English Language & Literature Teaching, Vol.28, No.2 Summer 2022
https://doi.org/10.35828/etak.2022.28.2.1

The Effects of a Mentoring Program in Connection with College English Reading and Writing Classes in a Non-Face-to-Face Situation

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Kim, Gyeong-Hye & Seong, Myeong-Hee (2022). The effects of a mentoring program in connection with college English reading and writing classes in a non-face-to-face situation. *English Language & Literature Teaching, 28*(2), 1-20.

The non-face-to-face curriculum, which began with the COVID-19, has revealed some unexpected problems, including a lack of communication between instructors and learners and poor academic performance. To solve these problems, we studied the effects of the extracurricular course by linking the non-curricular course with the regular subject, English Reading and Writing under non-face-to-face situations. We used a mentoring program as a non-curricular course and gave learners who were learning in a situation separated from the instructors the opportunity to communicate with them. The survey and interviews were used focused on the learners' satisfaction with a mentoring program, learning outcomes, and the program improvement suggestions. And we found that mentoring enabled one-on-one communication between learners and their instructor. And also mentoring played a positive role in strengthening learners' English reading ability as the participants' scores in English reading improved significantly after mentoring. Mentoring could be a way to solve the problem of academic decline caused by non-face-to-face classes. The pedagogical implications are suggested in terms of the effective mentoring program.

[non-face-to-face/mentoring program/communication/English reading ability]

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I. INTRODUCTION

The pandemic of the COVID-19 has brought about a huge change in people's daily life and the overall paradigm of society around the world. Accordingly, experts from all walks of life expect that there will be many tectonic changes in society even after the corona situation is over and that the non-face-to-face online paradigm will become a new daily routine. In particular, in the education world, there is little chance of returning to the traditional education method as before even after the coronavirus has been overcome (Yeon & Ahn, 2021), but rather, as the non-face-to-face online education environment is expanded and universalized, it is expected that the need for non-face-to-face education will increase more and more in this era (Jun, 2021; Nam & Seong, 2021).

After the non-face-to-face class was implemented, many researchers pointed out not only the advantages of the non-face-to-face class but also several problems (Lee & Kim, 2020; Lee, 2020). The common advantages of non-face-to-face classes shown in these studies include repeatable learning, the ability to take classes without time and location restrictions, corona infection prevention, and reduction of additional costs such as dormitory and transportation costs (Lee & Kim, 2020). The problems were increased assignments, communication problems with instructors, low intimacy with non-face-to-face classes, lack of infrastructure, poor teaching/learning support system, instructors' lack of ability to use devices, and poor class content (Lee & Kim, 2020; Lee, 2020). The drop in learners' concentration would lead to a decline in learners' academic ability in overall education, and this concern soon became a reality (Mail Business News Korea, 2021; The Korea Economic Daily, 2020). Many of these problems are being gradually resolved with the efforts of the education community, universities, and professors, but still unresolved communication problems between teachers and learners require more intensive research.

In this study, by studying the effects of non-curricular programs in connection with the regular curriculum in a non-face-to-face environment, we intend to suggest solutions to various problems that occur in non-face-to-face classes. The mentoring program (hereinafter referred to as mentoring), used in this study is a non-curricula course, which has played a role in supplementing and expanding the curriculum in depth (Kim & Kang, 2018), and generally relieves the learning burden of learners by being free from tests and credits. In general, it has the advantage of being free from exams and credits to ease the learning burden on learners (Ha, 2016), but because there is no obligation to attend exams and evaluations, the unfaithful attitude of learners was pointed out as another problem (J. Kim, 2018; Lee, 2021). In response, some researchers tried to solve the problems that occurred in the non-curricular course by linking the non-curricular course with regular subjects and granting credits (Burrell & Lee, 2017; Kwak, 2017; Lee, 2021). Despite these problems, researchers generally agreed that extracurricular activities outside of the regular curriculum produced

significant educational outcomes (Hwang, 2020; Jung, 2020; Kuh, 1995; Lee & Kim, 2020).

This study aims to present the direction for non-face-to-face education in preparation for the upcoming poster Corona era by showing the possibility of solving various problems arising from the non-face-to-face educational environment through research linking regular curriculum and a non-curricular program in non-face-to-face situations. To this end, the research questions are as follows.

1) How satisfied are the learners with the mentoring program?
2) What is the effect of the mentoring program?
3) What are the ways to improve the mentoring program?

