

*Exploring University Students' Insights Towards the Field Trip Under the PBL
Method*

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Abstract

A field trip is sometimes used in a university class which brings both positive and negative aspects into the classroom. For instance, Kwan and So (2008) found that the field trip used under the PBL (Project/Problem Based Learning) method provided university students with authentic and deep knowledge of the subject and reduced learning gaps. However, Kent, Gilbertson and Hunt (1997) point out the field trip depends on the budget of the university which determines the destinations of the field trip and thus it is unfair for students if the budget for the field trip is small for the students. The aim of this study is to explore what extent a field trip activity is effective for students under the PBL method. Within a small budget for a field trip, this study is challenged to maximize the effect of using a field trip for a university class. This study adopts a small case study of the field trip for an introduction to presentation in Japanese for the first year students. In order to collect the data from this study, the authors used questionnaires for the participants to see their insights about the field trip for the class. The total of 26 university students answered the questionnaires including 21 Japanese students and five international students. The results revealed both positive and negative feedback towards the field trip. This study suggests two key suggestions to make the field trip meaningful and effective for students.

Keywords: PBL, field trip, university education

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Introduction

The authors of this study teach the class, “an Introduction to presentation skill” which is taught under PBL at one of the national universities in Japan. In this class, students try to find a problem with local tourism in the area where their university exists and try to find solutions for the city to attract people, from overseas in particular, to come to the city. Students form small groups in class and they do their tasks in small groups. At the end of the semester, students give poster presentations about their small projects which were a part of their assessment. In the classes, we used a textbook “Shin Kankou ritsukoku ron” written by Davit Atkinson, an English man who lived in Japan for over 20 years. Although the textbook is written in Japanese, the author of this book introduces his opinions based on the view as a foreign person. The city where our students study faces the issue that the city is losing its population rapidly. Although there are many causes for the problems faced by the city, the negative economic effect on the city is the most serious. The city could face the bankruptcy such as Yubari city in Hokkaido faced unless the population of the city increases. According to Atkinson (2015), increasing short-term immigrants, in other words, increasing numbers of tourists from overseas, will bring some positive impact on the Japanese economy. The authors of this study try to encourage students to think how the city can promote increasing numbers of tourists including both domestic and overseas tourists though the class. To support the student’s small project, the authors believe that a field trip helps student’s learning and thus the authors have organized a field trip for students in the class. The aim of this study is to explore what extent a field trip activity is effective for students under the PBL method.

Literature review

Both advantages and disadvantages of the field trip

The field trip activity is often used in university classes and some past studies point out the effectiveness of the field trip activity in classes. Behrendt and Franklin (2014) explain both experimental activities and field trips in particular science subjects are effective ways to motivate learners to study their subjects. Experimental activities and field trips also create authentic learning opportunities for learners. Kotabe et al. (2012) found the field trip used in a university class improved student’s motivation to study a lot. Also they found that the field trip made students understand the contents of their class better. Sugihara (2010) points out the field trip can strengthen the network and exchange of the ideas between young generations (university students) and local communities. In Sugihara’s study, he took his students to one of the local areas in the Tohoku area in Japan for the field trip. His study found that the field trip brought some positive effects not only for his students but also for local residences. Kwan and So (2008) found that the field trip used under the PBL method provided university students with authentic and deep knowledge of the subject and reduced the learning gaps. In addition, they received some positive feedback from their participants about the field trip. Tal (2001) found that the field trip was seen by the participants, as the informal characteristic learning environment which promoted student’s problem-solving skills. Anderson and Zhang (2003) explained the field trip was highly valued as an educational experience by the majority of teachers in her study.

There were positive effects of using the field trip but there are negative aspects of the field trip used in classes. Kent, Gilbertson and Hunt (1997) point out the field trip depends on the budget of the university. The budget for the field trip determines the destinations of the field trip and thus it is unfair for students if the budget for the field trip is small for the students. Anderson and Zhang (2003) also found concerns with the budget for the field trip. Their study showed that school teachers were concerned with costs to visit the place for the field trip.

