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## Peer Mentoring and Development of Student Agency

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Peer-mentoring programs have become increasingly popular in recent years due to the many benefits they offer participating students. However, studies on peer mentoring in Japanese education often focus on the benefits afforded to mentees and not the mentors. The development of agency among student participants of a mentoring program in an English-language department at a Japanese university conducted between 2012 and 2018 is investigated in this study. The authors examined how the experience of mentoring a struggling underclassman encouraged learner agency for student mentors. The authors conducted qualitative analysis using the KJ Method of student interviews with four mentors and quantitative analysis of post-mentoring session report data of 316 reports using a co-occurrence network diagram using KH Coder. The results identify eight agency-related categories for mentors, indicating that the mentors' agency also developed through the experience, particularly with regard to their study behavior and use of available language-learning resources.

学習者が学習者をサポートするピア・メンタリングは、学習者にとって有益であることが認められてきており、実践例も多くみられるようになってきた。本研究はピア・メンタリングの実践において、メンターの自主性の発達を明らかにしようとした。特に下級生を導くのに、メンターを務めた学生がそれまでの自分の経験をどのように活かして自主性を発揮したのかに焦点をあて、メンターへのインタビューと下級生とのセッションの記録を、KJ法とKH Coderの共起ネットワークを用いて分析した。結果として、自主性に強く関連する刺激が8項目あることが認められ、自身の言語学習の知識や経験をメンター活動に活かすことで、メンター自身の自主性に影響があることが分かった。

The term peer mentoring in post-secondary education is where students with more experience (mentors) advise and give support to students with less experience (mentees) with the goal of improving academic performance and other outcomes (Colvin & Ashman, 2010). The content and scope of support varies depending on the context and program goals, but commonly upperclassmen mentors provide underclassmen mentees with information, advice, and emotional support.

Peer mentoring is a popular way for education programs in North America to utilize resources for the maximum benefit of students. Collier (2015) reported that 65% of universities that responded to the 2010 American College Testing's survey on student retention indicated that they used student-mentoring programs. Furthermore, approximately 90% of universities in Canada have adopted similar project activities (Naka, 2012). Contrastively, in Japan mentoring activities are typically referred to as *peer support* and are differentiated from terms such as *counselling* (performed by counsellors/specialists) and *peer tutoring* (where the focus is on academic content) (Oishi, Kido, Hayashi, & Inanaga, 2007).

Mentoring has benefited both student mentees and mentors. Sanchez, Bauer, and Paronoto (2006) reported that university student mentees had a stronger desire to finish their degree following participation. Other studies noted that student mentees reported an improvement to their GPA (Pagan & Edwards-Wilson, 2002), a stronger connection with other students and faculty (Roberts, Clifton, & Etcheverry, 2001), and help in adjusting to university life, leading to increased motivation and feelings of self-efficacy (Collier, 2015). Student mentors also benefit from the experience. Frith, May,



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and Pocklington (2017) reported that experienced mentors improved their confidence, interpersonal skills, and developed a deeper understanding of their own learning process. Collier (2015), similarly found that mentors reported improved academic performance and communication skills, as well as an increased understanding of their own roles as students.

Determining peer groups is an important factor for successful peer-mentoring programs. In their report on one-to-one cross-age peer-mentoring programs, Karcher and Berger (2017) identified several factors that influence the success of a mentoring program. These included selecting positive-minded mentors who are genuinely interested in contributing to their mentee's success, not requiring or coercing student participation, and providing mentors with the appropriate level of training and faculty support. Other research has suggested that creating mentoring "teams" in which the mentors had differing levels of experience (e.g. 3rd- and 4th-year student mentors on the same team) provided additional opportunities for learning and support (DuBois & Karcher, 2005).

