
A Case Study in the Administration and Operation of an L2 Conversation-Partner Program

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Abstract

This article is the first part of a two-part series on L2 conversation-partner programs. It describes a particular, university-based conversation-partner (Study Buddy) program that provides opportunities for English language learners to work together in dyads with learners of other languages in a way that allows both members of the pair to improve their skills in the language they are learning. More particularly, it details the aims, procedures, and results of a needs analysis and evaluation of the Study Buddy Program. It concludes with three recommendations: (1) revise the pairing process, (2) provide written guidelines for participants, and (3) plan activities beyond the initial orientation. While the details of the program are particular to it, many of the lessons learned from this case study may be generalizable to other L2 conversation-partner programs in other settings.

Keywords: ESL, foreign language learning, conversation partners, Study Buddy, program evaluation, peer tutoring

Prologue: Comments from Students Who Participated in the Program

“This program is really fun. I got a text from my Study Buddy a couple hours after our last session because he was so grateful for my help. That was a small gesture but made me really, really happy and even more grateful for this service opportunity. I really think you can find joy in teaching/learning new languages. I love it.”

“I really enjoy having someone I can meet with to discuss questions I have about the Korean language. It’s also nice because they have experience learning a language—I feel as though we are in the same boat!”

In these two quotes, students who participated in Brigham Young University’s (BYU) English Language Center’s (ELC) Study Buddy program express their joy

in making friends across cultures, in learning the particulars of a second language from native speakers, and for the opportunity to develop their own language skills. Those are the goals of the BYU Study Buddy program, which are summed up in this quote, “I really like this program because it’s a way to serve others, teach your native language, and you receive the same help; I also feel that I can have a new friend.”

Introduction

Many universities and other language-learning centers offer conversation support to those learning a second or additional language. The services offered may range from simply providing tutors for students, to conducting larger scale conversation programs that supplement classroom learning (see Appendix A for information on some example institutions). This support is available to enable learners to communicate better and increase their confidence in using their new language. BYU’s ELC is one of those institutions that has chosen to offer a conversation program. This program is called the Study Buddy program and the participants are coined Study Buddies.

While the program has been popular and beneficial, year after year, problems have arisen with the Study Buddy program, and the disgruntled students have shared their frustrations with administrators and other students. For instance, on occasion, one of the Study Buddies decides to no longer meet, leaving the other student without a partner. One of several reasons may be given for why one of the members stopped coming. Perhaps one of them no longer has time to participate, or participants may feel uncomfortable with their partner. Additionally, they may feel like their partner is not helping them as they expected. In some cases, Study Buddies just don’t know what to talk about or how to go about providing feedback to their partner. These disappointments led the ELC administrators to approve an evaluation of the Study Buddy program.

Project Aims

The purpose of the project reported here (in two parts) was to make the Study Buddy program better so students would have more positive experiences, and fewer negative ones. In order to achieve this aim, the project was broken into three sections:

1. An evaluation and needs analysis of the existing Study Buddy program,

2. The design and development of the *Study Buddy Map: An English Language Tutoring Tool*, and
3. The implementation and evaluation of the same tool.

Part 1 of this report details the process by which the first step was carried out. Part 2 describes how a product to support Study Buddies was designed in a materials development course, and how a pilot version of the product was evaluated and revised.

Evaluation and Needs Analysis of the Study Buddy Program

An evaluation and needs analysis of the Study Buddy program was conducted by the main author of this report at the English Language Center under the direction of the ELC's curriculum coordinator.

Program History, Administration, and Operation

The BYU Study Buddy program has been around for many years, and it is definitely an institutional fixture. The program facilitates the pairing of an ELC student with a native-English-speaking matriculated BYU student who is learning the ELC student's native language. The program has traditionally been run by the office manager at the ELC. She advertises the program to the ELC students and to the language departments on the BYU campus. She also conducts a training and pairing meeting. Students from both the ELC and BYU are invited to attend an orientation meeting that usually occurs on the second Thursday after classes have started each semester. During the meeting, the office manager covers some basic expectations to help the students make the most of the experience. For example, she mentions that the paired Study Buddies should spend equal time communicating in English and the other language. She also recommends that the pair set up a regular weekly meeting time and place.