Problem Based Learning (PBL)

PBL often stands for either problem-based learning or project-based learning. This study adopts problem-based learning (PBL). Savery (2006:12) explains PBL as an instructional learner-centered approach that empowers learners to conduct research, integrated theory and practice, and apply knowledge and skills to develop a viable solution to define the problem. Hmelo-Silver (2004) points out that in PBL, the teacher acts as a facilitator to guide students in class and helps students learn the cognitive skills for problem solving and collaboration in a small group. Wood (2003) explains that PBL is often combined with a small group teaching method. Within a small group work, learners not only gain knowledge of the subjects with their peers but also learn skills such as communication, working in a team, problem solving, sharing information, responsibility to work, and respect for others. The authors of this study applied PBL to our classes. As the past studies above showed, the authors believe that PBL helps our students to find some issues faced by the local tourism industry where our students live and study. Also PBL helps our students to find some suggestions to solve the issues which they found through the semester. Collaborating PBL and the field trip to some tourist sites, the authors of this study try to encourage our student's motivation to their study and to support our student's learning as their facilitator rather than being a lecturer.

Methodology

Data collection

In order to collect the data of this study, the authors asked participants questions at the end of the field trip. All questions were asked in Japanese for both Japanese and international students since the authors of this study believed Japanese questions were easiest, for Japanese participants in particular, to answer. For international students, the authors instructed Japanese students to help them to answer all questions. The international students studied Japanese in the university and they were able to answer questions. Also since Japanese students supported international students to answer questions in Japanese, both Japanese and international students were able to have opportunities to communicate each other.

Participants

The total of 26 participants were involved in the questionnaires for this study. 21 Japanese students and five international students who are from European countries were involved in this study. The 21 Japanese students were doing their small projects in their classes and thus they were trying to collect some information for their projects. The authors recruited five international students for the Japanese students in this field

trip. Thus the authors of this study believed taking some international students to the field trip would help our students to gather more information for their projects once our students asked them questions on their field trip. Moreover, for international students, it was a good opportunity for them to make friends who are local Japanese students.

Questionnaires

All the questions for Japanese students and international students were separately written since all the international students did not take our classes. They came to the field trip to support Japanese student's projects and thus the authors of this study asked different questions for the international students. All questions were made in Japanese for both Japanese and international students. For Japanese students, the authors of this study believed that questions asked in Japanese made it easier for Japanese students easy to understand each question and then answer. For the international students, they were learning Japanese on campus and the authors of this study wanted to use this opportunity in particular for Japanese students to interact with the international students while they were answering questions. The authors of this study encouraged Japanese students to support the international students answering questions on the questionnaires. The authors of this study translated all questions from Japanese into English after they collected all the questionnaires. The total of 12 questions for Japanese students were asked and 11 questions were asked of the international students in this study. All the questions for both Japanese and international students were put in the appendix section.

The field trip of this study

The authors of this study took our students to Izu peninsula in the middle of the first semester. Izu peninsula aims to be nominated as the world natural heritage site by UNESCO and it actively promotes itself to tourists. Thus the authors of this study believed that Izu peninsula was good for our students to visit. The schedule of the field work is set out below.

1. Around 9:00, all of us arrived in Mishima city and then two tour guides took us on a tour to Rakukotobukien (Mishima municipal park), Shirataki park, and Mishima Taisha Shrine.
2. Around 11:00, students reviewed and searched what they prepared in their classes around Mishima city with their groups.
3. Around 13:00, all of us visited Georia Museum in Syuzenji.
4. Around 14:00, students reviewed and searched what they prepared in their classes around Syuzennji area with their groups.

The authors of this study arranged the one-day field trip for our students. The authors of this study combined both guided activities and group activities. Through the guided activities by tour guides, students learned things from them and also students were able to ask their guides questions. After the guided activities, students reviewed and searched what they prepared in their classes before they came to the field trip with their group members.

Pre and post field trip activities

The authors of this study believe that the pre-field trip activities are important for students to make their field trip successful. Orion and Hofstein (1994) explain the importance of the pre-field trip activities. They found that those who prepared well could successfully cope with the new issues which they faced in the field trip. Before the authors of this study took their students to the field trip, the authors of this study gave guidance on the field trip to their students. Through this guidance, students became familiar with the places where they were going to visit. In addition, the authors of this study also let students make some plans for what they needed to research in the field trip within their groups. For example, some groups were going to do a small interview with some shops and thus they tried to make some questions to be asked.

After the field trip, the authors of this study let their students discuss their results within the same small groups. In class after their field trip, each group discussed what they found and collected in the field. Through these discussions, each group kept working on their projects and started preparing both their final presentation (using the power point slides) and their poster presentations at the end of the semester.