There are only a few studies on peer mentoring in an ESL/EFL context. One study conducted in a high school EFL program in Greece reported that mentees had increased confidence in their ability to find and use language resources (Everhard, 2015). Another questionnaire-based study at a Japanese university EFL program found that peer role models helped younger students increase their intercultural competence by sharing examples of their own intercultural experiences (Lingley, 2017). Peer mentoring has been used to strengthen learning environments in tertiary foreign language education and was successfully utilized to develop and support self-directed language learning courses in Japan (Curry & Watkins, 2016) as well as to support ESL teacher training and colleague interaction in Vietnam (Nguyen, 2013).

Studies on peer mentoring in Japan typically focus on K-12 education. Such studies have explored the use of peer-support and peer-counseling programs for the development of participants' engagement in classroom activities (Okayama Prefectural Education Center, 2005), social-skills and conflict-resolution (Ikejima, Kuramochi, Hashimoto, Yoshimura, & Matsuoka, 2005; Ikejima, Matsuyama, & Oyama, 2012), and self-efficacy (Aoki, Yamasaki, Kimura, & Miyake, 2013). The development of mentor agency and self-efficacy in a university EFL setting in Japan remains an unexplored topic.

### Peer-Mentoring Project

The current study was a part of a peer-mentoring project conducted from 2012 to 2018 with the aim of helping English-major students become more independent learners

and develop agency in their study behavior. Agency is defined as the ability to act for the purposes of modifying one's own behavior to produce a particular effect and being evaluated for those actions (van Lier, 2008). In this study, this refers to students' ability to take actions based on their own decisions to promote positive learning outcomes for the mentees and themselves.

Every year between four and nine two-person teams of a 2nd-year and a 3rd-year students (hereinafter *mentors*) supported a 1st-year student (hereinafter *mentees*) throughout the year. Mentors provided consultation and advice about any issues related to the mentees' studies, including study habits, timely completion of assignments, and balancing social life with school. Mentors also gave mentees information about the different learning facilities and language-related events on campus. These mentors were *not* tutors, and thus did not directly teach English nor help with assignments; instead, they gave advice by sharing knowledge and study-skills they had developed as university English majors.

Majoring in English not only requires development of appropriate language skills, but also requires students to maintain motivation to constantly study and use the target language. Finding this motivation can be a challenge, especially for new students. Many new students are accustomed to the passive, structured education style typical of Japanese high schools and struggle to develop new study habits and maintain motivation. Peer mentoring can address this by helping students share their ideas and experiences about how to overcome these difficulties, and ideally, become more independent learners as a result. The process gives mentees the opportunity to regularly reflect on and talk about their actions and study habits with experienced peers. Mentors also have the opportunity to think about their own learning behaviors while supporting the mentees. It was anticipated that most participating students would report changes towards perceived agency in their English leaning and stronger relationships with their classmates.

In this study, 61 2nd- and 3rd-year students were recruited between 2012 and 2018 to participate as mentors for struggling 1st-year students (mentees). Participating mentees were identified and selected during the first semester based on faculty recommendations and the results of a questionnaire administered at the beginning of the academic year. All participants signed consent forms after agreeing to participate. (See Appendix A for a sample questionnaire.) The participants were English or communication majors who selected English communication as their primary course of study. Mentors were former mentees or students who were identified by the authors as having made significant improvements to their academic performance and learning behaviors. The mentors'

English proficiency was not the most important quality considered in selection. Mentors were requested to attend weekly support meetings, which functioned as training and sharing sessions among mentors and the coordinating teachers. In each meeting, the mentors reported on the latest session, shared positive and negative interactions with their mentees, discussed concerns, and exchanged ideas for support. This was followed by open discussion with other mentors and faculty about ideas for improvement and possible activities for future sessions.

### Research Questions

The present study was conducted to answer the following questions:

- RQ1: How did the mentors utilize their experience when advising the mentees?
- RQ2: How is agency expressed through the experience of being a mentor?

