【実践報告】

Effectiveness of Tutor-led Workshop in a Pre-entrance English Language Induction Program for High School Students: An Analysis of the Implementation Process and Outcome

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Abstract

High school students are often anxious about their new university life and do not know what to expect in English classes at the tertiary level. Furthermore, students may feel apprehensive about classes that have to be conducted online due to the current COVID-19 situation. A 3-day online English workshop was conducted to help students improve their English language and communication skills and to create opportunities for them to interact with the Language Learning Center (LLC) tutors to address the concerns of the high school students. This article outlines the content and implementation process of the workshop, the e-learning platform, and an analysis of the feedback received from the participants and the LLC tutors involved. A total of 58 high school students were enrolled in the workshop, which was conducted once a week over a period of three weeks. Besides the workshop, they also participated in an independent e-learning program known as Eiken CAT, which was run by Obunsha Eiken for three months. 55.6% and 41.7% of the participants indicated that they were very satisfied and satisfied with the content of the workshop. 81.4% found the content manageable, 12.1% indicated a neutral response and 6.5% found the content a little difficult. 90% of the high school students stated that they gained the skills required to attend online classes.

Keywords: online group activities, English conversation, peer learning, tutor-led workshop, online workshop

Ⅰ．Introduction

1．Background

The transition between pre-university and tertiary education has become the focus of attention in today's phenomenon of "all-in" admission policy. Students who have been admitted early into their respective universities are those who have passed the Admission Office (AO) examination, which is an admission through interview and recommendation; they do not have to sit for any written examinations. This often leads to a compromise in academic readiness on the part of the students admitted though this system. Although the content of pre-entrance induction programs varies between universities, most universities have devised programs to help maintain and improve the motivation of such students by ensuring they have a smooth transition into the rigor of university studies (Fujita et al., 2017).

Due to the current COVID-19 pandemic, the induction program was carried out online. The two main objectives of the workshop conducted by the LLC were to increase English proficiency of high school students through independent learning and to help them better integrate into college life through tutor-led workshops. The content of the workshop was created through the collaborations between teachers and tutors. This paper analyzes the effectiveness of the implementation process of the workshop and its outcome. It utilized both qualitative and quantitative feedback provided by the participants and tutors in its analysis. Analysis was not done for the effectiveness of e-learning in raising their language proficiency.

2．The effectiveness of the peer learning

The effectiveness of peer learning has been the focal point of universities in Japan around 2000 when the "all-in" admission policy started. Some researchers have pointed out that peer support promotes the growth of both the person providing support and the person being supported because of the influence of their relationship as students (Hosokawa, 2006; Shimizu & Yamada, 2014). Some universities have implemented such programs to provide support for new students in their transition into their new college life (Oishi et al., 2006; Shimizu & Yamada, 2014). It was found that peer tutoring also promotes student communication and social skills (Izumitani & Yamada, 2013; Kato, 2011). In addition, Naka (2013) and Uchino et al (2011) also stated the positive impact peer support had on new college students, tutors were often seen as models in ways they conduct themselves in providing support for the students.

3．Tutors at the Language Learning Center (LLC)

Tutors from different countries have been creating a unique environment to learn languages. Some are from Asian countries, such as mainland China, Korea, Malaysia and Hong Kong, while others are from South American countries, like Brazil, Peru and Argentina. They are in charge of their mother tongue in supporting foreign languages besides English and Japanese, the official languages at the LLC. All tutors must have a certain English proficiency level for two reasons. One is because the greatest number of language classes are English classes which simply leads to more students in English requirement classes. Another reason is that there are several foreign student tutors have Japanese as their second language. In order to have better communication among tutors as well as users (students who come to the LLC for language support), English is used as the common language for communication at the LLC.

All tutors are required to obtain an official tutor training program certificate awarded by the College Reading and Learning Association (CRLA). The criteria of the program consisted of the completion of a number of trainings at the respective level, achievement of 25 hours tutoring sessions per level,

having three different types of tutor evaluations, and a completion of a 10-hours project. Through this rigorous training, tutors acquire skills and knowledge in supporting language learning better. According to the student survey about LLC tutors in 2016, 383 out of 538 responded that the tutoring skills of the LLC tutors were very good or good, with 56 positive comments on skills related to 'good explanation', 'fun', 'motivates to learn languages' and 'friendliness.' (Kasamura & Diop, 2018).

4．Implementation cycle: Merrill's Principles of Instruction

The process of the implementation of the workshop employs Merrill's Principles of Instruction (MPI), which is a task-centered approach that focuses on different ways learning can be facilitated (Merrill, 2012). The activity for the workshop applied the four phases of learning according to this instructional design model in order to reinforce their English communication skills.