II. LITERATURE REVIEW

Until now, research on the non-curricular programs has been steadily conducted, but relatively less research has been done on the non-face-to-face environment. This study focuses on papers using COVID-19, non-face-to-face/online education, and non-curricular course/mentoring programs as the keywords as the main research of this study is to find out the effects of non-face-to-face programs.

Ha (2016) studied the effects of the non-curricular English program, focusing on the classes of native-speaking professors, and showed that the English communication skills of the non-curricular class participants improved through small group learning. She also argued that credit connection with the regular curriculum for learners' active participation in extracurricular classes is needed.

Yu (2017) studied the effects of tutoring programs on learners' English achievement and learning motivation, and insisted that learning motivation can be increased with certain activities. She found that after the tutoring program was implemented, learners' grades improved, which played a positive role in strengthening their learning competency.

J. Kim (2018) analyzed the learning effects of learners who participated in the English non-curricular program and showed that the non-curricular program at universities is helpful in improving the core competencies of learners. He also suggested the linkage between the non-curricular program and regular subjects and the development of various non-curricular programs.

Hong and Ryu (2020) analyzed and presented factors affecting learning outcomes in a non-face-to-face education environment due to the COVID-19 to identify learning outcomes and factors affecting upper and lower groups. To this end, the elements affecting the sub-area of learning outcomes and the elements that distinguish the upper and lower groups of learning outcomes were analyzed and presented.

Yeon and Ahn (2021) studied and analyzed the operating conditions of non-face-to-face non-curricular activities in the context of the COVID-19, and suggested the operational status of non-face-to-face curricular programs and directions for improvement. As a result, the learners' satisfaction with the non-face-to-face non-curricular activities was high, but the difficulty of interaction was pointed out as an improvement point for the non-face-to-face non-curricular activities.

Lee (2021) tried to overcome the problems of non-curricular courses that could arise from not granting credits by linking regular and non-curricular programs in a non-face-to-face educational environment. As such, the low participation rate has been pointed out as a problem in the non-curricular course because the grades are not reflected in the non-curricular programs. It was considered desirable to strengthen the connection between subjects and non-curricular programs (Ha, 2016; Jung, 2015; H. J. Kim, 2017; Kim & Lee, 2016; Nam, 2019; Seo, 2016). And in some studies, scores were given in connection with the subject and non-curricular programs (Burrell & Lee, 2017; Kwak, 2017; Lee, 2021).

Based on previous studies dealing with the COVID-19, non-face-to-face/online education, and non-curricular courses/mentoring programs, this paper aims to show the possibility that the problems of non-face-to-face classes can be solved through the non-face-to-face mentoring program linked to the curriculum.

III. METHODOLOGY

1. Setting and Participants

This study was conducted at A university on the outskirts of Seoul, where classes were conducted non-face-to-face due to the COVID-19 in the first semester of 2021. The participants were mainly first-year students who took English Reading and Writing, a liberal arts subject, and some upper-grade students were also included.

English Reading and Writing consists of two 25-minute classes a week and two 25-minute assignments posted on the LMS for two hours. It consists of Vocabulary Preview, Reading, Reading Comprehension Exercises, Grammar Builder, and Follow-up Activity. Vocabulary Preview dealt with the definition and use of words and phrases for the main reading. In Reading Comprehension Exercises, students were supposed to summarize the text to check how well they understood it. In Grammar Builder, students learned grammar rules. In the Follow-up Activity step, all the contents learned in each part were put together to create a sentence (Nam & Seong, 2020).

In connection with the English Reading and Writing classes, mentoring for research was conducted for 13 weeks from March 2 to June 4, the first semester of the 2021 academic

year, excluding the midterm and final exams. Mentoring aimed to improve learners' motivation to learn, induce self-learning, and actively participate in class. This mentoring program led by an instructor was mainly based on a question-and-answer system, which meant participants can ask questions at any time and the instructor provides proper answers for them. In the regular course, questions and answers were available face-to-face, but in the mentoring program they were only available online. In this study, an additional point was given to motivate the participants, and in this regard, it was different from the study of Lee (2021) who did not give any scores. Questions and answers were performed by e-mail, text messages, and KakaoTalk, and the scope of questions was limited to the textbook and online classes related to the class. Therefore, questions such as how to learn English and recommend textbooks were excluded from additional points.

As shown in Table 1, this study targeted 58 learners in two classes. 37 learners (63.8%) participated in the mentoring program and 21 learners (36.2%) did not participate in mentoring. In order to examine the perception of the mentoring program itself, non-participants were also included in the questionnaire.