Following this meeting, the ELC students are sent to various rooms depending on their first language, and there they meet the native English speakers who are learning the ELC students' native language. For example, all the native Spanish speakers and the native English-speakers learning Spanish meet in one room, select a partner, and decide when and where to meet. After that, there is no ongoing accountability to staff at the ELC. However, several BYU language course instructors

include a course requirement that students participate in and report back on their experiences using the Study Buddy program.

Other Programs and Modes of Operation

Many educational institutions use native speakers to help their English learners become more comfortable with the local culture and language. Their programs go by several names but a common title is Conversation Partner. Typically, a campus program will provide mentors or volunteers to work with international students (see Appendix A for links to school programs referred to below). They are encouraged to meet on a regular basis, such as once or twice a week, and to spend time learning about each other's culture and language. Some campuses, like Baruch College, have club events for group participation. Other institutions, like the University of Colorado Denver, have drop-in hours for conversation time. Utah Valley University draws on students in volunteer programs. The volunteers meet in the ESL classroom with the international students for an orientation and then commit to spend time outside of class for regular conversation. Southeast Missouri State University gets its volunteers from campus as well as the local community. A contrasting type of program is one where trained tutors are paid to partner with international students, as can be found at Dartmouth College, Stanford University, and the University of Oregon.

The programs most like the Study Buddy program at BYU's ELC are those that pair international students with US-born students who want to practice their foreign language. The University of Illinois at Chicago (UIC) has a program like this and uses it to benefit both types of students. The administrators take applications online, assign partners, host an orientation and occasional conversation events, encourage regular partner sessions, and invite participants to showcase their progress at the end of the semester. UIC is not alone in using this conversation-partner format. Colorado State University, Indiana University, Texas State, and many other schools have comparable programs. The campus programs reviewed also have websites tied to an application process, providing information about how the program works, as well as tips or guidelines for novice tutors.

Initial Program Evaluation Design

The project reported in this series of articles included two evaluations. The initial evaluation was of BYU's Study Buddy program. As stated previously, this program has been in existence for many years, but there were no formal written guidelines on how the program was managed or even who was in charge. For that reason, the ELC curriculum coordinator asked that an evaluation be conducted to determine the impressions of the administrators and the students. It was also the administrator's intent to gather information about and compare similar programs at other institutions, as well as to examine published research on the topic, to see if the ELC Study Buddy program was functioning at its highest potential. This initial evaluation provided information on how the program was functioning and how people were reacting to it so that changes could be made to make it more effective, if possible.

Participants

Participants for the first evaluation came from four different groups. The four groups were (a) the administrators of the ELC and professors who teach in the TESOL MA program, (b) students who voluntarily joined the Study Buddy program, (c) the principal researcher, who volunteered as a Study Buddy during the semester, and (d) a university-prep level listening/speaking class of 16 students who were asked to participate in a focus-group discussion concerning the program. They all willingly answered the surveys or responded to the interview questions.

Instruments Used in the Initial Evaluation

The main purpose of the initial evaluation was to establish how well the Study Buddy program was working and what, if any, improvements needed to be made. With that in mind, the participants shared their viewpoints through (a) interviews, (b) surveys, (c) participant observation by the researcher who took part in the program as a Study Buddy, and (d) a focus group discussion.

Interviews. The first group of participants interviewed by the principal researcher consisted of three ELC administrators, the ELC office manager, and three TESOL professors, who had an interest in the success of the program because it involved the students under their supervision. All were asked general questions, in a semi-structured format about their perceptions of the Study Buddy program,

what they thought it should be doing, and what they expected from it. They were also asked for specific changes that they thought would make the program better.

Surveys. The second group of participants consisted of the 110 students in the Study Buddy program. As participants in the program, they would obviously have opinions regarding how well it worked or if it needed improvements. These students freely gave their email addresses to the researcher during the initial orientation meeting and were sent a series of three surveys throughout the semester, which they willingly answered. Fifty-four participants responded to the first survey, 47 answered the second survey, and 36 gave responses to the third survey. The numbers of respondents decreased as participants dropped out and stopped meeting with their Study Buddy.