Results

Overall, based on the questionnaire results, students tend to see the field trip positively. However, some negative aspects were also seen. Hereafter, the details of the results of each question are examined. Firstly, the results of questionnaires answered by Japanese students are shown. The results of Q1 are shown below.

Table 1: The results of Q1 (Have you attended a field trip?)

Yes	No
8	13

Over 62% (N=13) have never experienced a field trip before while 38% have experienced it before.

The results of Q2, Q3, Q5, Q7, Q10, and Q11 are summarized below.

Table 2: the results of Q2, Q3, Q5, Q7, Q10, and Q11

Questions	Average score
Q2: Do you think the field trip this time was useful for your project? (1→Never, 10→Yes, very much)	7.95
Q3: Were you able to collect enough information which you needed for your project? (1→Never, 10→Yes, very much)	7.67
Q5: Were you able to communicate with international students on this trip? (1→Never, 10→Yes, very much)	6.19
Q7: There were some opportunities to ask questions about your projects to international students. Were you able to collect enough information which you needed? (1→Never, 10→Yes, very much)	5.7

Q10: Do you think the time of the field trip this time was too short or too long for you? (1→too short, 10→yes very much)	5.05
Q11: Do you want to attend the field trip again? (1→Never, 10→Yes, very much)	8.35

Overall, Japanese participants in this study tend to perceive the field trip positively as the results of Q2 (7.95 on average), Q3 (7.67 on average) and Q11 (8.35 on average). However, the Japanese participants found it difficult for them to communicate with international students during the field trip as both Q5 (6.19 on average) and Q7 (5.7 on average) showed.

The results of Q4 are shown below. There were ranges of answers for Q4 but some answers are very similar. Thus the authors of this study summarized answers such as below.

Table 3: the results of Q4 (Please tell us a reason(s) of your question on Q3)

Categories of the answers	Responses
Something with ability to collect information for the project (positive)	6
Something with ability to collect information from international students (positive)	2
Something with ability to do some interviews (positive)	6
A field trip is very different from learning in class (positive)	1
Something with able to collect information from a tour guide (positive)	1
Something with not able to collect information which they need (negative)	3

Overall, there were many positive reasons for participating in the field trip (16 responses in total). The participants saw the field trip was useful in that they were able to collect information for their project (6 responses). Also they found the field trip was useful in that they were able to do some interviews (6 responses). However, there were also negative responses about the field trip. Some participants were not able to collect information which they needed for their project.

The results of Q6 are shown below. Answers for Q6 vary and thus all answers are shown as the participants answered instead of summarizing answers. However, each answer is put into three categories. For those who scored over 7 on Q5, their answers were considered as positive reasons. For those who scored either 5 or 6 on Q5, their answers are considered as neutral reasons. For those who scores under 4 on Q5, their answers are considered as negative reasons.

Table 4: the results of Q6 (Please tell us a reason(s) of your question on Q5)

Positive reasons (over 7)	Neutral reasons (either 5 or 6)	Negative reasons (under 4)
I was able to talk with them a lot. (3 similar responses)	I was able to communicate with them in Japanese but I was not able to do it in English.	Although I was able to hear what they said mostly, I was not able to communicate with them in English.
I was able to talk with them. Also I was impressed in that they could speak Japanese very well.	When international students asked some questions, I was able to communicate with them.	I was able to communicate with them in Japanese but I was not able to do it in English.
We helped each other to communicate with each other.	I was able to ask some questions to them.	I tried to talk to them but I was not able to speak English. Thus our conversation ended in very short time.
I was able to communicate with them but it was not a lot.		We didn't talk much.
We walked around together from the beginning of the trip and so we were able to communicate with them a lot.		I was shy and it was difficult for me to talk with them. I tried to talk with them but it wasn't successful.
I was able to talk with them in Japanese.		I was not able to talk with them.
I was like an interpreter for my group.		

There were both positive and negative results for Q5. For the positive reasons, the participants were able to communicate with international students in either Japanese or English. The negative result was that the participants tended to show their English skills for communication with international students. As some participants who gave positive answers said, international students who participated in this field trip were learning Japanese and they could communicate in Japanese. However, those who gave negative reasons tried to use English to communicate with international students.

The results of Q8 are listed below. As the answers vary on Q8, all answers are shown as the participants answered instead of summarizing answers. For those who scored over 7 on Q8, their answers were considered as positive reasons. For those who scored either 5 or 6 on Q8, their answers are considered as neutral reasons. For those who scores under 4 on Q8, their answers are considered as negative reasons.