### Data Collection and Analysis

Qualitative and quantitative analyses were conducted on two primary data sources: the retrospective interviews with mentors and their weekly post-session reports (see Appendix B for the interview questions and Appendix C for a sample session report). Four of eight mentors from the 2018 academic year were selected to be interviewed based on their availability. The semi-structured interviews were conducted in Japanese at the university's International Exchange and Language Learning Center between October 15 and 17, 2018, lasting 20 minutes each. In total 80 minutes were recorded and transcribed for analysis. The interview questions were designed to assess the mentors' agency in their support of the mentees and in their own language learning. Semi-structured interviews were selected as they have been shown to reinforce the level of representativeness while allowing for a relatively small number of participants (Suzuki, 2002). There were 316 post-session reports written between 2012 and 2018, where mentors wrote about the content of each session and the advice they had given, suggested topics or activities for future sessions, and noted any concerns about the mentees that arose from the sessions. These reports were completed by the mentor teams following each mentoring session and were then submitted to the authors during the weekly support meetings.

The main research approach adopted in this study was triangulation of data from two sources: the results from KJ Method analysis of the four 20-minute mentor interviews and analysis by KH Coder (a free-to-use software) of co-occurrence network diagrams (see Appendix D for an example) of the 316 session reports. First, the interview responses

were analysed using the KJ Method, which uses an eight-step process to emphasize the importance and relevance of independent ideas (pulled from a particular context or as the result of brainstorming) and group them accordingly (Scupin, 1997). This method allows for analysis of fragmented information among the qualitative data by integrating and categorizing items into highly related groups (Sato, Kasuga, & Kanzaki, 2019). Furthermore, the KJ Method differs from the simple coding proposed in Grounded Theory in that it enables researchers to analyse data and explore new perspectives, attempting to establish a new theory while conceptualising subjective concepts (Yamada et al., 2013). KJ Method analysis was selected because it enabled the authors to reveal new insight from the interview responses.

Because only four mentors participated in the interviews, the KJ Method analysis alone was insufficient to make any generalizations about how the results applied to other mentors' development of agency. Hence, a second analysis using co-occurrence network diagrams on KH Coder was conducted utilizing the 316 session reports (Higuchi, 2014). Using KH Coder, the authors could generate descriptive statistics that indicated word keyword frequencies and word clusters from the source text (the session reports). Initially, we searched for keywords yielded from the KJ Method analysis, and identified new keywords from the high frequency words and clusters in the descriptive statistics. Following this, we used KH Coder to analyse the session report text data by creating co-occurrence network diagrams that extracted and categorized keywords while omitting function words and other high frequency words such as substantive verbs. These diagrams showed how keywords related to mentors' agency were used in the context of the session reports and how they connected with each other. The following section organizes and reports on key findings from these analyses. It should be noted that the collected data and analysis were conducted in Japanese, and thus, the keywords and related results are translations.

## Results

### *Interview Responses Using the KJ Method*

The data was organized in two broad categories:

1. agency-related actions carried out by the mentors in the mentoring sessions, and
2. the development of mentors' agency resulting from the mentoring experience.

Eight subordinate categories (SC 1 to SC 8) were generated between the two broad categories (see Figure 1).

Category (1) Agency-related actions of the mentors	
SC1	Giving suggestions on assignments and exams
SC2	Encouraging mentees to try new things
SC3	Sharing feelings or difficulties on learning English
SC4	Making use of personal experience
Category (2) Development of mentors' agency	
SC5	Raising awareness about their own learning behavior
SC6	Learning from others in the group
SC7	Reflecting on one's own English learning behavior
SC8	Noticing what they cannot do well

Figure 1. KJ method analysis on interview responses.

### Analysis Results of Session Reports by Co-Occurrence Network Diagram

Using the counting function in KH Coder, a total of 14,828 words in 793 sentences were identified in the reports. Repeated words and function words were then excluded from the data, resulting in 1,476 content words to be used for analysis. For the analysis, each SC phrase was divided into keywords. For example, the SC1 phrase “Giving suggestions on assignments and exams” was divided into three keywords: “giving suggestions,” “assignments,” and “exams.” By entering these keywords into the KWIC (key word in context) finder function in KH Coder, similar words were extracted from the full session report data of 14,838 words and counted. For example, *giving suggestion* (0), *tell* (9), *advise* (1), *inform* (10), *advice* (86), *assignment* (76), *exam/quiz* (66), and so on. (The bracketed number represents the frequency the word appeared in the data.) Fifty keywords (listed below) related to the mentors' development of agency were extracted from among the sub-categories (SC 1 to SC 8).