The following eight questions were created for the surveys, which were administered using Qualtrics®, an online survey tool:

1. Rate the following items regarding the Study Buddy orientation.
 - a. The information provided was helpful.
 - b. It was easy to find a Study Buddy.
2. What are your expectations of the Study Buddy program this semester?
3. What other comments, questions, or suggestions do you have about the program?
4. How many times have you met with your Study Buddy so far?
5. Do you still intend to meet with your Study Buddy this semester?
6. During your meetings, what percentage of the time do you spend speaking English?
7. How often did you meet with your Study Buddy this semester?
8. How were your expectations of the Study Buddy program met this semester?

The questions were spread out over three different surveys. The first three questions were asked on the initial survey. The first question used a five-point Likert scale, and questions 2 and 3 were open-ended and allowed respondents to answer as much or as little as they wanted. This survey was emailed to participants the week after the orientation meeting.

The second survey was emailed five weeks into the semester and asked questions 4 through 6 to determine what progress had been made so far, as well as re-

peating question 3, which allowed participants to respond with comments of any kind.

The third survey was emailed to participants a couple of weeks before the end of the semester and asked questions 6-8 to determine what progress had been made throughout the semester. It also repeated question 3, which again allowed for comments of any sort. The purpose of repeating question 3 was to give the participants an opportunity to praise, complain, or give suggestions regarding the Study Buddy program.

Participant Observation. The primary researcher joined the Study Buddy program in an effort to gain an insider's perspective on the functioning of the program. This experience allowed for a first-hand understanding of participants' satisfaction with the program, as well as their frustrations, experienced throughout the semester.

Focus Group. The fourth group of participants took part in a focus group where they could discuss the Study Buddy program as they had experienced it or how they expected it to work. The participants were part of a university prep course offered at BYU's intensive English program. Most of the ESL learners either currently were Study Buddies, or had been Study Buddies in a previous semester.

Findings

By using the different types of participants and instruments throughout the evaluation of the Study Buddy program, we hoped to get a variety of perspectives in order to find ways to improve the program. The subsections below discuss these perspectives from (a) the administrators and professors, (b) the students in the program, (c) the participant observer, and (d) the students in the focus group.

Interviews

The first group of people to be interviewed were the three ELC administrators and the ELC office manager. They all agreed that the Study Buddy program was a welcome fixture at the school and that it seemed to be well liked by the students. There did seem to be some variation, though, in their thoughts about who was in charge of the program and how it was administrated. Although the ELC currently hosts the orientation meeting at the beginning of the semester, other stakeholders on the main BYU campus have historically carried out that role. As much as the groups

both want to be involved in the program, neither of them wants it to be an administrative burden that takes away from their other duties. In other words, there was a consensus among those interviewed that the Study Buddy program should be as self-running as possible. It ought to attract the right kind of people so it is easy to facilitate and requires little administrative monitoring. With the right kind of instruction at the beginning, and training to help guide the partners, the program should be able to operate through the semester with minimal administrative oversight.

The second group of people to be interviewed were three professors who teach in the TESOL MA program. Their perspectives were more geared towards the students who were involved as Study Buddies and the need to give those students authentic language experiences. They agreed that the program should be well defined and simple for students to participate in. They also agreed that the program should be self-motivating in a way that it wouldn't need the students to rely on someone to micromanage their learning. The students should have clear guidelines and expectations and then be able to work out the particular operational details according to their own needs. One professor pointed out that the term Study Buddy implies an expectation and has an emphasis on sharing. This is a program where both partners benefit, so they need to find a purpose and negotiate feedback as they set ground rules.

Survey Questions

After the interviews were conducted, survey questions were distributed to the students who came to the orientation meeting and left their email addresses with the researcher. This section will walk through their responses to each of the survey questions for each of the three surveys.

Survey 1—Orientation and Study Buddy Pairing. Students were given a survey at the beginning of the program and were asked to rate their orientation experience and outline their expectations and understanding of the program. Participants used a five-point Likert scale to evaluate (a) the initial orientation meeting and (b) how easy it was to find a Study Buddy. Table 1 shows the tallies for these two questions. Over 90% of the respondents generally indicated that the orientation meeting was successful in providing helpful information, but there was less agreement regarding the ease of finding a partner. Those who did not find a partner were more likely to indicate that it was not easy to do so, which explains some of the variability in the responses.