Table 5: the results of Q8 (Please tell us a reason(s) of your question on Q7)

Positive reasons (over 7)	Neutral reasons (either 5 or 6)	Negative reasons (under 4)
They knew Japan a lot.	I was not able to hear things from them as I expected.	I didn't talk much to them. (2 similar responses)
I asked them some questions and their answers were very interesting to hear. They liked places where they could feel the sense of Japanese culture such as a museum and etc.	I was able to hear opinions from international students.	I didn't have an opportunity to ask questions to them. (2 similar responses)
I heard their opinions. Also they explained to me that things of Japan were introduced a lot.		I didn't ask any questions to them. (2 similar responses)
They have their points of views towards Japan.		I was not able to explain things to them well.
What they explained to me was the same as what the author of our textbook explained in the book.		
I prepared some questions to them before the field trip and I was able to get answers from them.		
I asked three questions to them at least.		
I was able to talk to them.		
I asked them some questions about our project.		
I was able to interview shop assistants.		

The results of Q8 show both positive and negative answers. Among positive reasons, the participants found communication with international students was useful for their project. Some found that international students explained to them what their textbook explained. As opposed to positive reasons, there were some negative reasons. Some participants did not have opportunities to communicate with international students.

The results of Q9 are shown below.

Table 6: the results of Q9 (How much did you prepared for this filed trip including class work?)

Time	Responses
Under 30 minutes	1
Over 30 minutes under 1 hour	5
Over 1 hour under 2 hours	11
Over 2 hours under 3 hours	4

The results of Q12 are shown below. There are some similar responses for Q13 and thus the authors put similar responses into one category as shown below.

Table 7: the results of Q12 (In the field trip, you had time to research as a group.

Please tell us both good points and bad points about the group work in the field trip.

Positive things of group work	Negative things of group work
We supported each other. (4 similar responses)	It was difficult to decide where to go in a group. (5 similar responses)
We shared ideas a lot. (3 similar responses)	It was difficult to decide things in a group. (4 similar responses)
Each group member had their role to work on. (2 similar responses)	It was difficult to research in a group since each of us is interested in different things. (2 similar response)
It was fun for me. (2 similar responses)	I was alone on the day since other members needed to take part in their club activities. (2 similar responses)
Very good teamwork. (2 similar responses)	It was difficult to research in a group since each of us is interested in different things. (2 similar responses)
My group members found things which I didn't realize. (2 similar responses)	Because I am shy, I wasn't participating in activities in a group.
Easy to research as a group	
Each group member shares their skills which are good at for our project. Thus it was easy for us to do things.	
Make sure what we are doing for our project each other.	
We went to different kinds of shops to interview.	
I am shy and so it is difficult for me to do things alone. However, it was easy for me to do things in a group.	
Our group got much information which we need during the trip.	

The results of Q12 show how the participants felt about group work for the field trip. There are both positive and negative answers from the participants. For those who found group work positively, they pointed out collaborative work in a group, sharing both ideas and each role in a group, enjoyment, and good teamwork. However, there were negative answers for doing a group work. The participants pointed out that it was hard to make their decisions as a group, because each person had different

interests, and other group members were missing. It is interesting to observe the similar answer in both positive and negative sides. On the positive side, “I am shy and so it is difficult for me to do things alone. However, it was easy for me to do things in a group.” was observed. On the other hand, in the negative side, “Because I was shy, I wasn’t participating in activities in a group.” was observed.

Secondly, the results of questionnaires answered by international students are shown. For Q1 (Could you please tell us reasons for coming to Japan?), four of the International students answered “I want to improve my Japanese language skills.” There was only one who answered “I want to learn subjects in which I am majoring in Japanese.” For Q2 (Have you participated in this kind of field trip?), all international students answered “No”. For Q3, Q4, Q5, Q7, Q8, Q9, and Q10 are summarized below.