Activation: The material should activate the knowledge that learners already have. This allows the learners to use it as a basis for digesting new knowledge. In the workshop, tutors designed activities that were related to the participants' daily life and involved genres they were familiar with - activities that activated their prior knowledge. Participants were required to answer in English.

Demonstration: Trainers and teachers need to use techniques such as video demonstrations and infographics to demonstrate their knowledge. At this phase, tutors showed or demonstrated some examples, they modeled the desired outcome before having the participants do the activities.

Application: Learners must be able to apply the knowledge they have gathered to solve problems. Participants were encouraged to apply what they had learned from the tutors' demonstrations. For instance, participants thought about how they could better improve their language proficiency once they started their college life.

Integration: Learners should be encouraged to incorporate new knowledge into their lives and to use it to solve problems. Participants were encouraged to find answers according to the knowledge they had

learned from the previous activities. Participants discussed what they could do to fully utilize the learning centers available at the university and how they could enjoy college life.

Ⅱ． Content design and implementation
1． Platform

All communications with the participants were done through Microsoft Teams, a collaboration app that allows online video meetings, breakout rooms, chats, making of announcements and sharing of documents — all in one place. Every participant was issued an account by the academic office of the university.

2． Independent e-learning program

Eiken is an abbreviation of Jitsuyo Eigo Gino Kentei (Test in Practical English Proficiency), which is offered at 7 levels: Grade 1, Grade Pre-1, Grade 2, Grade Pre-2, Grade 3, Grade 4, and Grade 5. It is one of the most widely used English-language testing programs in Japan and Meio students were encouraged to achieve English proficiency equivalent to that of Eiken Grade 2, which is also about a minimum of Common European Framework of Reference for Languages (CEFR) B1 and Test of English as a Foreign Language Internet-based Test (TOEFL iBT) score of 45.

Every participant was given an account that allowed them to access the e-learning program known as Eiken CAT, which is run by the company Obunsha. The word "CAT" in Obunsha Eiken® CAT stands for Computerized Adaptive Testing. The CAT engine attempts to accurately measure the learners' English proficiency by presenting questions of the closest difficulty level to the answers provided by the learners. After finding the learners' Eiken level in the "Eiken Level Check" section, participants could start their language training every day by using the "Word Quiz," "Grammar Drill" and "Listening" components of the program for three months. When they are ready to take the test, they can test their language skills in the "Preparation for Written Test" and "Preparation for the Interview Test" sections, which contain items from past years' Eiken tests.

Each high school student was issued an Eiken account where they could engage in independent learning for a period of three months.

3． Format for online English workshop

The workshop was conducted over a 3-week period, with one session each week between the end of February and mid-March. The duration for each session was an hour and four LLC tutors were recruited to facilitate all the sessions. The tutors had seven hours of online training before the actual workshop and they were required to create an online English as a Second Language (ESL) activity and teach other tutors how to conduct the activity they had planned. This provided a good opportunity for the tutors to collaborate and acquire online facilitation skills as it was the first time for the tutors to conduct online language activities.

Tutors were required to login to Teams meeting 15 minutes before the starting time to make sure they were well connected and logistically ready. During the three sessions of the workshop, there were six breakout room activities, two for each session. Table 1 shows an overview of the workshop. The following instructions were given to the tutors to help them get ready for each session:

- Each activity is to be completed within 20 minutes.
- Think of "fillers" just in case you complete the activity early and there's remaining time.
- Use English, always introduce yourself before each session.
- Have participants introduce themselves / have them type their names in Teams chat.
- Write down their names so you can be personal when you need to call for volunteers to answer your questions.

Table 1: Workshop overview

Time	Day 1	Day 2	Day 3
15:00-15:05 (5 min)	● Welcome and explanation of program ● Assign breakout rooms		
15:05-15.25 (20 min) Breakout room Activities	● Activity 1 ● Self-introduction of tutors and participants	● Activity 3 ● Where in Meio can you…?	● Activity 5 ● Circles and clubs at Meio
15:25-15:35 (10 min)	● Return to the main room ● Re-assign breakout rooms		
15:35-15:55 (20 min) Breakout room Activities	● Activity 2 ● 2 truths and 1 lie	● Activity 4 ● Your weekend dairy	● Activity 6 ● How to get the best out of college life at Meio
15:55-16:00 (5 min)	● Q&A ● Conduct online survey ● Closure		

４．Breakout room activities

Although 58 high school students were enrolled, only 38, 27 and 30 students participated in the workshop on day 1, 2 and 3 respectively. The tutors created the slides for each activity and shared them with other tutors. They practice the activities among themselves during the training sessions to gain confidence and modify the activities to better suit the level of the high school students. Each breakout room had about 9 to 12 participants which was a rather large group for online activities. Nonetheless, the tutors handled the situation well.