Table 1. Rating of Study Buddy Orientation

Question	Stongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
The information provided was helpful.	21 39.62%	27 50.94%	0 0.00%	4 7.55%	1 1.89%	53
It was easy to find a Study Buddy.	19 35.85%	13 24.53%	3 5.66%	7 13.21%	11 20.75%	53

Participants also responded to open-ended questions regarding their expectations and comments about the Study Buddy program. The data were analyzed using a simplified grounded theory approach. Two researchers looked at the data independently to identify themes through open coding. Categories evolved and changed as the data were evaluated until core themes were identified. The analysis resulted in three themes: *improving speaking skills, making friends, and finding a partner*.

The most frequent theme (63% of the comments) was that of wanting to *improve speaking skills* in the target language. For example, one respondent said, “I want to be able to practice speaking the language I am studying in school to get more practice and be able to speak more fluently and more like a native speaker. Through practicing with a native speaker, I feel that my ability to speak more fluently will increase.” Another student noted, “I am really excited about study buddy because I want to improve my English skills.”

Making friends and helping others was another common theme (36% of the comments). Some of the key words in these responses were *friend, friendship, serve, and help*. One student summed these points in the following response, “I want to make new friends, I want to be helpful to someone, I want to be more comfortable in speaking Spanish.”

Finally, the last identified theme was *finding a partner* (11% of the comments). This theme was most often associated with disappointment that respondents did not find a Study Buddy. In fact, 44% of the students who responded to the open-ended question on the survey mentioned the difficulty for them or for others of finding a speaking partner.

Another set of themes from these two survey questions were suggestions for improving the program. Respondents said that meeting throughout the semester

would be beneficial in helping participants stay active in the program and feel more comfortable getting to know other people. One student said, “I don’t know if you have any activities for the Study-Buddies, but if you did that would be a good way to meet up and break the ice a little more.” A second suggestion revolved around knowing what to do when meeting with a Study Buddy. One student mentioned that, “An outline or guide would be nice to have so I know what to do.”

Survey 2—Mid-semester. A second survey, that was distributed five weeks after the orientation, gave students an opportunity to report about the frequency and quality of the actual Study Buddy sessions at that point. Participants were asked for the number of times they met with their partners. Table 2 shows that almost half of the participants reported meeting nearly once a week.

Table 2. Number of times participants met (from Survey 2, after six weeks)

Response	Frequency	Percentage
Not at all	14	30.43%
1-3 times	10	21.74%
4-7 times	21	45.65%
8-11 times	0	0.00%
12 or more times	1	2.17%
Total	46	100%

When asked if they would continue to meet with a Study Buddy, only 13 of the 46 respondents answered, and more than half of them indicated that they would not continue to meet.

Participants were also asked to indicate the percentage of time they had spent speaking English. Table 3 shows the percentage of time the partners spoke English early in the semester and again near the end of the semester.

Table 3. Percentage of time spent speaking English—Surveys 2 and 3

Time	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Survey #2 (at six weeks)	0.00	80.00	47.31	15.45	238.73	35
Survey #3 (end of semester)	8.00	100.00	53.16	17.66	311.94	31

Survey 3—End of Semester. In the third survey, students were asked some of the same questions as in the second survey. Table 3 shows the responses to Survey 2 (at six weeks) and Survey 3 (end of semester) regarding the time they spent speaking English. In general, this number went up.

In terms of the frequency with which partners met together, it might be expected that the numbers would increase over time. However, as shown in Table 4 (compared with the numbers in Table 2), those who reported meeting fewer times decreased and those who reported meeting more often increased. There was a lot of variation, but of those responding, more than three fourths said they met more than three times.

Table 4. Times Study Buddies met over the semester

Response	Frequency	Percentage
Not at all	5	14.29%
1-3 times	3	8.75%
4-7 times	5	14.29%
8-11 times	13	37.14%
12 or more times	9	25.71%
Total	35	100%

The third and final survey culminated by soliciting explanations of how well participants' expectations of the program were met. Some of the students elaborated on ways that their expectations were met, but most simply answered yes (their needs were met) if they had a partner (89% of the comments), and *no* (their needs were not met) if they did not receive a partner (11% of the comments).

To sum up, from the responses to survey questions, we learned that the Study Buddy program was working quite well for those who had a partner, but that getting

a partner could be challenging. This difficulty seems to be a common limitation such programs and overcoming it may require more support from outside the program.