Table 8: the results of Q3, Q4, Q5, Q7, Q8, Q9, and Q10

Questions	Average score
Q3: Do you have an opportunity to interact with Japanese students on campus? (1→Never, 10→Yes, very much)	6.4
Q4: Do you have an opportunity to interact with Japanese students out of campus? (1→Never, 10→Yes, very much)	3.8
Q5: On this field trip, there was an opportunity for you to talk with Japanese students. Were you able to talk with Japanese students well? (1→Never, 10→Yes, very much)	7.8
Q7: Did you want to participate in the field trip like this in the future again? (1→Never, 10→Yes, very much)	6.6
Q8: You are studying Japanese on campus and do you think it is difficult for you to make Japanese friends? (1→Never, 10→Yes, very much)	5.4
Q9: If there are Japanese who learn your first language, do you think you want to do a language exchange with them? (1→Never, 10→Yes, very much)	8.4
Q10: Do you think the field trip this time was a tool for communicating with Japanese students for you? (1→Never, 10→Yes, very much)	7.2

There are only three responses for Q6 (Could you please tell us the reasons of Q5?) such as “Japanese students were sometimes shy”, “Japanese students in my group were very kind to me. They talked to me in both Japanese and English”, and “I spoke to them in Japanese”. For Q11 (Could you please tell us reasons why you came to the field trip this time?), there were five different answers such as “I wanted to see a new place for me in Japan”, “my friend invited me to join this field trip”, “I wanted to communicate with Japanese students”, “I wanted to go to Izu (where the field trip was held)”, and “it sounded fun for participating in Geo tour with Japanese students”.

Discussions

The importance of students' communication skills for the field trip

The first discussion point of this study is the importance of participants' communication skills for the field trip. Inoike (2010) found both positive and negative effects of the field trip for a university class. He explained that students who were good at communicating with people found the field trip research went smoothly but those who were not good at communication with people found their field trip research did not go smoothly. Moreover, students who are not good at communication with people lost their confidence. Although they tried to interview some people during the field trip, the interviews were not successful in the field trip. In this study, as the results of Q6 (reasons for whether students were able to communicate with international students) showed, some students were very shy and were not confident of their English skills. Although the international students who came along were also learning Japanese and were able to speak Japanese, Japanese participants even did not try to speak to them in Japanese and try to get information for their projects. The results of Q6 in this study showed similar results of Inoike's study (2010).

The importance of group work

Kempa and Orion (1996) explain the importance of group work for the field trip. The participants in their study showed their positive perception towards group work activities in their field trip. In particular, Kempa and Orion (1996) let students choose their working partners when they formed groups for the field trip. Since their participants were able to select their working partners, they showed positive perception towards group activities during the field trip. In this study, the authors of this study basically applied the same principle in that students were basically able to choose their working partners in groups. One of the authors of this study let students brainstorm their research themes first as a whole class. Then he let students form some groups for the field trip. The other author lets students form groups first and then let students decide their research theme as a group. As the results of Q 12 in this study showed earlier, some students mentioned the effective group work during their field trip. For instance, some pointed out good teamwork, sharing ideas, and sharing tasks within a group. However, there were also some negative aspects of conducting a group work during their field trip. For instance, decision making, different interest for the places to visit, and absence of group members.

Suggestions

In order to make the student's field trip meaningful for them, this study found two key aspects such as the importance of having good communication skills among participants and the importance of collaborative group work during the field trip. Firstly, as the results of Q6 showed, those who were not good at communicating with in particular international students who came along with them, did not utilize the contribution of international students for their projects very well. Cheng (2000) found that although there was an impression that Asian EFL/ESL learners were quiet and passive in classes by teachers, there were indeed some Asian EFL/ESL learners who were quite active in classes. The authors of this study also realize the point made by Cheng (2000). Thus, in order to encourage these shy students to participate actively in

the field trip, one suggestion is that teachers need to supervise these shy students a little bit more carefully and could try to arrange them as pairs or small group for communication with the others. In addition, when a pair or small groups is formed, selecting members of pairs or small groups is important. Matching those who are active in classes and those who are shy together in a pair or small group is the key to solve this problem. Furthermore, teachers need to carefully supervise pairs or group members to ensure that they are communicating with each other in their pairs of groups.

Secondly, as for the group work during the field trip, the results of Q12 showed, there was negative feedback on the group work. The participants of this study pointed out making a decision as a group, including showing different levels of interest in the visit among members of each group, was difficult during the field trip. They found that it was difficult for them to decide where to visit in particular. This problem would be solved in class before the field trip. In this study, before the field trip, students were told where they would visit by their teachers in class. However, in the field trip, some students felt difficulty in making their decisions as where to go in their group. The teachers need to encourage each group in class to make their plans well for their field trip.

