AN EXPLORATION OF AMERICAN UNIVERSITY-BASED TUTORING

PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

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ABSTRACT

AN EXPLORATION OF AMERICAN UNIVERSITY-BASED TUTORING
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The purpose of this mixed-methods explanatory sequential design study is to better understand university-level foreign students' motivations for attending tutoring sessions. Forty-eight university students were selected based on their enrollment in a university's intensive English language learning program. This study involved two phases of data collection including surveying these students, and then following up with a focus group interview (Creswell, 2015). The 19-item questionnaire asked about perceptions of tutoring effectiveness, motivations for tutoring, and overall experiences with tutoring. Interview questions were informed by the results of the survey in order to further elicit student perspectives and enrich the overall description of their experiences. Limitations include a having a narrow demographic profile, small sample size, and a lack of generalizable findings. Recommendations are provided for tutoring centers to consider including using a variety of activities, having flexible tutoring times/days each week, and having student ambassadors liaise with course instructors. Teachers, specialists, and heads of tutoring centers should be mindful of their specific students' emerging and ongoing needs, encouraging English Language Learners to participate in tutoring services to enhance their literacy and language skills.

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CHAPTER 1 INTRODUCTION

Learning a new language is often construed as one of the most challenging tasks to accomplish, especially the cultural and linguistic dynamics required for mastery. While many people around the world have taken language courses, most have not had the opportunity to live immersed in an environment where that language being learned is the predominant spoken language of that society. Schumann (1986) describes this as the ideal setting in which to learn a new language, while studying abroad or living abroad. Moreover, receiving additional supports such as tutoring is quintessential to language mastery. Studying abroad is often considered to significantly impact one's success in academic achievement and language construction (Ryan, 2000; Pathirage et al., 2014).

The recent rise in study abroad programs in American schools provides additional evidence of the increasing demand and interest in learning from the outside. In 2017, students from the United States makeup 1.1 million of the 4.6 million students were foreign which grew rapidly from accounting for only 3% of all study abroad participants in 2009-2010 (Migration Policy Institute, 2020). This statistic does not give insight on future data if the number will increase or stay stagnant, but it does reveal the increasing trends of college students enrolling in study abroad programs. An abundant number of students in American schools are non-native English speakers and/or may not be fluent in English and as a result, a focus on language and literacy is necessary to thrive while studying abroad. Learning English is challenging but this can be facilitated through living and learning amidst an English-speaking community (Derwing et al., 2018).

When applying to an American university, international students for whom English is not their first language must take the TOEFL, (Test of English as a Foreign Language) IELTS (International English Language Testing System), or some equivalent. These exams assess students' language proficiency in the following domains: listening, speaking, reading, and writing abilities. Based on one's results from one of these assessments, universities make their determinations of one's ability to learn content and communicate effectively in the English language. Knowing that students require a certain level of English language proficiency, colleges and universities regularly provide additional scaffolds such as extra tutoring and study skills to help them better prepare for life in an American university.

Personal Interest

As a foreign language learner, I know that I have benefitted from innumerable resources to improve my command of other languages. The convenience and opportunity of being immersed in that new language while engaging in a study abroad context elevated the trajectory of my linguistic development. While living in these environments, I aimed to make full utility of my experiences by communicating in its primary language.

As an English-language teacher at the university level, I have witnessed my students struggle to communicate effectively while trying to gain content knowledge across multiple disciplines. However, in one of the biggest cities in the world, New York, these particular international students may congregate with others from similar cultures and backgrounds if they so choose. The relative advantages permit them to feel more comfortable, but they may be more inclined to also speak in their native tongue rather than in the English language. While they must use the English language to communicate

in school and other professional settings, they may not have to rely upon it as much to communicate in their communities.

However, not everyone takes full advantage of the freely available resources available on college campuses. A lack of progress may result from a reluctance to attend tutoring sessions; on the other hand, there are an infinite number of other factors such as how students spend their free time over their weekends, going to their same cultured neighborhoods, hanging out or seeing friends who speak the same language, and so on.

One university in a major metropolitan area in the Northeast created a Language and Culture Center to serve these exact needs. This particular language center, in addition to university's writing centers, and regular tutoring centers, is available to all students for their academic needs and free of charge. However, unless faculty specifically recommend that their students attend the Language and Culture Center, students do not often enroll on their own fruition. Often teachers need to give incentives such as a fun evening with food or a movie night or even extra credit. Even then, the attendance is not as high as they would have hoped even with trying to lower the affective filter and having other students as tutors. At a neighboring university, an Intensive English Center was established to similarly support emerging language and literacy needs of those transitioning to English. Similarly, these students do not take advantage of the tutoring that is available to them every day. The incentives given at this school are less in quantity compared to the previous school mentioned however, attending tutoring sessions does go towards their grades such as extra credit.

English language learners at these institutions of higher education range from early immersion to advanced. The trend that students do not go to the extra free tutoring

warrants further introspection. During these 30-minute tutoring sessions, students receive one-on-one tutoring with a native English speaker and student from the university. They have the opportunity to arrange for a speaking partner. And lastly, they even have the opportunity for homework help. As adults, it is understood that it takes time to get the help that is needed, however, if the job (or in this case, the grade) depended on it, one's actions should align.

As a result, I wanted to find out why my students at one of these universities do not take advantage of the free tutoring available and possible reasons why they do not attend sessions unless a requirement. Knowing their motivations for attending (or not attending) would permit lessons to be structured specifically to their needs and accommodations to be provided appropriately. In better understanding students who are encouraged to attend tutoring sessions, the overall experience can be shaped to entice, engage, and enrich their English language learning. Partnering with these students permits the co-construction of learning activities in and beyond tutoring sessions, ensuring that students have ample practice opportunities to use the English language throughout each day and without the watchful eye of tutoring center representatives.