Tutors and participants would introduce themselves to each other before proceeding to the activity. After each activity, the participants would switch to different breakout rooms and in this way, they would meet different tutors and interact with other participants.

１）Day 1 activities

Activity 1: Self-introduction of tutors and participants

This was the first day of the workshop, in the beginning, all tutors would take turns to introduce themselves as a group before going into breakout rooms. The aim of this activity was for students to get to know their facilitators and to know the function of LLC.

A sample script was provided for the tutors:

● Hi everybody, my name is ⋯. I'd like to welcome and thank all of you for taking part in this workshop. This is how you spell my name. I'm typing it on Teams chat now. Could you type your name in the Teams chat too?

● We will take this time to introduce one another. Think of at least 5 things about yourself and introduce yourself in English. I have a chart here to help you get started.

● I'll start first and then each of you will ask me a question after that. My name is⋯.

● Now I'd like each one to ask me a question so you can get to know me more.

● Next, who would like to introduce yourself? (Call the name of participant if no one volunteers after 5 sec)

● LLC introduction (10 min)

● I'm a tutor from the LLC. What is the LLC? It stands for Language Learning Centre. I'd take the next few minutes to explain the role of the LLC. (Tutors are to introduce the LLC using shared screen to show the website of the LLC and allow questions at the end.)

Activity 2: 2 truths and 1 lie

The aim of this activity was to provide opportunities for each participant to form statements in English that describe themselves. To play this game, each person in the group says three statements about him/herself. Two of the statements must be facts, or "truths," and the other must be a lie. The rest of the members try to guess which statement is a lie. The tutor demonstrated how to play the game first and showed other examples on the slides to help

the participants form their own "truth" and "lie" statements as shown in figure 1.

Figure 1: Slides for "2 Truths and 1 Lie"

2）Day 2 activities

Activity 3: Where in Meio can you...?

The aim of this activity was to help participants know more about Meio and there were two parts to it. In the first part, participants were required to answer eight multiple-choice questions about Meio and in the second part, they had to form sentences about what they could do in different areas of the campus. The followings are the questions:

1．Where in Meio University can you get help with your English assignments?
2．At Meio University there is a building that has 6 floors. On the 2nd floor you can buy bread at the bakery. On the 4th floor you have the LLC. What is the name of this building?
3．I want to ask about study abroad. Where should I go?
4．Where in Meio University can I borrow books to practice my Chinese?
5．Where is the health center?
6．Besides the health center, what else is inside the multi-purpose hall?
7．Oh no, I lost my wallet and it has 80,000 yen in it. Where should I go?
8．On which floor is the LLC in Sakuraum?

In the second part of the activity, participants were shown pictures of computer room 204, Sakuraum building and the LLC and with the helping words given, they were supposed to form sentences

like "In Sakuraum building, I can …" or "At the LLC, I can…." Figure 2 shows some of the slides created by the tutor to facilitate the above-mentioned activity.

Figure 2: Slides for "Where in Meio can you…?"

Activity 4: Your weekend dairy

This was a writing task where participants typed a few sentences in the chat box about what they did the previous weekend. The tutors demonstrated how to form the sentences and gave a few more examples before the participants tried on their own. After they have completed writing the dairy, they would read other participants' work. Figure 3 shows some of the slides created by the tutor for this activity.

Figure 3: Slides for "Your weekend dairy"

3）Day 3 activities

Activity 5: Circles and clubs at Meio

This was a speaking activity. The tutors would

introduce four circles at Meio, namely tennis circle, dance circle, karaoke circle and movie circle using the slides shown in figure 4. Participants would then take turns to talk about which circle they preferred from the four options given. After that, participants discussed the various types of circles and clubs they would like to join. They also could ask the tutors about the different types of circles and clubs available at Meio.

Figure 4: Slides for "Circles and clubs at Meio"

Activity 6: How to get the best out of college life at Meio

The aim of this activity was to provide advice for the participants on how to get the best out of college life at Meio even during the COVID-19 pandemic where most of the classes were conducted online. Tutors were free to create their own materials based on the following guiding questions:

- Put yourself in the shoes of the high school students
- What would you want to know before joining Meio
- What advice would be helpful to them
- Divide your talk into 3 or 4 main sections (up to you)
- Best to prepare some visuals
- Talk about class and cafeteria in COVID-19 situation
- Ask questions as you go along to get them to participate
- Allow them to ask questions either during or at the end of your talk

Ⅲ. Methodology

This study applied the mixed methods approach which integrates elements of qualitative and quantitative research methods (Creswell, 2012; Popping, 2015), analyzing open-ended questions by means of thematic text analysis and coding to obtain diverse representational perspectives from the participants (Maguire & Deluhunt, 2017). The open-end questions attempted to gather insights from participants about their experiences and perceptions concerning their views of university life and learning outcomes through their engagement in the workshop activities facilitated by the tutors. The questions were:

- Has your interaction with the LLC tutors influenced your view of university life?
- In your own reflection, what did you gain from participating in the workshop?