- SC 1: *tell, advise, inform, advice, assignment, exam/quiz*
- SC 2: *back up, help, support, study, how to study, learning, the way of doing, recommendation, recommend*
- SC 3: *understand, feelings, difficulties, difficult, worry, common, sympathy*
- SC 4: *experience, previously*

- SC 5: *awareness, realize, style, learn*
- SC 6: *how to learn, learn, follow, senior*
- SC 7: *look back, reflect, rethink, previously, learn, myself*
- SC 8: *myself, realize, understand, need, fully realize, reform, behavior, look back, reflect, rethink, previously, learn*

Following this procedure, all instances containing the keywords above were extracted from the 316 session reports and analysed to determine the extent to which they connected with each other in the context of each sub-category. The degree of connection between the keywords (including new keywords identified in this process) in each sub-category was calculated in KH Coder and shown in the Jaccard coefficient. The Jaccard coefficient is an indication of overlap between two data sources and was used to determine the extent to which the keywords are correlated between the interview and session report texts. The range of the coefficient is from 0 to 1, indicating low to high correlation, respectively. According to Danowski (1993), a Jaccard coefficient of more than .1 shows a degree of connection between the two items in a particular context. A coefficient of more than .2 shows a higher degree of connection, while a coefficient of .3 or higher shows the strongest degree of connection between the items. Conversely, a coefficient of less than .1 indicates little or no connection. Table 1 displays the keyword pairs and their coefficients, omitting items with a coefficient of less than .1.

### Discussion

#### Interpretation of the Co-Occurrence Network Diagram Analysis

First, in Category 1, the Jaccard coefficient in SC 1 between *advice* and *study* was .22, between *study* and *exam* was .23, and between *study* and *assignment* was .20. Therefore, in the case of SC 1, this indicates that more advice was given about *studying, assignments, and exams/quizzes* than anything else. In SC 2, the coefficient value between *recommendation* and *attend* was .25. Hence, mentors often *recommended* that mentees *attend* university events, including study abroad fairs and English communication activities with native speakers of English. In contrast, the connection between *recommendation* and the keywords related to strategies for studying English (e.g. *extensive reading*) was not strong. In SC 3, the coefficient between *trouble* and *feelings* was .30, between *feelings* and *common* was .18, and between *common* and *think* was .18. Thus, the mentees' problems (*trouble*) discussed in the sessions were often those which the mentors felt they themselves had. In SC 4, the coefficient between *previously* and *experience* was .29, and between *experience* and *advise* was .67. Hence, the mentors tended to *advise*

mentees about the English study methods which were *previously experienced* by the mentors.

Table 1. Jaccard Coefficient for Select Keywords

Subcategory	Keywords	Jaccard coefficient
SC1	<i>advice, study*</i>	.22
	<i>study*, exam</i>	.23
	<i>study*, assignment</i>	.20
SC2	<i>recommendation, attend*</i>	.25
SC3	<i>trouble*, feelings</i>	.30
	<i>feelings, common</i>	.18
	<i>common, think*</i>	.18
SC4	<i>previously, experience</i>	.29
	<i>experience, advise*</i>	.67
SC5	<i>myself*, think*</i>	.21
	<i>think*, opportunity*</i>	.42
	<i>opportunity*, study*</i>	.25
SC6	<i>senior, learn</i>	.55
	<i>listen*, learn</i>	.25
SC7	<i>look back, set aside*</i>	.50
	<i>rethink, set aside*</i>	.20
SC8	<i>transfer*, follow*</i>	.43
	<i>set aside*, reflect on</i>	.38
	<i>set aside*, I also can't do that*</i>	.22
	<i>reflect on, International Center*</i>	.50

Note. \* indicates new keywords identified from the co-occurrence network diagram.