Purpose of the Study

This study examines international students' perceptions about tutoring services and their beliefs about their benefits. It explores the attitudes students have alongside the reasons for their (often times limited) attendance. In general, tutoring can benefit anyone, especially those learning a new language. Therefore, it can be assumed that when students are at an American university learning in the home language, they should

consider taking advantage of opportunities to enhance their English language learning to

ensure optimal communication and content learning across all domains.

Problem and Significance

International students have more assessments and adaptations to go through when

applying to and attending an American university. On the other hand, American students

have to adapt to living in a foreign country, the time changes and scheduling nuances,

and the cultural approaches to university study in addition to taking the SATs that all

American students take. International students, however, have all of the same phases to

go through in addition to adapting to a new culture, new language, and adding a few more

exams to even be considered for an American university based on their language

proficiency. These standardized exams are required and offered around the world to

determine the language proficiency of an international student. These exams determine

the level and how much more they require once at the American university. The

opportunities that study abroad and language learning provide are highly recommended

for their genuine immersion and overall experience.

Once at an American university, there are additional dynamics that factor into

cultural adaptation. Students must learn how to live with this new culture and learn in this

new language, usually without the help or guidance from family since they travel alone. It

can take up to two to three years for a student to "graduate" out of English language

courses before they can even begin matriculating in the university and take "regular"

prerequisite required university courses. Therefore, the typical four-year dream is not

possible for these students. That being said, the struggle is exacerbated by international

students trying to navigate the cultural and linguistic challenges associated with learning English in an English-speaking country.

The quicker these students learn to adapt, the faster they can begin these prerequisite courses. Most universities offer some sort of guidance to international students to help or guide them throughout their journey. Even with all of these opportunities, sometimes a majority of non-English speaking international students will not take advantage of these (usually free) opportunities, wherein lies the problem or setback.

According to Sparza (1994), the writing center must assess ESL college students' needs and assist them in conveying their intended messages to specific audiences. For instance, the writing center can help some students of other cultures, ethnic backgrounds, or different dialect speakers who may be influenced by their cultures or backgrounds which are clearly reflected in their writings. Consequently, tutors should, through constant ESL training, understand such cultural divides and linguistic variations and try to use this kind of knowledge to help ESL students better present their writing without being isolated from the mainstream or being oriented to a specific culture. Thus, this study emphasizes that the writing center has to pay more attention to ESL graduate students' cultural differences and native language influence which may positively or negatively affect their English writing skills. For instance, ESL students may be influenced by their first language. The impact of native language can be evident in their writing; therefore, the role of tutors is to pay attention to such differences in rhetorical choices since some ESL students may be confused between their first language and English rhetorical conventions. Such confusions may be reflected in writing, even with

intermediate and advanced learners. Consequently, this study has the potential to draw attention to the importance of using the writing center as one of the fundamental pillars to ESL development, whereby novice writers can find some scaffolding to write correct English that is understandable to American readers.

Teachers and educators alike use tutoring services or recommend these services to their students of all ages from preschool to college. Even in adulthood, people find themselves looking for tutors or those that can help with specific aspects such as learning a language or learning a new hobby such as painting, cooking, and more. There has been ample research on tutoring in general, finding innumerable differences in how it is delivered, whether by a professional or a peer, in groups or individually; and it has been found, more often than not, to be beneficial. Why then, if it is readily available do some not use it? Some general assumptions for the many reasons why people do not seek tutors are cost, time, and requirement or necessity (Ciscell, 2016). These reasons are all understandable. Notwithstanding, when something is free, the trend and tendency are usually that everyone, or most people, will flock to it. Many colleges or universities offer free tutoring services, especially and particularly to those who do not speak English as their first language. These services are usually offered to make the ELL (English Language Learner) feel more comfortable in the learning process. The affective filter for ELLs includes the various reasons and attitudes that affect the success of second language acquisition (Krashen, 1982).

As a language learner myself, I try to implement or present my own trials and tribulations to my students, so that they see I have been where they are, and understand what they are going through. I definitely have not gone through nearly as much as they

have and for the amount of time however, I think knowing that their teacher does understand them helps. In all of my syllabi, I state "You are living and learning in an English-speaking community, take advantage of the opportunities around you to practice your newfound language." Relaying the message that we are all language learners is critical, so that all are seen as on their own journeys with various opportunities to assist in learning a new language and improving in English communication.

In this case, some English Language Learners, or ELLs, as they are commonly known today and will be referred to throughout this literature review, have been found to not always feel as comfortable to take advantage of this usually free opportunity. There may be different reasons for not taking advantage of this seemingly great opportunity. The necessity is there for the reason that they are living and learning in an English-speaking environment, and in this case, going to school. However, being in a new country, culture, or environment may make some shy or not comfortable because they are extremely aware of their accents or pronunciations. There could even be barriers such as cultural clashes, where their values conflict with expected norms (such as communicating orally in front of the entire class).

The reasons for nonattendance can be seen on the surface and assumed based on the cultural norms that are present, but are these the real reasons students do not attend tutoring sessions? It can be assumed that young adolescents including young adults in college typically do not want to participate in anything more than going to class. As adults, most of the time, anything will be done to make sure of the improvement or progress in the workplace. The question is, what is the real reason students don't want to

do more to better themselves? If tutoring is readily available to them and constantly recommended and/or required, why do they not go?