There was also negative feedback when some students found that some group members did not turn up on the day of the field trip. In order to solve this issue, student's attendance of the field trip could be a part of their requirements for their final grade to encourage students to participate in the field trip. For instance, Yamamoto and Usami (2015) reported the importance of using an online course tool as a part of the requirements of the student's final grades. Their study found when online course tools were used as a part of student's requirements for their final grades, students tended to access online course tools more than when online course tools were not used as a part of student's requirements. In this study, both authors did not allow any extra points towards student's final grades when students participated in the field trip. However, including participation points for the field work towards student's final grades could encourage a student's positive attitude to participate in the field trip.

Conclusion

This study examined whether the fieldwork under the PBL method was effective or not. The questionnaire survey revealed both positive and negative aspects of the fieldwork. Overall, students considered the fieldwork was useful for their study. In the field, some mentioned that they were able to gather what they needed for their study. On the other hand, there were negative aspects towards the field trip. Firstly, some students found difficult to communicate with others during the field trip. Also, some found difficulty in conducting group work in the field. In order to solve these issues, one suggestion was to supervise these shy students carefully in order to encourage them to participate in the group activity. The other suggestion was to make the field trip one of the requirements towards student's final grades in order to make students positively participate in the field trip. The limitation of this study is the sample of the data is small since it is conducted as a case study. In order to improve the quality of the data analysis, the bigger scale data samples will be needed for the next study.

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Appendix

All the questions for Japanese students

1. Have you attended a field trip?
2. Do you think the field trip this time was useful for your project?
(1→Never, 2, 3, 4, 5, 6, 7, 8, 9, 10→Yes, very much)
3. Were you able to collect enough information which you needed for your project?
(1→Never, 2, 3, 4, 5, 6, 7, 8, 9,10→Yes, very much)
4. Please tell us a reason(s) of your question on Q3
5. Were you able to communicate with international students in this trip?
(1→Never, 2, 3, 4, 5, 6, 7, 8, 9,10→Yes, very much)
6. Please tell us a reason(s) of your question on Q5
7. There were some opportunities to ask questions about your projects to international students. Were you able to collect enough information which you needed? (1→Never, 2, 3, 4, 5, 6, 7, 8, 9, 10→Yes, very much)
8. Please tell us a reason(s) of your question on Q7
9. How much did you prepared for this filed trip including class work?
 - ✓ Under 30 minutes
 - ✓ Over 30 minutes under 1 hour
 - ✓ Over 1 hours under 2 hours
 - ✓ Over 2 hours under 3 hours
 - ✓ Over 3 hours under 4 hours
 - ✓ Over 4 hours under 5 hours
 - ✓ Over 5 hours under 6 hours
 - ✓ Over 7 hours under 8 hours
 - ✓ Over 8 hours (or more)
10. Do you think the time of the field trip this time was too short or too long for you?
(1→too short, 2, 3, 4, 5, 6, 7, 8, 9,10→too long)
11. Do you want to attend the field trip again?
(1→Never, 2, 3, 4, 5, 6, 7, 8, 9, 10→Yes, very much)
12. In the field trip, you had time to research as a group. Please tell us both good points and bad points about the group work in the field trip.

All the questions for international students

1. Could you please tell us reasons for coming to Japan?
2. Have you participated in this kind of field trip?
3. Do you have an opportunity to interact with Japanese students on campus?
(1→Never, 2, 3, 4, 5, 6, 7, 8, 9,10→Yes, very much)
4. Do you have an opportunity to interact with Japanese students out of campus?
(1→Never, 2, 3, 4, 5, 6, 7, 8, 9,10→Yes, very much)
5. On this field trip, there was an opportunity for you to talk with Japanese students. Were you able to talk with Japanese students well?
(1→Never, 2, 3, 4, 5, 6, 7, 8, 9,10→Yes, very much)
6. Could you please tell us reasons of Q5?
7. Did you want to participate in the field trip like this in the future again?
(1→Never, 2, 3, 4, 5, 6, 7, 8, 9,10→Yes, very much)
8. You are studying Japanese on campus and do you think it is difficult for you to make Japanese friends? (1→Never, 2, 3, 4, 5, 6, 7, 8, 9,10→Yes, very much)

9. If there are Japanese who learn your first language, do you think you want to do language exchange with them?
(1→Never, 2, 3, 4, 5, 6, 7, 8, 9,10→Yes, very much)
10. Do you think the field trip this time was a tool for communicating with Japanese students for you? (1→Never, 2, 3, 4, 5, 6, 7, 8, 9,10→Yes, very much)
11. Could you please tell us reasons why you came to the field trip this time?