In Category 2, the coefficient in SC 5 between *myself* and *think* was .21, between *think* and *opportunity* was .42, and between *opportunity* and *study* was .25. Therefore, it can be inferred that the sessions with the mentees were *opportunities* for the mentors to *think* of their own study of English. In SC 6, the coefficient between *senior* and *learn* was .55, and between *listen* and *learn* was .25, indicating that mentors were likely to try to use English learning methods which they *learned* from their *senior*. In SC 7, the coefficient between *look back* and *set aside* was .50, and between *rethink* and *set aside* was .20, showing a strong degree of similarity between these words. This indicates that, through the sessions with mentees, the mentors *look back* and *rethink* whether or not they themselves *set aside* time to study English in their school life. In SC 8, the coefficient between *transfer* and *follow* was .43, between *set aside* and *reflect on* was .38, between *set aside* and *I also can't do that* was .22, and between *reflect on* and *International Center* was .50. The complicated combination between the keywords and their relatively high coefficient level indicates that when mentees make efforts to study, their hard work is *transferred* to the mentors, and as a result, the mentors subsequently want to *follow* the mentees' study behavior. It also indicates that the mentors *reflect on* and check if they have *set aside* time to study English, only to realize that they *also can't do that*. They also *reflect on* and realize that they should go to the *International Center*, the university's main office for language learning resources.

### Integration of Interview Responses and Session Reports

Table 2 integrates and compares the results from the two data sets, revealing that the keywords from the interviews were employed similarly in the session reports. To give an example of this, in SC 2, the interview responses uncovered that mentors encouraged mentees to try new things. Comparatively, the session report analysis found that mentors *recommended* that mentees *attend* university events for learning English, such as study abroad fairs and English communication programs, revealing a deeper level of understanding of actual advice that was alluded to in the interview response. Thus, by comparing both data sets in a similar context, we have a better understanding of the thought processes that the mentors had when they were advising their mentees.

Table 2. Integration of Analyses from Interview Responses and Session Reports

SC#	Interviews	Session reports
(1) Mentors' agency-related actions		
SC1	Giving suggestions on assignments and exams	Mentors <i>advised</i> mentees about <i>exams</i> and <i>quizzes</i> through <i>studying</i> English.
SC2	Encouraging mentees to try new things	Mentees were <i>recommended</i> to <i>attend</i> events about learning English, such as study abroad fairs, English communication activities with foreign students
SC3	Sharing their feelings or difficulties on learning English	Mentees' problems or <i>trouble</i> were similar to the problems the mentors also experienced.
SC4	Using their own experiences for mentoring	Mentors give <i>advice</i> about the English study methods that they <i>previously</i> experienced.
(2) Development of mentors' agency		
SC5	Raising awareness about their own learning behavior	Mentoring sessions were <i>opportunities</i> for the mentors to <i>re-think</i> of their own English study behavior.
SC6	Learning from others in the Group	Mentors were likely to use English study methods that they <i>learned</i> from their <i>seniors</i> .
SC7	Reflecting on their own English learning behavior	Mentors <i>look[ed] back</i> and <i>re[thought]</i> about whether or not they <i>set aside</i> time to study English in their school life.
SC8	Noticing what they cannot do well	When the mentees try to study hard, their hard work is <i>transferred</i> to the mentors and they become interested in <i>follow[ing]</i> the mentees' study behavior. Mentors <i>reflect</i> and confirm if they had <i>set aside</i> time to study English, realizing they <i>also can't do that</i> . Mentors also <i>reflect</i> and realize they need to utilize university facilities such as the <i>International Center</i> .

Note. SC = Subcategory.