"Of course, the reality is that the majority of our ESL students don't make it through ESL without one or more course repetitions…" (Santiago, 1992, p. 1). If we better understand their motivations and intentions, we can better understand why some students don't always take advantage of these opportunities, even though it could help them succeed in their collegiate study. With the extra help, they can pass and not have to retake a course and/or finish their program. This is an important factor that seems to be more encouraging or inspiring to get tutored.

Students who have the opportunity to join an English language learning program have the will to learn for their future, however, not all cultural traditional make it acceptable to express a lack of knowledge and publicly seek assistance to that end. As evidenced by Chai and Lin (2013), "Malaysian students, being rooted in Asian culture, are generally less engaging in activities that require interaction, less active in asking questions, and reluctant to express opinions" (p. 129). Does this mean that engagement and reluctance can be part of the reason students don't attend tutoring or what other factors contribute to their opting to attend tutoring sessions, or reluctance to do so?

Research Questions

For the purposes of this study, two research questions guide its focus:

1. What are ESL perspectives of tutoring services provided in an urban public four-year university?

2. How can university-based tutoring centers better meet the needs of ESL students?

Definitions/Terminology

Bilingual - The ability to speak two languages.

Trilingual - the ability to speak three languages

Multilingual - the ability to speak more than three languages

EFL (English as a foreign language) - this concept is used in a country where English is

taught and learned but it is not the native language of that country.

ELL (English language learner) - A more general term for those learning English

ESL (English as a second language) - this term is used in a country where English is the

primary language like the U.S.A.

ENL (English as a new language) - this term is similar to ESL however, is the new acronym used to represent ELLs with the consideration that English may not necessarily be their second language

L1 (First Language) - The native language to the student, and mother tongue.

L2 (Second Language) - The second language the student is learning, target language, and the language learned after the acquisition of the first language.

Target Language - The language one is trying to learn or use (besides the L1).

TESOL - Teaching English to Speakers of Other Languages. This refers to both the field of study and the professional association.

CHAPTER 2 LITERATURE REVIEW

Theoretical Framework

Coined by George Hubert, "If there is a will there's a way" (Grammarist, 2020, p. 1). This popular proverb serves as the basis of how many people live as well as how many students navigate their school contexts. In other words, when someone has the will to learn a new skill, they will do whatever is necessary to accomplish it. Being solution-oriented is foundational to navigating academic contexts form early grades through collegiate study.

Self-determination theory of motivation is closely linked to concepts of autonomy, competence, and relatedness (insert source here). . There have been a multitude of definitions of this theory dating back to its conception in the 1980s. Deci and Ryan (1985) defined self-determination as "the innate, natural propensity to engage in one's interests and exercise one's capacities, and in so doing, to seek and conquer optimal challenges" (p.11). Mithaug (1991) stated that those who are self-determined "know what they like, what they can do, what they want and how to get (p. ix)." Wehmeyer (1995) proclaims self-determination as "…the primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference" (p. 178). Later Wehmeyer, revised the definition to state that self-determined behaviors are volitional actions to improve one's quality of life.

Sinclair et al (2017) reconceptualized self-determination theory as the "ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, and accept the consequences of one's actions" (p. 178). This perspective streamlined its focus, making the causal agent (individual person) more accountable for

their own actions, In other words, one understands one's actions and choose their behavior for specific reasons. Having a confident stance and high levels of self-determination leads students, teachers, and others outside of academic circles to achieving their goals and objectives. However, self-determination is not a static variable; it changes depending upon the topic or task at hand and thus, is difficult to predict. The affective domain including motivation, interest, attitude, and self-confidence influence one's self-determination to accomplish an academic activity; the onus is heavily on the teacher to position a learner in challenging, but manageable tasks to nurture the development of self-determination.

Several researchers have explored how self-determination theory can be fully realized in practical settings (Riley, 2016; Sinclair et al., 2016; Wehmeyer (1995). Wehmeyer (1995), as seconded by Sinclair et al. (2017) stated there are three main purposes of "self-determination" that play a role in students/individuals and how or why they get motivated: a persons' behavior, adult outcome and lifelong learning, opportunities and experiences. Sinclair et al. (2017) conducted a study to analyze what extent school curricula focused on achieving these three purposes self-determination "there is no one thing that is attributed to what makes students motivated and engaged" (Sinclair et al., 2017, p. 176) but positive achievement outcomes are possible when students are emotionally, behaviorally, and cognitively engaged. Again, there are innumerable variables related to student motivation, leaving open the possibility that other causal factors are at play in K-12 classroom spaces. Self-determination theory "takes into consideration an individual's' ability to evaluate novel experiences, and assimilate, explore, and integrate those experiences into one's identity" (Sinclair et al,

2017, p. 176). "The theory assumes that individuals are naturally curious, self-motivated, eager beings that are innately driven to understand and explore what is personally satisfying and rewarding" (Sinclair et al., 2017, p. 176). Riley (2016) purports that individuals have intrinsic and extrinsic motivations that are defined by three psychological needs; autonomy, competence, and relatedness. Humans, by nature, are curious and are concerned with goals that are rewarding. "Autonomy is defined as the experience of choice" (Sinclair et al., 2017, p. 176) being the connection between one's goals and the achievement of that goal. "Competence is defined as the need to experience oneself as capable of producing these desired outcomes…Relatedness is the need to feel securely connected to the social surroundings" (Sinclair et al., 2017, p. 176). For example, knowing that you completed a task can be more fulfilling than having someone help to achieve the goal. This is part of the reason that people become and remain motivated until a task is complete. Some of these characteristics are generalized as intrinsic or the behaviors that are out of one's own volition and some are extrinsic which are motivated by the outcome and outside factors. Finally, the achievement goal purpose "explains the academic motivation and why students become engaged in learning" (Sinclair et al., 2017, p. 177). There are two main reasons for engagement, findings, mastery and performance (Sinclair, 2017). Students who are engaged in mastery are concerned with the development of new skills and they value learning as a whole. Those who are mastery focused are willing to engage rigorously and desire to master the skills being taught beyond the expectations of the classroom or their teacher. They want to master the skills for success outside of school, preparing them for college or career.