TABLE 1
Mentoring Participation Rate

	Male	Female	*n*(%)
Participants	6(16.2)	31(83.8)	37(63.8)
Non-participants	5(23.8)	16(76.2)	21(36.2)

Participants were 6 (16.2%) male learners and 31 (83.8%) female learners. The non-participants were 5 (23.8%) male learners and 16 (76.2%) female learners. The distribution of participants by grade was 34 (91.9%) in the first grade, 1 (2.7%) in the second grade, and 2 (5.4%) in the fourth grade. The number of non-participants was 20 (95.2%) in the first grade and 1 (4.8%) in the fourth grade.

The English reading ability of participants and non-participants was shown in Table 2.

TABLE 2
English Reading Scores of Participants and Non-participants

Score	~100	100~199	200-299	300-450
Participants	4(10.8%)	17(46%)	13(35.1%)	3(7.1%)
Non-participants	2(9.5%)	7(33.3%)	4(19.1%)	8(38.1%)

As shown in Table 2 above, the participants' English reading scores were 46% in the 100-199 range out of 450 in the TOEIC English reading test conducted at the beginning of the semester before mentoring, while 38.1% of the non-participants' scores were higher than 300 points. The average score was 193.7 points for participants, while 250.3 points for non-

participants, showing that non-participants were 56.6 points higher than participants in the English reading test.

The learners' majors were clinical pathology, radiology, physical therapy, optics, emergency rescue, medical engineering, beauty cosmetics science, medical management, funeral guidance, early childhood education, medical promotion, food nutrition, food industry, nursing, and big data convergence.

2. Instrument and Procedure

The study was conducted with questionnaires and interviews. The survey was conducted face-to-face in week 15, and the interview was conducted by phone in week 16 for a total of three days. Table 3 and Table 4 below are overviews of the questionnaires for learners who participated in the mentoring program and for learners who did not participate in this study.

TABLE 3
Mentoring Participants' Questionnaire

Questionnaire composition	No. of Question(Item No)	Response Type
I. Subject information	3	Choice type
II. Satisfaction with the online program	5(No 1-5)	Choice type
III. Satisfaction with how to operate mentoring -Satisfaction with the number of questions and scores -Satisfaction with the credit linkage -Satisfaction with communication	10(No 6-12)	Choice type
IV. Effects of the mentoring program		
-Effects on the affective aspects of learners.	3(No 13-15)	Choice type
-Effects of improving English skills	5(No 16-20)	Choice + Open

TABLE 4
Mentoring Non-participants' Questionnaire

Questionnaire composition	No. of Questions(Items No)	Type
I. Subject information	3	Choice type
II. Satisfaction with the online program	5	Choice type
III. Satisfaction with how to operate mentoring (Number of questions and scores)	2(No 6-7)	Choice + open
IV. Reasons for not participating in the mentoring program	1(No 8)	Open
V. Willingness to participate in the mentoring program next semester	1(No 9)	Choice type

The questionnaire for participants was made by modifying the questionnaire format of Lee (2021). We wanted to know the perception of the mentoring program itself, so non-participants were also included in the questionnaire. The questionnaire for them was

developed and created by us in accordance with this study. The questions were of a choice type and an open type, and these were 15 and 4 questions, respectively, except for the information on the subject of the questionnaire and the questions about the online class. For the optional type, responses were made on a 5-point Likert scale. In this study, it is necessary to limit it to the research topic, so satisfaction with online classes was referenced, but it was not discussed.

In addition, telephone interviews were conducted with the following questions to the learners who allowed the interview (11 participants and 2 non-participants).

1. What motivated you to participate in mentoring? If not, why did you not participate?
2. What do you think is the ideal number of mentoring?
3. What do you think is an effective mentoring method (e-mail, KakaoTalk, Google comments, etc.)?
4. What do you think is the strategy to increase mentoring participation?
5. When is the most effective period of mentoring (beginning, mid-semester, end of semester, any time)?
6. In what areas of English class do you need mentoring (writing, grammar, reading, etc.)?

Also, there were two pre/post-English reading tests at the beginning and end of the semester to examine the changes in learners' academic ability. For the test, the reading part of the TOEIC test produced by a TOEIC company was used, and the total score was 495, consisting of 50 questions.

IV. RESULTS AND DISCUSSION

1. Satisfaction with the Mentoring Program Operation Method

Mentoring was conducted through e-mail, text message, and KakaoTalk in connection with English Reading and Writing classes for 13 weeks during one semester. First, among the mentoring operation methods, participants' satisfaction with the number of mentoring questions is shown in Table 5.