### Answering RQ1: How did the mentors utilize their experience when advising mentees?

According to the results of the interview response data analysis, particularly in SC 4, the mentors did in fact use their experience as a basis for their mentoring. Specifically, the data from session reports indicated that the mentors tended to suggest English study methods that they had experienced themselves, such as attending the university language lab. The data also indicated that mentors sometimes followed their own suggestions if they felt that their experience lacked with regard to a particular issue or suggestions they felt would benefit the mentees. For example, in one interview the mentor reported that when she didn't have the relevant experience, she tried the suggested study methods herself first before relaying the information to her mentee. Therefore, not only did the mentors tend to use their own experiences when guiding the mentees, in some cases, they also proactively sought out new experiences explicitly to use in future mentoring sessions.

### Answering RQ2: How is agency expressed through the experience of being a mentor?

In this study, agency is defined as the ability for student mentors to take actions based on their decisions to promote positive learning outcomes both for the mentees and themselves. The analyses, particularly those for SC 5 ("Raising awareness about their own learning behavior"), SC 6 ("Learning from others in the group"), and SC 8 ("Noticing what they cannot do well"), indicated that the mentors regarded the sessions as not only a chance to support the mentees, but also as an opportunity to raise their own awareness concerning their English study behavior (SC 5 and 6). In SC 8, reflecting on their study behavior, mentors indicated whether they could actually employ their suggested English study methods themselves, concluding that they sometimes did not or could not study enough, largely due to lack of time. Interestingly, when mentors witnessed their mentees making a strong effort to study hard, this inspired some of them to *follow* the mentees' example by improving their own study behavior. Therefore, we conclude that the experience of being a mentor prompted at least some of the mentors to make a conscious effort to create better learning outcomes for themselves by altering their study behavior.

### Conclusion

In this study, there were two analyses (qualitative and quantitative) about the mentors' agency development: one utilized the KJ Method (qualitative analysis) to explore



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the interview responses data, and the other utilized co-occurrence network diagram (quantitative analysis) for session reports (qualitative data) from KH Coder. In the first analysis, we found that the data related to mentors' agency development were divided into eight sub-categories: (SC 1) Giving suggestions on assignments and exams; (SC 2) Encouraging their mentees to try new things; (SC 3) Sharing their feelings or difficulties on learning English; (SC 4) Using their own experiences for mentoring; (SC 5) Raising awareness about their own learning behavior; (SC 6) Learning from others in the group; (SC 7) Reflecting on their own English learning behavior; and (SC 8) Noticing what they cannot do well. The second analysis confirmed that those sub-categories related to the mentors' agency development were supported by the session report data while also giving additional context to the first analysis.

To conclude, this peer-mentoring project helped 1st-year students (mentees) who were struggling with their new university life through regular meetings with thoughtful and invested student mentors. Support from the mentors not only had a positive effect on the mentees, but the mentors also benefited from the process, particularly with regard to their learning agency and increased use of university resources. While more studies are needed to verify their effectiveness, it is likely that peer-mentoring projects such as the one described in this study can be an effective way to promote mentor students' development of agency and to enable them to become more independent learners.

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### Bio Data

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## Appendix A Mentor Questionnaire

### Peer Mentor 制度についてのアンケート

2017年6月

Global Communicationでは1年生が慣れない英語学習や大学生活をスムーズに行えるよう、2、3年生が支援を行う「ピアサポート」を実施しています。1年生1名に対して、2・3年生が各1名付く形の3名1チームが基本で、2年生は主に学習の進め方、3年生は学生生活全般をサポートしています。期間は1年生から2年生に進級するまで、チームのミーティングの頻度は基本的に週1回です。このシステムは、専門的な大学の英語学習に戸惑う事の多い1年生が、できるだけ早く新しい環境に慣れるようサポートすることを目的に行われており、毎年好評をいただいています。

つきましては、皆さんの希望や必要を調査するために、アンケートをとらせていただきます。皆さんの個人情報ピアサポート以外で使われることはありませんし、成績に関わることもありませんので、ご安心ください。