In contrast, those who are believed to "focus on performance are concerned with showing evidence of their success in comparison with their peers" (Sinclair et al., 2017, p. 177). These students "may have little interest in learning and may want to disengage when faced with challenges" (Sinclair et al., 2017, p. 177.) This disengagement does not indicate that students lack the desire to accomplish goals or acquire new skills but that they lack the expertise to do so they only compare themselves to their peers and not themselves. More research is needed on how to re-engage learners in learning when confronted with challenges in content learning and skill acquisition.

Motivation levels can serve as a behavioral predictor, that is students who maintain high levels of motivation can be expected to attend more tutoring sessions. The achievement goal theory indicates that students who only attend the minimum requirement of tutoring and do not take advantage of extra help being offered are performance-oriented. Contrarily, those who attend tutoring more than required, or when it is not mandatory, are mastery oriented. They seek to master classroom content and in turn, position themselves for success inside and beyond the classroom.

In another study, three self-determination curricula were analyzed to "help promote self-determination in students with disabilities" (Sinclair et al, 2017, p. 177) focusing on acquisition of specific skills needed for the future. This cohort of students with disabilities will have less support when it graduates high school prompting their teachers to teach them how to be more independent in the future. "Self-determination instruction provides an opportunity for students to become more autonomous in their learning, gain self-regulation, and decision-making skills" (Sinclair et al, 2017, p. 177). Special education classrooms used the three types of curricula to see the benefits of each

as well to examine the components that were used in teaching self-determination or motivation. "Results from the curricula review indicate that all three curricula have a varying degree of motivational components that are present throughout the lesson" (Sinclair et al., 2017, p. 178). One of the curricula studied was found to have more motivational components than the others however, each curricula had evidence of motivation.

Another form of the self-determination theory is called motive disposition theory (Sheldon & Schuler, 2011). In this conception, the feeling of achievement is thought to motivate one to continue to succeed or do well in an endeavor. "Motive dispositions were defined as learned or acquired orientations toward certain natural incentives in the environment" (Sheldon & Schuler, 2011, p. 1107). For example, when experiencing achievement for success, people tend to continue striving towards earning performance-based incentives. The example given in the articles was when a toddler is toilet training, parents commonly provide positive reinforcement for sitting on the potty (e.g., 1- Teddy Graham for the effort, and 3- Teddy Grahams for successful attempt). Toddlers know that when done correctly and given the positive reinforcement, they feel good about themselves and want that same feeling next time. This can be said about students who study hard, earn good grades, and feel successful when they see good grades on their report cards. Another example, more personal can be when students receive a good grade from studying.

For the current study, the goal is that students who go to extra tutoring will adopt this type of disposition. However, the difference between wanting, having, and needing is key when it comes to achievement. "Those who seem not to want a particular need

gained just as much benefit from having that need met as those who claim to want the need" (Sheldon & Schuler, 2011, p. 1108). For example, when sacrificing familial relationships for positive work recognition. Therefore, when people get something that is not required, it is still beneficial to them .

A voluminous collection of studies found connections between self-determination theory and cultural learning styles, ways of living, and funds of knowledge (Riley, 2016; Sheldon & Schuler, 2011; Sinclair et al, 2017; Wehmeyer, 1995). American students may need, want, or require rewards for , whereas the Asian cultures are not always as accustomed to receiving rewards for academic tasks. Often times, the expectation is to earn a 100% on assignments rather than an extrinsic motivator. These nuances were realized while working with participants from this specific study, which were overwhelmingly from Asian backgrounds.

Self-determination theory is important when speaking about tutoring, as it is the main aspect of why people or students choose to or not to participate in tutoring. Tutoring tends to develop proficiency in any content area but especially when it comes to language. Learning a language is hard enough, but when you add the fact that you are in the country in school learning in that particular language, in addition to learning to live with a new culture, it can be taxing or too much to handle. If students do not have the self-determination to learn the English language or they are taking classes just to pass and be admitted into a university's program, their success will be significantly impacted. . The factors that lead students into university language centers range immensely from their parents wanting them to learn English, desiring to be admitted into a prestigious university, or even to return to their native land with enhanced opportunity for career

development. Each of these manifests in specific ways that influence students' self-determination and motivation to learn.

University Language Courses

Most universities offer a variety of English language courses for English language learners, ranging from intensive English courses to remedial reading courses, credited and uncredited courses alike. Some universities require prerequisite language courses in order to matriculate into the university and as such, offer these courses on a need-to basis. These courses focus on speaking, listening, reading, and writing (Ling, et al., 2014; Santiago,1992; Pathirage, et al., 2014). Within these fundamental topics, schools may add other critical areas of study such as grammar, pronunciation, and more. One university in Queens, NY, has two programs aimed at working with English language learners, one was the credited ESL courses and the other was the uncredited; The Language Connection Program or TLC. The difference between these two programs is that the TLC program offers students brief half semesters of courses every day from 9:00AM–2:00PM, while the credited ESL courses are offered twice per week for about an hour to an hour and a half per course. The TLC program is six-to-seven weeks long and the other is a full-semester of about fourteen weeks. Most of the students who enter into the TLC program are studying in the United States for a short period of time and usually return back to their home country, based upon anecdotal evidence. In the credited program, students are full-time and generally plan to stay for the duration of the four years to graduate with the university. The credited program is a pass/fail course, so students do not receive a specific grade and it does not affect their GPA. Once the credited students finish or are almost finished with all of the required ESL courses, they are able to take

general university courses to work towards their major. The TLC program is not credited and is also a pass/fail program. Simply put, the TLC program serves more like a bridge to the ESL program that prepares students to understand the basics and fundamentals of the English Language to function in an English-speaking community. Once in the ESL program, students are expected to have simple conversations with professors and administrators. It is understood that those in the TLC program are below that level and may only have a more beginner level of English-speaking proficiency (e.g., just being able to utter a few words in English).