TABLE 5
Participants' Satisfaction with the Number of Mentoring Questions and Subject-linked Scores

Items	Strongly Disagree	Disagree	Mediocre	Agree	Strongly agree
6. I am satisfied with the number of questions required for mentoring.	1(2.7)	0(0)	5(13.5)	9(24.3)	22(59.5)
7. I am satisfied that additional points are given for the question.	0(0)	1(2.7)	1(2.7)	3(8.11)	32(86.5)
8. It is desirable to increase the number of questions and additional points.	1(2.7)	6(16.2)	10(27)	3(8.11)	17(46)

Note. n(%)

As can be seen from Table 5, 83.8% (24.3% and 59.5%) were satisfied with the number of mentoring questions, 94.61% (8.11%, 86.5%) were satisfied with one additional score for one question a semester, and 54.11% (8.11%, 46%) agreed to increase the number of questions and additional scores.

Non-participants also responded to this question as shown in Table 6 below.

TABLE 6
Satisfaction with the Questions and Additional Scores of the Non-participants

Item	Strongly disagree	Disagree	Mediocre	Agree	Strongly agree
6. It is desirable to increase the number of questions and additional scores in the future.	2(9.5)	2(9.5)	11(52.4)	5(23.8)	1(4.8)

Note. n(%)

Here, when asked about increasing the number of questions and additional scores, the answers of non-participants were low at 28.6% (23.8%, 4.8%), and negative answers accounted for 19% (9.5%, 9.5%).

In the open-ended question about the desired number of questions, as shown in Table 7, participants thought it was appropriate to ask an average of 1.32 questions, and the average of 1.97 points was appropriate to give additional points, so it was desirable to ask one question and two additional points. Non-participants answered the appropriate number of questions with an average of 1.21, which was slightly lower than the participants' 1.32, and the appropriate additional score was also 1.47, which was lower than the participants' 1.97 points.

TABLE 7
Number of Questions and Additional Points that Participants and Non-participants Wish

Item		Number of Questions	Additional points
9	Participants	1.32	1.97
7	Non-participants	1.21	1.47

These results showed that both participants and non-participants had a negative attitude toward increasing the number of questions in mentoring, but a positive attitude toward increasing the score. As shown in Table 5, learners seem to be satisfied with asking questions once a semester as they are now because mentoring is effective and can induce learning motivation, but on the other side, it is recognized as a kind of task.

In the interview, the mentoring participants answered the good points and the disappointments of the program in the mentoring operation method in an open-ended question. The good points are shown in Table 8.

TABLE 8
Good Things about the Mentoring Program

Responses	*n*(%)	Contents
• Can ask questions directly to the professor • Can get feedback on a question I didn't know • Can get detailed answers • Can communicate with the professor • Can know right away what I was curious about • Can ask questions comfortably without any burden • Can understand easily because the professor explained it quickly and in detail • Can ask questions after the class about what I was curious about. • Can ask questions and get answers directly from the professor about things I don't know • Can solve difficult problems through questioning	15(65.2)	Communication improvement
• I learned grammar I didn't know. • It was nice to be able to learn clearly the things I was confused about	4 (17.4)	Learning improvement
• The professor was kind. • The professor kindly responded.	2 (8.7)	Professor attitude
• I studied more carefully to find the question. • The professor's explanation was easy to understand and I was able to pay attention during class.	2 (8.7)	Concentration improvement

To summarize the good points of mentoring based on Table 8 above, 15 (65.2%) of the participants cited smooth communication with the instructor as the greatest strength, 4 (17.4%) improved learning, and 2 (8.7%) the kindness of the instructor and 2 (8.7%) improved concentration. As such, the participants viewed good communication with the instructor as the best point in mentoring and the fact that they studied carefully and tried to

concentrate to participate in mentoring as strengths of mentoring.

Mentoring participants responded to the open-ended questions on the questionnaire about their difficulties or disappointments in mentoring, “There were times when I didn’t have any questions, but it was difficult because I had to find a question”, “It was difficult because I couldn’t decide where to start”, “There were some regrets that I asked questions non-face-to-face”, “There may be cases where I do not understand even after receiving an answer”, “It was difficult to continue to communicate with more detailed questions”, etc. These problems need to be improved next semester, and in order to solve the inconveniences of participants, it is necessary to explain the instructor's questions in detail and answer them kindly so that they can continue to ask questions comfortably.