After each session, participants completed a survey and an average of 41 participants responded to the survey that elicited responses on the learning environment and the content of the workshop. A separate survey was also given to the tutors to find out about their online environment, how they felt about the workshop content and their facilitation skills. The survey for the participants was divided into four parts: learning environment, workshop content, learning motivation and open-ended questions on how they felt about the interactions they had with the LLC tutors and what they learned from the workshop.

Ⅳ. Results and Discussion

1. Qualitative analysis - responses from participants

1) Learning environment

To the question: Where did you have your workshop? 92.8% and 5.6% of the respondents participated in the workshop from homes and public facilities, such as school, library, etc.). 1.6% of them participated from cars, as shown in figure 5. To the question: What electronic device did you use to attend the workshop? 85.5% of the participants used smartphones, 12.9% of them used computers and 1.6% used tablets, as shown in figure 6. The workshop was conducted during term time and school facilities were available should they lack internet connection at home, however, the majority of the students preferred to work from their smartphones in the

comfort of their homes. Most of them did not possess a desktop or laptop. Mobile smartphones come with inherent constraints: small screen, single window visible at one time and typing during screen sharing can prove to be challenging; such limitations can potentially impede learning and adversely affect learning outcomes. In terms of internet connectivity, 75% did not encounter any issue, 16.1% experienced intermittent connection, 5.6% were cut off and had to reconnect and 3.2% of them were unable to connect at all.
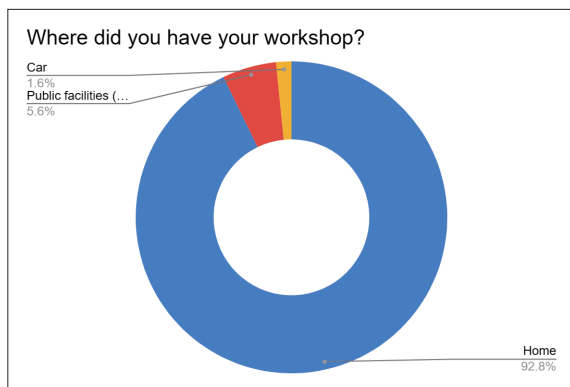
Figure 5: Learning environments
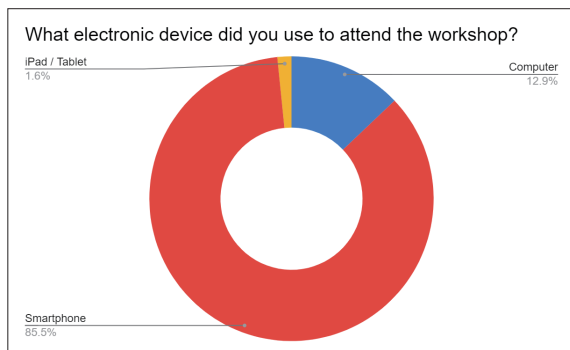
Figure 6: Types of electronic devices used during workshop

2）Workshop content

In terms of the duration of the workshop, 93.5% of the respondents felt that the time allocated was just right. 5.6% of them felt that the workshop was a little too long and 0.8% felt it was a little too short. In terms of their satisfaction with regards to the content of the workshop, 59.7% were very satisfied, 36.3% were somewhat satisfied and neutral responses were 4%. In response to the difficulty of the content, 16.1% felt it was very easy, 65.3% indicated they could understand the content, 12.1% were neutral and 6.5% felt the content was a little difficult for them.