Another university located in the northeast also has two English language learning programs; a non-credited intensive English program and a credited English program. The non-accredited program meets every day from 10:00AM-2:30PM and the credited meets two days per week for an hour and a half. The difference is that these programs do provide full letter grades to their students. I would say that motivation levels vary greatly within and between each of these contrasting universities; experiences in each of them prompted this specific research investigation.

"Many universities require a language proficiency examination such as the Test of English as a Foreign Language or the TOEFL" (Chang, 2011, p. 11). Some require such tests as entry requirements to become a full-time matriculated student. Some universities also offer summer courses so that students may become matriculated as early as the fall, or at the same time as a traditional college student would start their college experience. Once again, the purpose of the programs is to better prepare and acclimate these non-English speaking students to life in America, more specifically at an American university. "Intensive English programs provide many opportunities for international students to

connect with American students and other international students, as well as to feel part of a global community" (Chang, 2011, p. 11). Some students may be advanced enough to bypass the intensive English program and go right for the credited program. Even more so, if they pass with a high enough score, they could possibly be required to take only one semester of the English credited course. This all depends on the score they receive on the standardized English proficiency exams.

A study done by the Educational Testing Service (2014), reviewed the types of courses that universities in the U.S. offered to their ESL population as well as how they were placed into these programs using various placement exams. What is important to this current research is the typology of the courses offered at most of the U.S. universities. According to this review, "50 out of 62 [all from 4-year colleges and universities] provided information about the four language modalities in the ESL curriculum (i.e., reading, writing, listening and speaking)" (Ling, et al. 2014, p. 4). More than half of these programs offer at least three or more course levels for each course such as beginner, intermediate, and advanced. Some schools offer more levels depending on their programs, for example, one school in particular in New York City offers five levels, another school just outside the city offers four levels. The American English and Culture Program (AECP) at the Tempe campus of Arizona State University (ASU) offers six levels (Chang, 2011). The levels may vary in structure and specificity depending on how many students the university houses. The more students and the more on a similar level, the more levels that need to be created. It may vary semester to semester depending on how many students enter the program and "graduate" out of the program. Therefore, one semester there may be an influx of advanced students who all range in the higher levels,

they may "graduate out" and the following semester there may be a need for advanced levels since they all left.

The most important course work that is usually offered in most universities for English language learning students are in reading, writing, speaking and listening (Ling, et al., 2014). With experienced professors or educators, some will offer more specificities within their courses such as pronunciation, grammar and more. Some universities even offer more specific English-speaking courses such as business English. These are offered to aid students with real-life situations they will encounter in just a few months of graduating or maybe even during their time within the program. With times advancing and changing, topics or questions have arisen that have implemented a change so often that special workshops have been developed to address them (Cheng, 2012). Another such example is the American Media course offered at a school in the northeast which is based solely on the various platforms American media is given on and what they may entail and express when using the English language. In addition, "new content-based elective classes have been developed [AECP] to prepare these students for their future studies which include... Food Matters: American Cooking, Nutrition, and Sustainability; as well as Building Matter: American Architecture and Design" (Cheng, 2012, p. 478). Students have discussed how they enjoy these types of courses as it gives them a look into the life of what an American says or watches in everyday life. Students come to and leave class excited to share the new topics with their American friends, or they're excited to finally understand what an idiom means after hearing it so many times.

However, with all of this variety in coursework, ESL strategies and approaches remain in the ESL courses. Meaning that, "there is little or no coordination between the

various offerings…" (Santiago, 1992, p. 2). This can make it especially difficult for these students because while they are getting extra resources and further explanations in their ESL courses, in the mainstream courses, this is not as readily available. Other professors or departments, either may not know they have ESL students in their classrooms, or they may not know how to teach students of this caliber. Oftentimes, professors believe that once students "graduate" or finish their ESL sequences, that these students are ready for mainstream courses, but little do they know that these courses offer the fundamentals to understand normal, everyday English language and not necessarily academic English language which is the difference between BICS and CALP. "It is becoming extremely difficult to convince these colleagues of the fact that ESL programs in higher education labor under very real limitations as to what they can do with their students" (Santiago, 1992, p. 3). With that being said, higher education ESL course work is up to students to make the most out of it and to attempt every opportunity given because once they are in mainstream courses they will be expected to do the same work as everyone else without any extraordinary flexibility to get through the material.

In 1995, a study was done at Kingsborough Community College in New York City seeking the effects of linked content-based ESL coursework. This was done over a period of a number of years to see the outcome and effects of students within a level over time. This was a "collaboration across the curriculum, with a team of language and content faculty working together to develop curricula. There was coordination between instruction, activities and assignments between language and content instructors" (Song, 2001, p. 421). Students who received the linked instruction performed better. This demonstrates that a higher education institution that attempts to have some sort of linked

content for ESL students and programs, will improve their ESL population for when they "graduate" or finish their required ESL course work (Song, 2001).