Regarding question 8 (reason for not participating in the mentoring) of the non-participants, “Because there was nothing to ask” was the most answered, followed by “Forgot to ask”, and “Because I was not interested”, “It was awkward to ask a question”. In this result, it was found that non-participants did not participate in mentoring because they could not find anything to ask. As a way to solve this problem, it is necessary to develop a teaching method that induces questions so that learners can ask themselves questions, rather than simply asking them to ask questions.

Satisfaction with mentoring programs is shown in Table 9 below. A significant number of participants were satisfied with the mentoring program; 83.7% (Item 10), 73% (Item 11), and 83% (Item 12).

TABLE 9
Participants’ Satisfaction with Mentoring Programs Linked to Classes

Items	Strongly disagree	Disagree	Mediocre	Agree	Strongly agree
10. The mentoring linked to the class helped improve communication with the professor.	1(2.7)	0(0)	5(13.5)	14(37.8)	17(45.9)
11. Overall, I am satisfied with the mentoring program linked to the class.	0(0)	1(2.7)	9(24.3)	8(21.6)	19(51.4)
12. I hope that mentoring programs linked to classes will be implemented for juniors.	0(0)	1(2.7)	5(13.5)	11(29.7)	20(54.1)

Note. n(%)

First, as shown in Table 9, 83.7% of participants said that mentoring linked to classes helped improve communication with instructors, which showed the same results in interviews with participants. 10 out of 11 interviewees responded that mentoring "helped improve communication with professors." 4 out of 7 participants answered, "It was one time,

but it helped with communication," and two answered, "It helped me learn because communication took place immediately," and many respondents were satisfied with communication with the instructor. They said “It was the first time, but it was helpful for communication” and “It was helpful for learning because communication was done right away”. Also, they said, “It was good to ask questions and solve things that I didn’t know”, “I was able to know at least one or two more things that I didn’t know. If I do not communicate like this, there is no opportunity to communicate” and “It was difficult to ask questions because there was no such program in other subjects, but it was good to have such a program in this subject.” However, 1 out of 7 participants responded that communication with the instructor was not sufficient at one time by saying, “It was the first time, so communication was not done enough and it was only a Q&A.” The learners who participated in the 2nd or 3rd mentoring said “the more the number of questions increased, the closer they felt to the professor”, “the more the number of questions increased, the easier it was to ask questions”, and “the more the number of questions increased, the better the communication with the professor was.” As the number of questions increased, the learner’s confidence and closeness with the instructor increased, saying, “I was cautious at first, but after asking many questions, I had the courage to ask everything I wanted to ask.” showed an increase. This reaction of the participants shown in Table 8 is based on a previous study by Kwak (2017) that learners gain motivation and confidence in learning through one-on-one instruction with the instructor. This is consistent with the previous study by J. Kim (2018), which insisted that learning through one-on-one instruction with the instructor plays an important role in overcoming emotional fear and instilling confidence.

Next, as shown in Table 9, 73% (21.6%, 51.4%) of the participants were satisfied with the mentoring in connection with the class, and 83.8% (29.7%, 54.1%) of the participants wanted this program to be implemented for juniors as well. However, when it comes to increasing the number of questions and additional points, only 51.3% of the participants answered positively. Not only the survey participants but also 11 of the interview participants recommended mentoring to juniors. Interview participants found that mentoring can directly ask questions to the instructor in a non-face-to-face situation as the biggest advantage, then accurately solve problems and that it is a suitable non-face-to-face method and convenient communication with the instructor. Finally, the reason for the recommendation was that it could focus more on the subject and make up for the shortcomings. It can be seen that mentoring is recognized as a useful method in non-face-to-face classes as learners immediately solve problems through direct communication with instructors. These results can be seen as playing a very important role because non-curricular programs such as mentoring provide learners with an educational and emotional environment in which language learning can occur naturally through the communication process (Ha, 2016).

As shown in Table 10, Non-participants also expressed their intention to participate in

mentoring next semester.

TABLE 10
The Intention of Non-participants to Participate in Mentoring

Item 9	Strongly Agree	Disagree	Mediocre	Agree	Strongly Agree
Willing to participate in the mentoring program for the next semester.	0(0)	3(14.3)	5(23.8)	11(52.4)	2(9.5)

Note. n(%)

In Table 10 above, 61.9% (52.4%, 9.5%) of learners who did not participate in mentoring this semester responded that they were willing to participate in mentoring in the next semester, indicating that not only participants but also non-participants showed high interest in mentoring. Compared with the satisfaction of the non-residents in Table 10 and of the participants in Table 9, it shows that the satisfaction of the two groups with the mentoring program was very high. Based on learners' high satisfaction and interest in mentoring, mentoring can be a way to solve many problems that occur in non-face-to-face classes.

