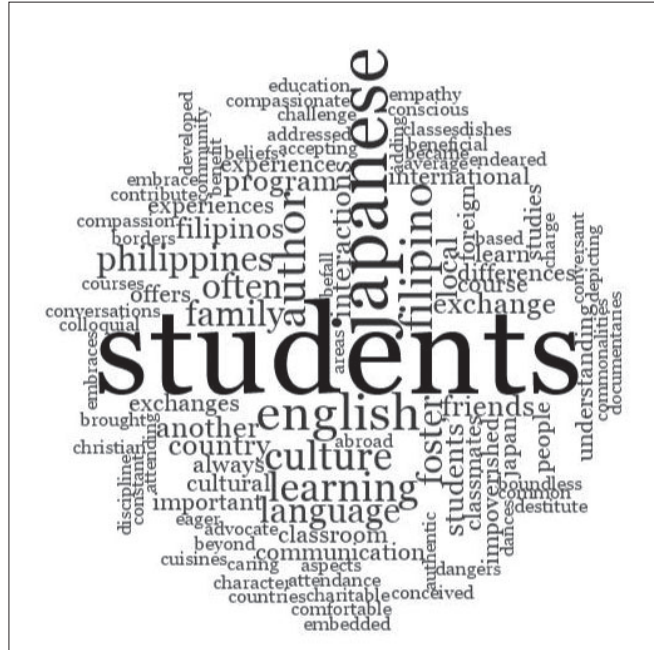


Figure 4

NVivo generated Word Cloud from Section 4.2 The Perspectives of the Author

The most frequently used words derived from the word cloud (Figure 4) are students, Japanese, English, culture, learning, language, author,

interaction, Philippines, family, Filipino often, foster and program.



Figure 5

NVivo Generated Word Cloud for Section 4.1 The Students' Perspective and Section 4.2 The Author' Perspective combined.

The most frequently used words derived from the Word Cloud (Figure 5) are students, Philippines, Japanese, program, family, learned, English,

exchange, friends, Filipino, enjoyed and culture.

5. Conclusion

The perspectives inferred from this paper can be summarized to two categories, the “takeaways” of the Japanese students and the “takeaways” of the Filipinos they have interacted with. The five Word Clouds yielded parallel indications, with the frequent words students, Japanese, Filipinos and learning.

The pragmatic takeaways of the Japanese students are improved English communication skills, a third language knowledge (Tagalog), course learnings and new skills such cooking and other day-to-day essentials such as commuting via the “jeepneys” and traversing traffic in a semi-chaotic street.

The more important takeaways for the Japanese students seem to hinge on the same premise of the original purposes of the International Exchange Program. The students gained knowledge and deeper understanding of another country’s people and culture which led them, not only to develop lasting relationships, but also steered them to more awareness of their own culture as well. Their social vistas have widened beyond Japan making them more cognizant of both the good and the ills of a society other than their own. This means that their global perspectives have expanded. The students’ personal development as a takeaway is also evident from their responses.

When foreign students are integrated within a second culture, there is more motivation to learn. A series of studies conducted within the last decade found similar results in students studying abroad in Spain for a short-term and/or semester long program. These studies found that students can improve their speaking proficiency during one semester, there is a positive relationship between students’ integrative motivation and interaction with second language culture, and student contact with the Spanish language has a great effect on their speaking improvement (Hernández, 2010). We especially see these results in students who live with host families during their program. Anne Reynolds-Case found improvements in understanding and usage of the “vosotros” form after studying in Spain (Reynolds-Case, 2013).

The takeaways for the Filipinos that have interacted with the Japanese exchange students mirror their gains. The Filipinos had the opportunity to learn about Japanese culture even without traveling, from the sharing of the students. Living with the students gave them a personal glimpse of the Japanese people. With this awareness, the Japanese students should be more mindful that they are representing their people. Enhanced intercultural skill and knowledge are the benefits that the locals have gained.

The Chinzei Gakuin University-University of Baguio International Students Exchange Program has generally proven to be beneficial.

For the student to have a meaningful and successful experience in the exchange program, preparation is the key. It is suggested that a pre-departure program for out-bound Japanese students be developed in order to better prepare them for international studies. This would include, but not limited to, courses on conversational and academic English, introduction to the culture of the country they will be going to. Useful local language phrases could be taught. Basic laws of the country and rules of the university should be discussed as well. A straightforward lesson on safety and survival skills for living in the particular country should also be given.

The immersion through international study fosters deep understanding and camaraderie between people of different political views, ethnicity and beliefs. Deeper understanding would promote peace and cooperation. The relationships built through the programs create bridges between divided nations.

When William W. Hoffa, author of *A History of Study Abroad* was asked how he would “theoretically” design a model education abroad program, he answered, “All study abroad activity exists between two disparate truisms: One, that long and more language and culturally immersed programs are “better” in terms of the educational impact on students than shorter, more circumscribed and Americanized programs; and two, that something is better than nothing,

and thus any exposure to a foreign environment has value and can serve as a wake-up call. My model for an ideal program would be more based on providing as much cultural immersion as possible, but it would also provide ways for students to synthesize outside the classroom learning with inside classroom learning, and then post-learning” (A History of Study Abroad, 2007).

It may seem that a few thousand students out of many millions of citizenries intermingling, are like water drops in a bucket, but it is these few drops that could create ripples of change in the global community.

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鎮西学院大学からの交換留学生在がフィリピンで学ぶこと