Therefore, the various types of courses and levels provided along with the categories provided for ESL students and whether or not they are coordinated with other courses can be seen throughout the scant research. English language learners are not given much time to assimilate to learning English in the classroom besides the strategies taught in the specific ESL courses. It is important to notice the disconnect between the classroom and the outside world. Tutoring is important to help these students be able to communicate more and use their strategies more, especially outside of the classroom and outside of the 1-3 hours per week they are practicing with their teachers. Tutoring lowers the affective filter, giving students a more comforting and relaxing setting, more one-on-one work, and especially not in an environment where they are "graded" or judged by their peers or instructors, even if it is not in a negative way.

Tutoring Programs

Dating back to ancient Greece when people were learning Latin they helped each other or hired tutors to help them (Topping, 1996). Today, tutoring has grown into a practice that helps not only the tutee but the tutor as well. It has also grown into a technological practice where students may seek out an app or website to help them study for something in addition to tutoring. There are many versions of tutoring or peer learning and many ways it can be completed. People can request private tutors or have group tutoring. Tutoring sessions can be cheap or they can be expensive, they can be offered for free and offered by a school or program. Tutoring can be done by a professional such as a teacher or someone who has a degree in that subject or it can be

done by a peer who is not necessarily a professional but an equal who just so happens to be doing well in the course or graduated from the course and knows it well. Either way, the student being tutored or the tutee, always gets some sort of help when it is requested and needed. The concept may be simple to understand during this century but many people do not know that it has gone through many changes since its development. Also, what many may not know is that it has been around for a lot longer, dating back to the ancient Greek times. The more archaic version of the definition was basically "peer tutor as a surrogate teacher… that moved from teacher to tutor to tutee" (Topping, 1996, p. 322). After so many years and advancements, the definition has changed many times to create a more streamlined one that included everything that went with it, such a typology and focus. The most recent definition, according to Topping (2005) would be peer tutoring (PT) is characterized by specific role-taking as tutor or tutee, with high focus on curriculum content and usually also on clear procedures for interaction, in which participants receive generic and/or specific training. Some peer tutoring methods scaffold the interaction with structured materials, while others prescribe structured interactive behaviors that can be effectively applied to any materials of interest. Thus, proving the progression of the practice of tutoring between the roles taken as well as the procedures being done. Today, tutoring is a practice that many people utilize, whether they are the tutor or they are the ones getting tutored, thus being called the tutee. "Damon and Phelps distinguish three approaches to peer education namely peer tutoring, cooperative learning, and peer collaboration" (Carmody & Wood, 2007, p. 18). These three approaches have been used widely throughout schools and universities.

Much of the research that has been found tends to cite and refer to Keith J. Topping (1996) when on the subject of tutoring, peer tutoring and mentor tutoring. As a result, it may be of importance to mention the descriptions or definitions created by him, to fully understand what is meant by the subject tutoring. Topping (2005) studied trends, methods, types and the effects of tutoring. He describes the various types of tutoring that are made available such as peer tutoring and cooperative learning. Peer learning is the basic term that is known as a tutor helping a tutee with some of the curriculum. Some people may get the term mentor tutoring confused with peer tutoring; mentor tutoring is more along the lines of giving support rather than teaching a particular subject in a curriculum. Cooperative learning is more of both students helping each other equally, similar to like a study session.

Within the realm of peer tutoring which is what this paper will be researching more, there are specific dimensions that Topping (2005) describes in helping understand what goes into the tutoring sector. He was able to comprise a list of thirteen dimensions to describe what is included in tutoring. These consist of the content of the curriculum, content constellation, within or between institution, the year of study and whether both the tutor and tutee are in the same year of study, abilities, role continuity, time of tutoring, location of tutoring, tutor or tutee characteristics, objectives, voluntary or compulsory, and finally reinforcement (Topping, 2005). The curriculum content is what each student is studying and can be as specific to something within the course or as broad at the topic. The size of the group matters because it can be one-on-one, small group, or even up to 30 students. More often, tutees would rather have one-on-one tutoring as opposed to group tutoring for individualized attention. Within or between institutions is

whether tutoring comes from both tutor and tutee in the same institution or not. For example, when a high school student tutors someone younger in an elementary school (Topping, 2005, p. 633). The year of study matters because both students can be in the same year, or different years of study. Ability operates on the fact of the tutor's ability with the material, are they both in the same course and the tutor has some mastery of the material and maybe doing better in the course, or have they passed the course and therefore finished and have full mastery since completion. Role continuity shows the switching of roles between tutor and tutee throughout the session, wherein they are more or less helping each other and not one solely helping the other. The location and time where the tutoring session takes place makes a difference. Are the students helping each other or tutoring one another during the class, or are they meeting at a separate location after class such as after-school? The characteristics of the tutee and the tutor make a difference in what they are expecting and how they are approaching tutoring or peer learning. The objectives of the session may shape how the session will pan out. The objectives of the tutee can be just extra help to stay abreast of the material, or they actually are not doing well in the course and need help in order to pass. In this case, studying a language, some may seek a tutor as a language partner. Voluntary or compulsory participation can make a difference based on the motivation of the student; if they have to have tutoring or is this on their own which indicates more motivation. Finally, reinforcement refers to intrinsic or extrinsic rewards (Topping, 2005, p. 634).