3）Learning motivation

Changes in motivation level toward learning of English was measured using a likert scale of 1 to 5 with 1 being no improvement at all and 5 being greatly improved. As shown in figure 7, 80% of the respondents indicated a positive change in their motivation towards learning English after the workshop. Through participating in this online workshop, 90% of them felt it was a great opportunity for them to learn how to engage in online lectures, as shown in figure 8.
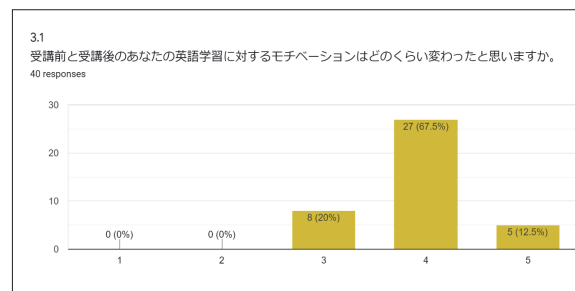
Figure 7: Improvement in motivation to learn English
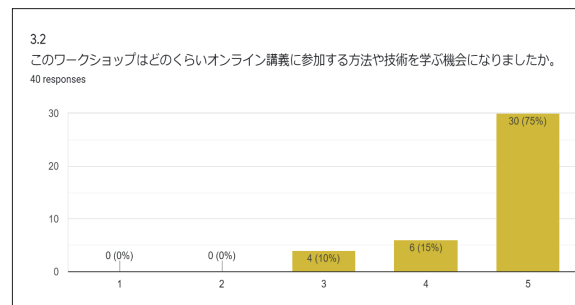
Figure 8: Learning how to attend online class

4）Thematic text analysis - responses from participants

Interaction with tutors

Table 2 shows the responses to the question, "Has your interaction with the LLC tutors influenced your view of university life?" A thematic analysis of the responses showed that the breakout rooms interactions with the LLC tutors had a very positive impact on four areas: Increased motivation due to availability of support, LLC tutors as role models, reduced anxiety about college life and interests in study abroad programs. It was evident that interaction with the LLC tutors had affected the attitude and aspiration of the participants toward their college life in a positive manner.

Table 2: Responses to "Has your interaction with the LLC tutors influenced your view of university life?"

Increased motivation due to availability of support in learning English	• I'm not good at foreign languages such as English, and I was worried about my future after entering the university, but now that I know that there is a lot of support available, I want to actively use it and do my best. • I wanted to actively use the LLC at university to improve my English skills. • In high school, I didn't have many English speakers or people from other countries around me, but at Meio University, I thought there would be many opportunities to speak English, so I thought I would be able to expand my English skills. • I can't speak English at all, but the interaction with the tutors made me feel a little less anxious. • I decided to do my best and I thought that I should review my English more. • I wanted to be able to speak English a little better.
LLC tutors as role models	• I wanted to be able to speak like the tutors in front of everyone. • Seeing the seniors speaking English well made me want to be able to speak English better. • I now feel more strongly that I want to communicate in languages other than Japanese, like the senior students who served as tutors, and that I want to study those things at the university.
Reduced anxiety about college life	• I had some anxiety, but it was eased because I was able to ask questions in the workshop. • I decided to be interested in various things and try everything first. • Knowing the atmosphere of the circle made me look forward to it! • I was able to experience a little of the university atmosphere. • I was relieved to know that there were tutors and seniors around me that I could ask if I had any questions. I'm really looking forward to university life! • I thought that I would be able to enjoy my university life in an environment where there is a lot of support for students and where I can work hard in my studies. • It made me feel a little less anxious about learning English after entering the school.
Interests in study abroad programs	• I was interested in studying abroad, so I was glad to hear more about it today. • I'm glad to hear more about it today because I'm interested in studying abroad. I want to study English even more so that I can make use of it in the future. • I was able to learn more about Meio University and became more interested in studying abroad and volunteering. • I felt that the university has a lot of exchange programs.

The following are the analysis of each theme.

1. **Increased motivation due to availability of support in learning English** - The six communicative activities in the workshop had induced a greater motivation and interest in learning English. Many of them were relieved to know of the support they could get from the LLC when they encountered difficulty in their learning of languages. A better understanding of the role of LLC had increased their motivation to learn English.

2. **LLC tutors as role models** - Having the tutors as workshop facilitators provided quality interactions between seniors and future freshmen during the breakout sessions. The tutors demonstrated as role models of speakers of English. Many of the participants indicated that they would like to be as fluent and confident as the tutors. According to Muir et al (2019), it was suggested that role modeling is a component that has a significant impact on the psychological context of second language acquisition. The statement, "I wanted to be able to speak like the tutors in front of everyone" is a powerful mental image. The direct interaction with the tutors had an impact on the participants in terms of the mental image, they were able to visualize within themselves - seeing themselves successfully communicating in English in years to come. This mental image is referred to as the "ideal L2 self," which relates to the learner's sense of identity in

the second language - the desired self-image of the L2 user that he or she would ideally like to become in the future. This mental image of one's ideal L2 self was described in Dörnyei's theory of motivation as a powerful motivating factor in language learning (Dörnyei & Ryan, 2015).

3. **Reduced anxiety about college life** - Any change in the learning environment inadvertently causes a certain level of anxiety and research shows that student anxiety is at its highest during the initial transition to college (Conley et al., 2018). It was evident that participants felt less anxious about their new college life as illustrated in this statement, "I had some anxiety, but it was eased because I was able to ask questions in the workshop." Through the interactions with the tutors, many of the queries from the high school students were answered; the anxiety and a sense of uncertainty about the new college life was alleviated to a certain degree. Knowing where they could seek help or advice gave them a sense of relief and they were able to gain a positive outlook regarding their new college life.