2. Effects of Mentoring

It was examined whether learners' affective aspects have changed and their English skills have improved through participation in the mentoring program. First, the results of the affective aspects of participants are shown in Table 11.

TABLE 11
Effects of Mentoring Programs on the Affective Aspects of Participants

Items	Strongly disagree	Disagree	Mediocre	Agree	Strongly Agree
13. Through the mentoring process, I became more interested in English.	0(0)	0(0)	16(43.2)	8(21.6)	36(35.1)
14. Mentoring motivated me to learn English.	0(0)	2(5.4)	14(37.8)	10(27)	11(29.7)
15. Mentoring helped improve the positive attitude toward learning English.	0(0)	2(5.4)	10(27)	11(29.7)	14(37.8)

Note. n(%)

In Table 11 above, 56.7% (21.6%, 35.1%) of participants became more interested in English through mentoring, 56.7% (27%, 29.7%) saw their motivation to learn English improved, and 67.5 % (29.7%, 37.8%) of the participants perceived that mentoring helped improve their positive attitude toward learning English. It can be seen that this is consistent

with the previous study by Yu (2017) that mentoring motivates learners to increase their learning motivation through certain activities. Learning motivation is one of the important factors influencing learning achievement, and MacIntyre (1994) argued that it acts as a facilitator for successful second language acquisition. As such, the participants responded that mentoring helped improve a positive attitude toward learning English, and they became more interested in English through the mentoring process which motivated them to learn English. It can be seen that mentoring contributed to increasing positive thinking about learning English.

Although mentoring aims to improve learners' learning motivation, induce self-study, and actively participate in class, it is necessary to check the satisfaction and effectiveness of participants' English proficiency through mentoring conducted for one semester. This point can be found in Table 12 below.

TABLE 12
Satisfaction with Mentoring's Contribution to Improving English Skills

Items	Strongly Disagree	Disagree	Mediocre	Agree	Strongly agree
16. I became interested in the contents of the class and textbook to receive mentoring.	0(0)	1(2.7)	8(21.6)	8(21.6)	20(54.1)
17. Mentoring helped improve grammar.	1(2.7)	0(0)	9(24.3)	10(27)	17(45.9)
18. Mentoring helped improve reading skills.	1(2.7)	3(8.11)	12(32.4)	9(24.3)	12(32.4)
19. Mentoring helped improve writing skills.	1(2.7)	3(8.11)	14(37.8)	8(21.6)	11(29.7)
20. Mentoring helped improve the subject.	1(2.7)	0(0)	11(29.7)	10(27)	15(40.5)

Note. n(%)

As shown in Table 12, 75.7% (21.6%, 54.1%) of the participants were satisfied with the mentoring program which was surveyed. And they answered that they became more interested in classes and textbooks to participate in mentoring when asked whether mentoring contributed to improving their English skills. In the interview, they answered, “I became more interested in the subject to ask questions, and by looking more closely, I became more focused on the class and subject.” In order to find a question worth asking, it may be possible to spend time and effort, focus on the class and the textbook, and think a lot. This shows that learners are interested in learning materials to effectively participate in learning activities and ultimately invest time and effort to achieve meaningful learning outcomes (Hong & Ryu, 2020).

In the question of whether mentoring contributed to improving English skills, learners

answered that grammar, reading, and writing improved to 72.9% (27%, 45.9%), 56.7% (24.3%, 32.4%), and 51.3% (21.6%, 29.7%), respectively, indicating that mentoring helped improve their skills in the order of grammar, reading, and writing. Kwak (2017) also presented the results of a study showing that learners received learning guidance in the order of grammar, reading, and writing. And 67.5% (27%, 40.5%) of the participants answered that mentoring helped them improve their subjects.

The questions sent to the professor during one semester are shown in Table 13 below.