The advantages of tutoring or peer learning are robust with the point being that both the tutor and tutee are getting benefits. The tutor will benefit from tutoring because as Topping (1996) stated "to teach is to learn twice" (p. 324). Teaching involves re-

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learning or reading the material multiple times and finding ways to teach it in various ways so that all students comprehend. A tutor has the same job but in a specific area. A tutee is re-learning the material, hopefully, in a manner, they understand this second or third time around. Annis (1993) studied the various ways to read an article with different objectives in mind. One group read an article with the expectation to teach it to a peer, another group read simply just read the material and the third group read the material with intention of teaching it to a peer and then had to carry this act out. The findings showed that the group that "the 'read-only' group gained less than the 'read to teach' group which in turn gained less than the 'read and teach' group" (Topping, 1996, p. 324). This shows that when people read with the intention to teach another they read with more clarity and purpose, they may take more notes and may think of various ways of how to reword something so that it is understood by another. Some other advantages are "less anxiety and increased confidence" (Topping, 1996 p.328). When the teacher or professor is not present, students may feel less pressure to get answers incorrect. When they are being tutored by their peers who are the same age and level as themselves they feel that if they understand they can get it as well and they will use a language that is closer to their own.

Moreover, Topping (2001) compiled a list to organize proper tutoring sessions. In order to have a beneficial tutoring session the following need to be considered: context, objectives, curriculum area, participants, helping technique, contact, materials, training, process monitoring, assessment of students, evaluation and feedback. The context and curriculum area refer to what will be studied or practiced. Training refers to the tutor, and how they are specifically trained in the subject matter.

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These breakdowns of peer tutoring and cooperative learning are helpful to understanding the full spectrum of the term so as to recognize the benefits and disadvantages. That tutoring offers. "The research evidence is clear that both peer tutoring and cooperative learning can yield significant gains in academic achievement in the target curriculum areas" (Topping, 2005, p. 635).

There is a plethora of studies done that support and demonstrate the advantages of tutoring programs at all levels. For the purpose of this paper, there will be more concentration on the undergraduate level. Colver and Fry (2016) researched other studies done and purposely worked specifically on the limitations that there were in their own study as much as possible to create a more streamlined study with fewer limitations. The study was done in three phases to account for multiple portions that are important to the peer tutoring discussion. Phase I was a qualitative study that was an online evaluation of student perceptions of the effectiveness of tutoring. Phase II was the effects of the program and the regularity of the sessions. Phase III was based on students who repeated a course and whether or not they received tutoring and how that impacted their grade on the second time around. There were some limitations that Colver and Fry (2016) found during their research done prior to their own study. The effects of a program cannot be true because students who seek out tutoring are based on their own motivation if they go and how much they go. "Researchers were unable to engage in random selection and random assignment to control for individual differences such as the motivations that cause students to seek tutoring" (Colver & Fry, 2016, p. 17). Their solution to this limitation was that they would not base their study on the grades as a measure of the effectiveness of tutoring. Another limitation was the consistency of tutoring. For

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example, the research found that "… some programs offer drop-in tutoring sessions, whereas others offer tutoring by appointment; some utilize a one-on-one format, and others offer small-group designs; some tutoring takes the form of reciprocal peer tutoring, and other tutoring occurs in a more structured, nonreciprocal tutoring model…" (2016, p. 18). A third limitation found was "the tendency to draw or imply causal conclusions from correlational data" (Topping, 2016, p. 18). And the last limitation they focused on was the sample size and appropriate controls of the groups. Some of the research did not have sample sizes and therefore had to make a broad statement of the study to a general population that may not work for all. While working with the various phases, Colver and Fry (2016) looked upon three specific studies done to help or assist in their own. Arco-Tirado et al. (2011) compared tutoring to that of freshman who were randomly assigned in two groups: those that were tutored by upperclassmen and those that were not. They compared the GPA of these two groups and saw that there were no statistically significant differences. Annis (1983) conducted a study in which five groups of students were assigned different reading tasks "(a) read the lesson, (b) read the lesson with the intent to tutor the lesson (c) read the lesson with the intent to tutor the lesson and then actually tutor the lesson (d) receive tutoring on the lesson without reading and read the lesson and receive tutoring on the lesson" (Colver & Fry, 2016, p. 20). Various results were found due to there being five groups however, those that read the lesson and then actually tutored showed the highest scores. The last study that was used was Lake (1999). He used two groups of students that repeated a course and found that those who received tutoring the second time around did better than those who did receive tutoring.

These three studies were used for the three phases Colver and Fry (2016) conducted. Phase I was simply the evaluation on students' perception of the effectiveness of the tutoring. This resulted in positive feedback and statistical significance. Students found the tutoring session to be beneficial. Phase II utilized qualifications as well as contracts for students who wanted to be tutored. Qualifications considered included but were not limited to retaking a course, if a peer study group was available, disabilities, and recommendations for tutoring. The contract consisted of specific criteria to ensure certain principles were met. The criteria entailed meeting with the tutor for at least two 50-minute sessions each week, schedule appointments in advance, strive to achieve at least 15 sessions, notify the tutor of cancellation at least 12 hours prior and not to accrue more than two "no shows" during one academic term. The purpose of the contract was to have student ownership to make sure they would, in fact, benefit from the tutoring sessions. It was also a way for the research to be more complete without any limitations. The results exhibited that students who consistently followed the contract had significantly higher grades than those who did not fulfill the contract. The third phase of this study was based on students who repeated a course and whether or not they received tutoring and how that impacted their grade on the second time around. The outcomes showed that students who received tutoring, when taking a course, a second time, did significantly better than those who did seek tutoring (Colver & Fry, 2016).