Participant-Researcher's Findings from the Field Experience

The primary author of this report participated in the Study Buddy program for a semester in order to gain insights into the advantages and challenges of the existing program. As for the benefits, she discovered that working with a conversation partner to practice a second language helped with vocabulary acquisition and fluency in a way that didn't happen in a class. Also, she explained that it was enjoyable meeting with her Study Buddy partner on a regular basis, and both participants reported feeling that they improved in their language ability (English and Spanish) throughout the semester. The challenges encountered were figuring out what to talk about after the initial getting acquainted routines, and also staying on track after switching languages. Distractions were frequent and the pair reported often lapsing into English during their meetings, since it was the language in which both partners shared a high level of fluency.

Focus Group

The focus group consisted of 16 university-prep level students in a listening/speaking class at the ELC. They were asked to participate in a class discussion about the Study Buddy program, and all consented and participated. Questions were asked by the evaluator as well as the teacher of the class, who was familiar with the program. Open-ended discussion was encouraged and all comments were welcomed and recorded. Most of the students in the group knew what the Study Buddy program was and several had had a Study Buddy in the past. In this focus group though, only three participants (19%) currently had a partner at the time the group met.

When asked as a group what they expected to gain from having a Study Buddy partner, the students responded that they hoped for speaking practice, making friends, receiving help with writing and classwork, and visiting for a couple of hours while each person spoke his/her second language the whole time. They were asked to imagine having a Study Buddy and then asked what they would talk about. Responses included getting help with pronunciation, fluency, and areas of weaknesses. These comments spurred a discussion about weaknesses in their language

and their hope that the partner would be honest with helpful feedback, be encouraging, be respectful, and not be afraid to point out mistakes. They also discussed the need to share resources so they could improve, set goals, review things they had studied, as well as prepare for future sessions, and get help with homework, vocabulary, and class lessons.

When asked about their opinions on receiving feedback and correction, the students commented that they wanted as much feedback as possible. They knew that when they speak to people and are not understood, then what they said is wrong and they want to correct it. They wanted their interactions with other students to be a learning experience with corrections and translations, which is an advantage of learning each other's language. In general, the class agreed that correction was a high priority when working with a Study Buddy and this could best be done as they read together or spoke together.

When asked if it would be helpful to have outlines, goals, or lessons to guide them during their Study Buddy sessions, the students talked about the need for some very foundational topics that are needed for people new to a culture. They noted that there are many things that need to be learned when people first start acquiring a language or adjusting to a culture, like talking on a phone, leaving messages, working machines, putting gas in a car, and buying things as simple as food or as difficult as insurance. They agreed that having lists of topics would be helpful for them and outlines of how to apply those lists would help them remember what people should know.

Other topics brought up during the class discussion included finding a better way to match up partners for the Study Buddy program. For several students in the class, arranging partners or keeping a partner very long, had been a bad experience, so they recommended using technology to help. Some liked the idea of video conferencing for meetings and others encouraged more advertising on campus as ways of helping everyone get a partner. Focus group participants also expressed a need for follow-up of some kind so the Study Buddy partners don't just quit, but have accountability and commit to a certain number of meetings. Several focus group members also recounted situations where the native-English-speaking students just needed a foreign language partner for a few visits to fulfill a class assignment, and they did not want to commit to the whole semester.

Strengths and Weaknesses

It appears that the Study Buddy program has survived all these years because there are some very powerful strengths that have helped it endure. These strengths were pointed out by the stakeholders as...

- an excellent way for students to gain authentic language experience,
- an opportunity to learn about another culture while making a new friend, and
- a built-in tutor source for individualized needs as they arise.

Another strength in the program that wasn't explicitly mentioned during the interviews, but was implied throughout the surveys, is...

- the growth of students while in the tutoring position.

The students on the learning side of the partnership, at any given time, benefit from the language help they receive, but as has also been noted while giving service, the students on the teaching side are also gaining benefits. Because of this, the program offers a win-win situation in more ways than one. As one student said, "Great program, I hope it keeps being available!"