氏名 \_\_\_\_\_ 学籍番号 \_\_\_\_\_

当てはまるものを○で囲んでください。

### 英語基礎演習のクラス

Activate your thoughts:

- |                                     |    |       |     |
|-------------------------------------|----|-------|-----|
| Q1. 大学生活が楽しい。                       | はい | ふつう   | いいえ |
| Q2. 大学の授業についていけているか不安だ。             | はい | ふつう   | いいえ |
| Q3. 授業の予習と復習の仕方は、高校のときにすでに身につけたと思う。 | はい | ふつう   | いいえ |
| Q4. アルバイトをしている、もしくはする予定だ。           | はい | わからない | いいえ |
| Q5. アルバイトと勉強を両立できる自信がある。            | はい | わからない | いいえ |
| Q6. 自分は時間の管理が上手なほうだと思う。             | はい | わからない | いいえ |
| Q7. 自分は一人で何でもこなせるほうだ。               | はい | わからない | いいえ |
| Q8. どちらかというと、自分は一人で作業するより共同作業を好む。   | はい | わからない | いいえ |

Q9. 自分は誰か他の人が回りにいないと、ついだらけてしまうほうだ。  
はい      わからない      いいえ

Q10. 自分は誰か他の人が周りにいると、一人のときより力が発揮できるほうだ。  
はい      わからない      いいえ

Your needs:

Q1. あなたは上級生の大学生活攻略法や定期試験対策など様々なアドバイスに興味がありますか?  
はい      わからない      いいえ

Q2. あなたは親しく話せる上級生がほしいと思いますか?  
はい      わからない      いいえ

Q3. あなたはピアサポート制度が自分に役に立ちそうだと思いますか?  
はい      わからない      いいえ

Q4. あなたはピアサポート制度を利用したいと思いますか?  
はい      わからない      いいえ

Q5. あなたはピアサポートを受けるために週1回1時間ほどあけることができますか?  
はい      わからない      いいえ

Your Voice: 現在の自分の英語学習に対する「やる気度」をパーセントで表すと100%のうち何パーセントですか?その理由も自由にお書きください。また、今後グローバル・コミュニケーション領域での内容をメインに学んでいきたいという希望はどの程度ですか。同様にパーセントで記入し、それについて付け加えたいことなどありましたらお書きください。

英語学習へのやる気度	グローバル・コミュニケーション領域で学んでいきたい気持ち
%	%

## Appendix B Interview Guide

お名前 \_\_\_\_\_

経験した学年 2 3 4

Mentee経験 あり なし

Peer Mentorの経験を振り返っていろいろ教えてください。

(1) Mentorしているときに、自分の判断で主体的にサポートした・できたことは何でしたか?印象に残っていることなど、なんでも結構ですので教えてください。

(2) 自分の主体性に変化は生じましたか?勉学への態度や様々な活動への参加についての考え方や意識、自覚の持ち方などについて教えてください。

(3) サポートする際、自分の大学生としての経験や英語学習者としての経験をどのように活用しましたか?

(4) 自分の担当した学生が変化したと思った点がありましたか?それがどのような変化か、その変化を認識してどう感じたかも教えてください。

(5) その他、何かあったら教えてください。

## Appendix C Mentoring Session Report

		Date	
The Student	Present	Absent	Location (Place)
Mentors			Time
Junior			_____ to _____
Sophomore			

### Mentoring Activities

Circle the one you work on today.

1. Assignment from a class (授業の課題)
2. Learning strategies/ styles (学習の方略・工夫・スタイル)
3. Learning behavior/ goal setting (学習行動, 目標設定, Study Journal)
4. Campus Life (資格, 友人, アルバイトなど)

Please describe the content/problem/question by your mentee concretely. Then write about instructions/advice you gave to your mentee and/or the thing(s) to do that he/she decided in order to solve the problem. (You can also take a note of the task for the next meeting.)

Please write your reflections below: your feelings, ideas, problems, questions or your concerns, etc...

Appendix D  
A Sample of the Co-occurrence Network Diagram by KH Coder