4. **Interests in study abroad programs** - Participants were able to set realistic goals for themselves in their new learning journey. There was a great interest in the study abroad program as some of the tutors shared their personal experience. Through the interaction, participants were able to learn more about the study abroad program and set their goals in language learning and overseas experience during their college life. They felt a need to improve their English so they could participate in the study abroad program, this provided them with a purposeful language goal.

Self-reflection of participants

The responses from participants pertaining to the question, "In your own reflection, what did you gain from participating in the workshop?" were consolidated in table 3. Their comments about what they had gained from the workshop could be categorized into seven broad themes, namely experience in online class, better understanding of the facilities at Meio, knowledge about class schedule, part-time jobs and scholarships, the importance of being proactive, connection with other students, opportunities to communicate in English and motivation to improve language skills.

Table 3: Responses to the question: In your own reflection, what did you gain from participating in the workshop?

1. Experience in online class	- It was a good opportunity to get to know the online atmosphere at the university and the way English lectures are conducted. - I learned a little bit about the atmosphere of the online classes by interacting with other people and talking with the tutors. - It was good to understand the online atmosphere and how to use it. - I hadn't had the chance to do online lectures at home before, and I was worried about it, but I'm glad that I can now participate and reply to the lectures on my own. - I learned how to participate in online classes.
2. Better understanding of the facilities at Meio	- I was able to understand how to use the facilities in Meio. - I thought it was great that Meio University had useful information and learning opportunities for language learning. - I was able to learn more about Meio University and the LLC through quizzes, which was great. - I learned a lot about Meio facilities!
3. Knowledge about class schedule, part-time jobs and scholarships	- It was good to learn about the Meio circle and how they spend their time. - I was also able to learn about university clubs, scholarships, and part-time jobs. - I was able to learn how to choose a PC and how to make a time schedule. There was an explanation about the schedule of university life.

4. Importance of being proactive attitude	- I thought it was also important to be proactive and ask tutors and seniors to teach me what I don't understand. - I learned a lot about myself in this workshop, such as how much vocabulary I have and how proactive I am compared to other people.
5. Connection with other students	- I was able to interact with other students, so that was good. - I was able to communicate with other students. It was good to be able to interact with a variety of people. - It was good to be able to communicate with people who will be attending the same university in the spring. - It was a very good online course. I'm gradually getting to know my friends' faces. It was nice to be able to interact with them. - I was able to interact with many different people. It was good to be able to meet other students before entering the university.
6. Opportunities to communicate in English	- I don't usually have the opportunity to speak English, so I was very happy to be able to communicate in English at this workshop. - It's not often that I get to speak to other people in English, so it was a great experience. - I was able to express my opinions in English, which was good. It was also a good opportunity to practice listening to questions in English. - I was able to listen to and speak English! I was able to put into words what I wanted to say. - I didn't have many opportunities to communicate in English, so I was very glad to have this opportunity. I was able to review how to make a simple self-introduction. - I don't have many opportunities to speak in English, so it was good to practice listening and speaking in English. - I was able to communicate with people and learn about my own level of English conversation. - I've never had a chance to speak English in front of people before, so I'm glad I was able to do it today. It was a good opportunity to train my listening and comprehension skills.
7. Motivation to improve language skills	- I realized that there are people at Meio who speak English so fluently, and I decided to work hard to improve my own English skills. It was very good because it raised my motivation for English! - I realized how poor my English is. It was good to know how to learn English - I was able to realize how little English I could speak, which was good because it motivated me! - I was frustrated that I couldn't speak very positively. I would like to improve my vocabulary so that I can speak more next time. I learned that writing a diary in English can improve my English. - It was good because it made me feel again that I want to learn English actively after entering the school. - I learned how to study English at home in order to pass EIKEN Level 2. - I was able to learn about LLCs. It was cool to see the seniors speaking English so fluently. It made me think that I want to be able to learn the language. - The English ability of the tutors was high, so I was able to know my own ability.

The following section will explore each theme with greater specificity.

1. **Experience in online class** - High school students did not have the opportunity to attend online classes and through this online workshop, they felt less anxious about having to take online classes at the university should the COVID-19 situation call for it. They learned how to use the chat function, mute and unmute themselves, access shared documents, use emojis and join the breakout sessions. Indeed, the format of the workshop had allowed them to explore the various functions of the online meeting tools. Above all, they experienced the online atmosphere and learned how to participate in an online class.