As helpful as the Study Buddy program was, it is apparent from the evaluation conducted over the course of a semester that there were weaknesses that were limiting its productivity and effectiveness. For all the students who found good partners and had a great experience, there were as many who were left disappointed at not receiving a partner or meeting regularly. In addition, the attrition rate was high in this program. Frustration was also expressed among students about not really knowing how to best use their time during their conversation sessions, and a lack of directed facilitation that would have helped to keep them involved. In an attempt to create an easy-to-run program, administrators may have taken the hands-off approach a little too far.

Recommendations for Program Improvement

Taking into account the comments made in the evaluation surveys, interviews, and focus group, along with the researcher's participant observations, the following recommendations were offered in order to improve the Study Buddy program.

Revise Partner Pairing Procedure

It was recommended that the ELC revise its partner-pairing procedure—from allowing students to pair up at an orientation social, to instead using a process followed by other campus conversation programs. Several universities around the United States require their partners to register through an online form and then the program coordinates the pairing. This matching ensures that those who are excited about the program enough to register on time are given priority over those who don't. This process also helps collect data on the participants in case one partner loses the contact information of the other or a substitution needs to be made. This process would benefit those who have had the problem expressed by one student who said, "I never got a buddy, never heard anything more about the program after attending the meeting. I would love to know what's going on."

Provide Written Guidelines

It was recommended that a partner guide be made available for the Study Buddy participants that outlines the expectations of the program, tips and procedures, and possible ideas and structure for conversation sessions. This guide needs to provide content that is relevant for students at different proficiency levels and teaching experience levels. It also needs to be easy to use and fairly inexpensive, so the students will take advantage of its resources. This suggestion was solidified after receiving comments like, "Sometimes we wondered what to talk about or what to do so having guidelines would be nice," and "It would be nice to have practice prompts that we could just reference. That way we could just dive into practicing with each other."

Plan for Activities Beyond the Orientation

It was recommended that the ELC organize other activities beyond the original orientation meeting in order to prevent some of the participant attrition, and to maintain a higher level of enthusiasm. A newsletter with spotlights of Study Buddies and ideas for activities could be emailed throughout the semester. There could be regularly scheduled labs or socials for partners to meet other participants and showcase their new skills. These could include a story-telling festival, a karaoke night, and/or a potluck dinner. Social media resources and/or an announcement board for upcoming activities could also encourage ongoing participation.

These extra, but minimal-effort measures, might go a long way to encourage participation and be reminders for otherwise distracted students. Many students support these suggestions with the following comments; “Please check how the program is going on sometimes because I think all students are very busy. So, it would [be] better for you guys to help those people like me and my study buddies,” “my suggestion is to follow up the program at least monthly,” and “maybe we can have some activities to show the progress that we made during the semester.”

Conclusions of the Study Buddy Program Needs Analysis/Evaluation

Our recommendations for improving the Study Buddy program can be outlined as a threefold solution: (a) revising the pairing process, (b) providing written guidelines for participants, and (c) planning activities beyond the initial orientation meeting. Since the needs analysis/evaluation was completed, these recommendations for improving the Study Buddy program have been implemented. The partner pairing system was revised to allow students to register for the program and be placed with a Study Buddy. This pairing process is now ongoing and doesn't depend on attendance at the orientation meeting. A *Study Buddy Map* that provides written guidelines for program participants was created (see Part 2, forthcoming). In addition, two social events were added to the semester calendar for Study Buddy partners to attend together, and a newsletter was designed to email to the participants in hopes of encouraging them and providing ideas for activities that they can do together. We also recommended that the foreign-language faculty provide added support to the Study Buddy program by encouraging their students to invest more time throughout the whole semester, instead of dropping out after a short time. This change should help reduce the attrition rate and the longer contact time will benefit the language learners.

We hope that our experience with BYU's Study Buddy program can serve as a useful, enlightening case study for other language programs interested in developing and implementing a similar program. As with all case studies, there are limits on the generalizability of our case. However, those limits will need to be determined by the other institutions.

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Ben McMurry has over 15 years of experience working with non-native English speakers. He is the curriculum coordinator at Brigham Young University's English Language Center. His research interests include materials development and evaluation.

Appendix A

University Conversation Program Links Investigated

Baruch College

<https://www.facebook.com/BaruchCPP/>

Facebook page provides activity notices, hashtags, and announcements.