TABLE 13
Contents of the Participants' Questions

Contents	*n*(%)
Pronoun	9(15.5)
Relative Pronoun	9(15.5)
Reading(Translation)	7(12)
Adverb	6(10.3)
Tense	5(8.6)
Noun	4(6.9)
Participle	4(6.9)
5 Sentence Types	3(5.2)
Article	3(5.2)
Conjunction/Preposition	3(5.2)
Adjective	3(5.2)
Speaking	1(1.7)
Vocabulary	1(1.7)

As can be seen from Table 13 above, participants asked questions in the order of grammar on pronoun and relative pronoun, reading, speaking, and vocabulary, and grammar accounted for 84.5% of the total, and reading, speaking, and vocabulary accounted for 12%, 1.7%, and 1.7%, respectively. It showed that it was consistent with the above survey/interview contents. In English reading and writing classes, most participants intensively ask questions about grammar, indicating that grammar is the area where learners feel the most lacking in skills and need learning (Lee, 2021) and that participants' perceptions of the need for grammar are consistent with existing research results (J. Kim, 2018; M. Kim, 2012; Kwak, 2017).

As interviewees said, "Everything is possible only when grammar is possible" and "English learning is possible only when grammar is based," Regarding mentoring, they also responded, "Grammar is difficult to study alone," "I think I studied grammar a lot, but I'm always confused," "Even if I listen to lectures, I often don't know grammar," showing that mentoring was necessary and helpful in solving questions about grammar. This will be very beneficial to learners if non-curricular programs can sufficiently compensate for the shortcomings of regular subjects, and learners can build stronger basic English skills through

the development of non-subject programs linked to regular subjects (Kwak, 2017).

This can be found through differences in scores between mentoring participants and non-participants in the comparison of English reading test scores conducted at the beginning of the semester and at the end of the semester.

TABLE 14
Increase or Decrease in English Reading Scores of Mentoring Participants

Scores	Decrease		0	Increase					
	1-30	31-50	0	1-50	51-100	101-150	151-200	201-250	251-300
n	7	2	3	10	5	4	1	2	3
(%)	(18.9)	(5.4)	(8.1)	(27)	(13.5)	(10.8)	(2.7)	(5.4)	(8.1)

TABLE 15
Increase or Decrease in English Reading Scores of Mentoring Non-participants

Scores	Decrease		0		Increase				
	1-30	31-50	51-100	101-150	0	1-50	51-100	101-150	151-200
n	3	2	1	1	1	7	3	2	1
(%)	(14.3)	(9.5)	(4.8)	(4.8)	(4.8)	(33.3)	(14.3)	(9.5)	(4.8)

As can be seen in Table 14 and Table 15 above, the rate of increase in English reading test scores of mentoring participants was 67.5%, whereas the increase rate of English reading scores of non-participants was 61.9%. The rate of decrease in scores was 24.3% in the participants, but 33.4% in the non-participants. And when the increase and decrease in English reading scores at the beginning and end of the semester were calculated as average points, the average of the participants increased by 76.8 points from 95 to 171.8, and the average of non-participants increased by 22.8 points from 122 to 150.8. That is, at the beginning of the semester, the non-participants had an average of 27 points higher on the English reading test than the participants, but at the end of the semester, the participants showed an average increase of 21 points compared to the non-participants. Through these results, it can be seen that at the end of the semester, mentoring participants' scores improved significantly compared to non-participants, indicating that mentoring participation had an effect on grade improvement.

In this way, learners who learned in a situation separated from the instructor through non-face-to-face classes achieved positive learning outcomes through interaction through mentoring, and this improvement was achieved through one-on-one instruction using mentoring for learners who lack some basics. It can be seen that positive thinking about English and confidence in learning have been fostered (Kwak, 2017).

3. Learners' Suggestions for the Mentoring Program

The suggestions for the mentoring program were identified through the telephone interview on the overall perception of the mentoring of participants and nonparticipants. The interview questions were the reason for participating in mentoring, the ideal number and method of mentoring, strategies to increase participation, effective implementation time, and the necessary part of mentoring in English class.

The participants replied "problem-solving through mentoring" as the most important reason for participating in mentoring, followed by "because of additional points" and finally, "need for supplementary explanations and to improve grammar" respectively. However, non-participants answered that the reasons for not participating in mentoring were "because the grammar was explained well in class, so mentoring was not necessary" and "I missed the opportunity to ask questions due to lack of confidence". And about the number of ideal mentoring times, the participants answered 2 times the most, 2-3 times, 3-4 times, and not setting a separate number of times followed, and the number of times 3 and 4 was the least. Unlike the questionnaire answers, in the telephone interview, participants viewed it as desirable to ask several questions, such as 2-4 times, rather than one set at the beginning of the semester, and non-participants also answered the desired number 2-3 times instead of once. And about the effective mentoring method, the participants answered that they preferred KakaoTalk first and then e-mail. On the other hand, non-participants responded that they preferred KakaoTalk and text messages the most. It can be assumed that mentoring might be effective to use various methods such as KakaoTalk and e-mail and to conduct mentoring 2-4 times instead of once.