2. **Better understanding of the facilities at Meio** - It can be overwhelming to move from a high

school learning environment to an unfamiliar university campus. The participants appreciated that through one of the workshop activities, they learned about the specific functions of campus facilities at Meio University, such as the health center, Sakuraum building, the computer rooms and the student affairs division. They also gained a deeper understanding of the role and function of the LLC.

3. **Knowledge about class schedule, part-time jobs and scholarships** - Besides activities about English language in the workshop, there were facets of college life that were addressed during the final breakout session where tutors shared how they managed their life as students. It proved to be a valuable opportunity for high school students to get advice from their seniors.

4. **Importance of being proactive** - Through the online interactions, some participants realized the importance of being proactive, self-awareness and seeking help when needed. Adapted from organizational literature, characteristics of proactive behavior in education settings may include feedback seeking, general socializing and instructor relationship building. According to research, it was suggested that freshmen's proactive behaviors in college can impact their educational success (Wang et al., 2013). In fact, according to Crant (2000), proactivity is a valuable and highly sought-after asset in the workplace. It was found that proactive workers are more likely to achieve positive outcomes, especially in terms of performance (Grant & Ashford, 2008), career success (Seibert, Crant, & Kraimer, 1999), stress tolerance (Parker & Sprigg, 1999), participation in organizational initiatives (Parker, 1998), and better adjustment to the organization for new employees (Cooper-Thomas et al., 2012). Hence, the teaching and learning approaches in higher education need to cater to the development of proactive behavior and the LLC tutors had demonstrated such behavior through the activities, a form of vicarious learning for the participants (Geertshuis et al., 2014). Have the LLC tutors as facilitators had proven to reap benefits beyond the context of language learning.

5. **Connection with other students** - Participants felt that by connecting with other students it created a sense of belonging. The activities allowed opportunities for students who shared common anxiety and apprehension before their new college to build connections with other students - such student-oriented activities could garner several positive cognitive and psychological outcomes. According to Jose and Lim (2014), high levels of connectedness among students have been associated with higher levels of emotional well-being, lower degree of substance abuse and better health, reduced depressive symptoms (Jacobson & Rowe, 1999), less sense of loneliness (Russell et al., 1980), and decreased risk of violent or deviant behavior (Blum, McNeely, & Rinehart, 2002). On the contrary, feeling a lack of social connectedness can lead to perception of one's surroundings as hostile and threatening, it can also be a cause of depression and social anxiety (Leary, 1990).

6. **Opportunities to communicate in English** - Acquiring good listening and speaking skills is the primary concern of many second and foreign language learners. The workshop provided opportunities for authentic active listening and speaking exercises which were lacking in the high schools where the participants were from. They were able to listen to English spoken by their counterparts from other high schools and also respond to the directions given by the tutor-facilitators. The activities allowed them to monitor and gauge their level of comprehension, their verbal receptive and productive communication skills. The ability to listen well plays a significant part in the communication process as it is pivotal in reciprocating substantive and meaningful responses (Nation & Newton, 2009; Renukadevi, 2014). In addition, having the activities in small groups certainly helped dissipate a certain degree of anxiety and encouraged them to speak with less inhibition. Research has shown that anxiety affects all three stages of the communication process. At the input stage, the arousal of anxiety can limit one's attention, concentration, and the ability to encode information. Anxiety can impair cognitive

processing, resulting in poor organization, storage, and assimilation of information during the processing stage. Subsequently, at the output stage, anxiety can adversely affect the organization and information retrieval speed of students (Oya et al., 2004). Organizing participants in small groups had provided the participant a less stressful environment as compared to having to speak in a big group and it also allowed a higher level of opportunity in engagement and lower level of anxiety.

7. **Motivation to improve language skills** - In general, participants were surprised at the language proficiency of the tutors and that motivated them to set goals for themselves and use certain strategies to improve their English language skills. Some participants mentioned specific goals, such as obtaining a certain level of proficiency test score, others stated strategies they would employ to improve their language skills. Research shows that goal setting can provide learners a concrete method of measuring their progress (Haynes, 2011) and having a high level of goal commitment can further catapult their intrinsic motivation to learn and raise their self-efficacy (Mikami, 2017). The text analysis was in congruence with the quantitative data explained in the earlier section. This further strengthens the effectiveness of the activities and format of each session in achieving the goals of the workshop.

2．Feedback from tutors

The survey for tutors elicited responses in four areas: online environment, facilitation skills satisfaction level, specific skills proficiency level and general reflection.

1. **Online environment** - All of them used computers all the time to conduct the workshop and 27.3% of the time, they supplemented it with smartphones. The tutors used the university facility to conduct the workshop 72.7% of the time, and 27.3% of the time, they did it from home.