Colorado State University

<https://writing.colostate.edu/guides/teaching/esl/conversation.cfm>

Program matches partners for dual language exchange.

Dartmouth College

<http://www.dartmouth.edu/~acskills/tutors/flcpprogram/>

Tutor clearinghouse describes paid tutor positions and provides online pledge and recommendation form.

Indiana University

<https://ois.iu.edu/connect/get-involved/partners.html>

Program matches partners for dual language exchange.

Middlebury Institute of International Studies at Monterey

<http://www.miis.edu/academics/language/programs/english/conversation-partners>

Program is for ESL and graduate students only. Application needed.

Mississippi State University

https://www.international.msstate.edu/conversation_partner/

American students fill out form and wait to hear from the coordinator.

Pierce College

<https://www.pierce.ctc.edu/ie-student-activities>

Program matches partners for dual or single language learning. Meetings occur weekly in groups or at a convenient time for partners.

Rutgers, The State University of New Jersey

http://globalservices.rutgers.edu/content/Center_Staff_Services_and_Programs/Core_Cultural_Programs_of_the_Center/International_Friendship_Program_IFP/English_Conversation_Programs.html

Participants can have partners paired by the program or can meet own partner at weekly gatherings. Partners can practice just English or choose to be paired for dual learning.

Simon Fraser University

<http://www.lib.sfu.ca/about/branches-depts/slc/eal/conversation/registration-form-eal-esl-students>

Program finds partners who meet weekly on campus. Partners forfeit opportunity to participate if they miss a week without notification.

Stanford University

<https://vptl.stanford.edu/students/tutoring-foreign-language-practice/become-tutor/become-language-conversation-partner>

Program offers paid positions for student conversation partners.

Southeast Missouri State University

http://www.semo.edu/international/iep/current_students/conversation_partners.html

Assigned partners from community or university meet 2-4 hours per week with international students.

Texas State

<http://www.txstate.edu/ie/services/tsie/cpapp.html>

Program matches partners and provides conversation circles for presentation and more practice.

University of Colorado Denver

<http://www.ucdenver.edu/academics/internationalprograms/oia/esl/life/conversation/Pages/default.aspx>

Conversation club meets twice a week for drop in discussions.

University of Houston

<http://www.uh.edu/class/lac/language-resources/conversation-partners/>

Both languages trade, online database helps pair partners, emails info.

University of Idaho

<https://www.uidaho.edu/academic-affairs/ipo/intercultural-programs-events-and-activities/programs/become-a-conversation-partner>

Provides online application to help find English partner.

University of Illinois at Chicago

https://www.ois.uic.edu/programs/conversation_partners

Both language partners trade. School provides Conversation Cafes for regular meetings and an end of program presentation.

University of Iowa

<https://clas.uiowa.edu/esl/other-programs/campus-conversation-partners>

Online brochure, tips, conversation topics, and other links.

University of Kansas

<http://www.kumc.edu/office-of-international-programs/academic-english-requirements/conversation-partners.html>

Program takes applications to pair partners.

University of Michigan

<https://lsa.umich.edu/lrc/language-learning/conversation-partners.html>

Help find conversation partners for either language.

University of Montana

<http://www.umt.edu/global-engagement/english-language-institute/academics/conversation-partners.php>

Open to the public, practice English with a partner and attend optional group activities.

University of North Texas

<http://international.unt.edu/ieli/intensive-english-language-conversation-partner-program>

Volunteers are trained and lead group discussions in English.

University of Oregon

<https://aeitutoring.uoregon.edu/conversation-partner-login>

Program offers paid positions for tutor/conversation partner. Online handbook.

University of Pennsylvania

<https://www.elp.upenn.edu/conversationpartners>

Program matches partners for dual language exchange.

University of Southern California

<https://www.uvic.ca/international/home/global-community/conversation-partners/>

Program includes one-on-one partners, fees charged go to the tutoring partner.

University of Victoria

<https://www.uvic.ca/international/home/global-community/conversation-partners/>

Program matches partners for dual language exchange.

Western Oregon University

<http://www.wou.edu/international/support/student-services/conversation-partners-2/#ffs-tabbed-11>

Program matches partners for dual language exchange. Arranges a welcome party in week 3, conversation meetings weeks 4-10, and celebration dinner and slide show at end of year.