Regarding ways to increase mentoring participation, interviewees said that the best way to do this was to give more points, to increase the number of questions, to increase the score of additional points, and provide snacks. As such, most participants viewed giving additional points as an effective method. Non-participants suggested continued mentioning in class to participate in mentoring as a good way. In other words, it can be seen that in order to maximize participation in mentoring, it is necessary to properly assign additional points and encourage continuous participation.

Regarding the timing of mentoring, through an interview, the participants preferred during the semester the most, followed by often, and the beginning of the semester was the last. Non-participants answered that it was better to do it at the end of the semester and from time to time, showing the difference between the two groups as well. When asked about areas that require mentoring, most of the participants answered grammar and only a few answered speaking, and non-participants answered grammar and speaking at a similar rate. As described above, through telephone interviews, mentoring participants and non-participants agreed on the ideal number of mentoring participation and areas requiring mentoring, but

the two groups differed on the ideal mentoring method, strategy to increase mentoring participation, and timing. In summary, mentoring is effective for grammar learning, and it can be assumed that it will be effective to conduct mentoring from time to time during the semester.

Ⅴ. CONCLUSION

In this study, the effects of the mentoring program were studied by linking the regular college English Reading and Writing classes and the non-curricular mentoring program as a way to solve various problems that occurred during the non-face-to-face class after the corona pandemic. This study revealed that among the problems that occur in non-face-to-face situations caused by COVID-19, it is particularly helpful in solving the problems of communication between instructors and learners and the decrease in learners' academic ability. The specific results are as follows.

First, in terms of satisfaction, mentoring participants showed high satisfaction with the mentoring program because they were able to immediately ask questions to the instructor for questions they were curious about or did not understand during the course of the class. As such, it can be seen that mentoring can be an effective method for the smooth operation of non-face-to-face classes by resolving communication problems that occur during non-face-to-face classes. Furthermore, many participants responded that they wanted to recommend the mentoring program to juniors, and many non-participants also expressed their intention to participate in the mentoring program next semester, which showed that not only the participants but also the non-participants perceived the program positively.

Second, in terms of academic achievement, through the mentoring program, the participants improved their skills in the order of grammar, reading, and writing, and they responded that they improved a lot in grammar. It showed that the mentoring program was particularly helpful in improving grammar. In the pre-English reading test conducted at the beginning of the semester, the non-participants' English reading scores were higher than that of the participants, but in the post-English reading test conducted at the end of the semester, the participants' English reading scores were higher than those of non-participants. It was found that it contributed to the improvement of students' scores. These results showed that concerns about academic decline, which were pointed out as a problem in non-face-to-face classes, can be overcome through mentoring. As such, mentoring acted as an external motivation for learners to actively participate in learning, and it can be analyzed that it had a positive effect on learners' learning motivation and learning achievement by improving self-directed learning ability through autonomous learning induction.

Third, in order for the mentoring program to be operated more effectively, it is necessary

to conduct mentoring 2-4 times instead of once for each student and use various methods such as KakaoTalk and e-mail. In addition, it is effective to increase participation in mentoring by appropriately granting additional points according to participation in mentoring. It is more effective to conduct mentoring during the semester rather than a specific period. Furthermore, it is necessary for the instructor to develop a teaching method that encourages students to create and ask questions on their own.

Through this study, it was shown that the mentoring program can be a means to solve the problem of communication and academic decline in non-face-to-face situations. This is a meaningful study in that even if it is converted into face-to-face classes in the future, this mentoring program will be of great help in improving communication and academic problems between instructors and learners.

The limitations of this study and suggestions for follow-up studies are as follows. As this study is limited to students enrolled in A University located in the suburban area of Seoul, it is thought that there will be some difficulties in generalizing the results derived from this study. Accordingly, it is necessary to increase the number of cases in the future to increase the validity of the study. In order to generalize the results of this study, it will be necessary to conduct a follow-up study based on more questions and answers targeting many participants.

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Examples in: English
Applicable Language: English
Applicable Level: Tertiary

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Received in April 25, 2022
Reviewed in May 30, 2022
Revised version received in June 7, 2022