2. **Facilitation skills satisfaction level** - The satisfaction level of their own facilitation skills increased from day 1 to day 3 in three successions

of 62.5%, 68.8% and 75%. It seemed that the tutors had increased in their confidence and skills in facilitating the workshop.

3. **Specific skills proficiency level** - The degree of proficiency in the following areas was measured using a 5-point Likert scale, with 1 representing "needs more training" and 5 points, representing high efficiency. The respective ratings are in the following:

a. Online presentation skill　　3.3
b. Giving instruction skill　　3.6
c. Asking effective questions　　3.3
d. Encouragement skill (online)　　4.0
e. Ability to deal with some problems (flexibility)　　3.6

Tutors stated that they had developed online presentation skills, online encouragement skills and skills in asking effective questions.

4. **General reflection** - Tutors were required to write a brief reflection on the final day of the workshop. They had demonstrated a high level of self-awareness in what they had gained through this experience as facilitators. Here is a summary of their thoughts on what they had gained:

- It was hard but amazing to have online workshop experience.
- We had some practice sessions and that helped me a lot.
- When I talked with other tutors, we could think what we should do to make the workshop better and we could give advice to each other.
- Through this experience, I felt that I had improved my small group facilitation skills.
- I could use the skills I learnt here for future online tutoring.
- I was able to develop the skill required to conduct online meetings.

Challenges that they faced:

- It was difficult to gauge each student's character and motivation.
- Not seeing the reaction from the students was one of the main challenges.
- Because this workshop was held online, it was hard to see how students felt. When I shared screen, I could not see the faces

of the students and I was worried if they enjoyed the session.

Advice for future facilitators:
- We should open the slides that we are using before the beginning of each session.
- It is good to ask students to write down their answers in the chat so that they can feel they are participating.
- For online sessions, it is important to give opportunities for each person to speak.
- When you listen to the students, it's good to take notes, like their names and things that they say, so that you can use them later during the activity.
- Time management, you need to watch your time.
- Make the activities very simple.

V. Conclusion

In the aspect of logistics, almost all of the participants were using smartphones during the workshop, the nature of the activities should be within the affordances of the smartphones during the workshop. The duration of each session and difficulty level of the activities were pitched at the right level. In general, the objectives of the workshop were achieved with very satisfactory outcomes not just pertaining to language learning but also the transition into college life.

The LLC tutors played a major role in designing the content for the workshop and that gave them a sense of ownership when they conducted the activities. The discussion and training sessions before the actual workshop was crucial in raising facilitation confidence, building team spirit and improving the content of the activities. They also stated that the skills they had acquired as facilitators would be useful in the future. In addition, having tutors as facilitators had unexpected positive effects on the participants in two major aspects. In terms of their motivation to learn English, when they saw how the tutors conduct themselves and facilitate the activities in all the sessions, they saw the tutors as their role model and their ideal L2 self (Dörnyei & Ryan, 2015). And finally, having the tutors share their experience in one of the sessions had helped ease the transitional stress often derived from moving into an unfamiliar learning environment. Tutor facilitated workshops for high school students as such ought to be part of the induction program before the start of their college life.

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高校生を対象とした入学前の英語導入プログラムにおける
チューターによるワークショップの効果
—— 実施プロセスと成果の分析 ——

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要旨

　高校生は，新しく始まる大学生活に不安を感じると共に，高等教育機関での英語の授業に何を期待していいのかわからないことが多い．現在のCOVID-19の状況は，オンライン授業に慣れていないであろう高校生にさらなる不安を与えたことは容易に推測できる．高校生の不安を解消するために，英語力とコミュニケーション能力を向上させ，言語学習センター（LLC）のチューターと交流する機会を提供することを目的とし，3日間のオンライン英語ワークショップを実施した．本稿では，ワークショップの内容と実施プロセスおよびeラーニングプラットフォーム，参加者と関係するLLCチューターから得られたフィードバックの分析について概説する．ワークショップには58名の高校生（入学予定者）が参加し，週1回，3週間にわたって実施された．参加者はワークショップのほかに，旺文社が提供しているeラーニング教材「英検CAT」を自習学習教材として3カ月間参加した．ワークショップの内容について，参加者の55.6％が「非常に満足」，41.7％が「満足」と回答した．81.4％が内容は理解しやすいと答え，12.1％がどちらでもないと答え，6.5％が内容は少し難しいと答えた．高校生の90％が，オンライン授業を受けるために必要なスキルを得たと回答した．

キーワード：オンライン・グループ・アクティビティ，英会話，ピア・ラーニング，チューター・リード・ワークショップ，
　　　　　　　オンライン・ワークショップ