Of all the studies read for this research, this study showed the most positive outcomes utilizing various phases and research within that demonstrated the point that tutoring is beneficial to students. As for some other studies that show benefits of tutoring, Fullmer (2012) had positive feedback not just in a tutoring center with in-person tutoring

but she researched an online tutoring laboratory. Online tutoring laboratories were created at Lincoln University in Pennsylvania to help minimize the in-person approach and be able to make it more available. With online tutoring, this means that tutoring was and is available 24 hours. This can make it easier for college students who have various class and study schedules. Tutoring was done in reading, writing, math and education courses and was customized by each department to ensure that students were getting the correct work during the timeline of the course. Each lesson during a session was 50 minutes with a 15-minute review at the beginning of each session from the previous session that was done. Fullmer (2012) found that this approach worked very well because the computer would generate immediate feedback after the session. "The study found that students' academic achievement increased during the time period from pretest to posttest" (Fullmer, 2012, p. 80). It also generated progress reports every so often, so students and their teachers would be able to see the improvements that were made and what else there was to work on. This is key to have summative assessments that display and follow student progress throughout all sessions.

Although tutoring and peer learning have the great advantage of relearning and rereading material, there are some disadvantages if not done correctly. Proper selection for tutors is imperative to know that they actually know the material. If peer tutoring is done within the classroom, it may not always be as advantageous or preferred because not all students may be prepared to reteach something they have learned themselves a few minutes earlier. Therefore, the quality of the tutor is important. Resources may become an issue for the tutor if there is a lack thereof. Teachers have countless materials at their disposal and have learned through their own education or through the many years of

practice how to look up materials and how to be able to acquire multiple versions for the various ways students learn. In an example using Malaysian students who are generally less engaging, a teacher may use less class discussion and more written responses in order to assess students. "Malaysian students, being rooted in Asia culture, are generally less engaging in activities that require interaction, less active in asking questions and reluctant to express opinions" (Chai, 2013, p. 127). Whereas, other types of learners may thrive more with classroom discussion than written work. With both of these learners in mind, teachers may be used to having a plethora or material available to use in one class for the various types of learners. Tutors who are students or peers, may not have this knowledge or may not know how to obtain various versions of material.

In yet another article, there were lists of challenges for tutors; 50 students, five tutees in each group were required to perform a task of simulation. discuss for 30 minutes. Tutors and tutees were required to write in a diary after their experience about how they felt. The results were that students had a poor command of English which was not enough to facilitate a conversation on the topic of communication given, in addition, students needed more time to answer these questions. Group management was noted in the study as well which included that students may have been disrespectful, absent, or had undisciplined behavior which didn't help the tutee help them. As a result, tutors lost enthusiasm and confidence in teaching and playing their roles in teaching, they felt that maybe they needed the training to make it better. The increased practice resulted in increased knowledge, critical thinking skills, and student satisfaction and confidence (Cant & Cooper, 2010).

Group Tutoring vs. Individual Tutoring

Group tutoring is described as students who are in a group studying the same topic and they have one teacher or tutor. They are able to have meaningful conversations and it can be similar to a mini class. The disadvantages of this method are that not all tutees may participate equally. If this is the only option for tutoring, then it may not appeal to students who are not as talkative.

Individual tutoring is based on one-on-one help. Some students prefer this because it is individualized and they can get the help they need and ask questions when they'd like without being interrupted by others. It is also beneficial for those who are shy or do not feel comfortable participating in groups which lowers the affective filter.

Some negatives or drawbacks are that there may be too much time for the session with not enough work or that there may not be enough slots available. Another drawback could even be that the tutee goes to the session with no concept in mind of what they need help with and leaves it up to the tutor who may not have time to prepare or may not be able to thin on the spot. More often than not students prefer individual tutoring as opposed to a group so that they can get individualized attention.

It is important to understand the concept of tutoring for the purposes of this paper in order to understand the benefits as well as the disadvantages it offers. The various forms of tutoring and reasons why students do or do not prefer to go to tutoring may explain why students in this study feel similar. Seeing the various research from previous studies helps to better explain all of these concepts. And more importantly, seeing the various examples of tutoring that has been and what work and what didn't work is also helpful to this research.

Motivation

For the purposes of this research, it is important to understand motivation because it is important to know why someone wants to do something in the first place and more importantly why someone has the desire to learn and sustain a language. Gardner (1985) is one of the few theorists who has studied and theorized second language acquisition. According to Gardner (1985), there are two types of motivation: motivation to learn (and acquire language) and classroom learning motivation (of learning the language). Motivation to learn refers to the present or not present factors that motivate someone to continue learning a language. There may be internal and external factors that affect why and how long someone continues to learn a language. Classroom learning motivation refers to the actual classroom factors that influence a second language learner. Therefore, "the teacher, the class atmosphere, the course content, materials and facilities… will have an influence on their motivation." (Gardner, 2007, p. 11). Outside of an actual classroom, this type of motivation can be seen in a general educational model such as the learning environment which may not always be in a classroom per se.

Motivation to learn and classroom learning motivation can be exemplified by majoring in a language and taking a language for a requirement. Those that major in language have more motivation to study, learn and go further with the language whereas, the learner who is taking a language course for a requirement may have the motivation to pass the course and do the required assignments but not go further with the language in the future. This also brings into the discussion the roots of motivation: educational context and cultural context (Gardner, 2007). Educational context refers to educational purposes and cultural context refers to factors outside of education, cultural purposes.

Motivation is usually the central theme when studying or researching language learning and can be found in almost any article or journal. With that being said, with the study of motivation in the basic form, there are intrinsic and extrinsic reasons. "[T]he integratively motivated individual is one who is motivated to learn the L2, has a desire or willingness to identify with the other language community, and tends to evaluate the learning situation positively" (Yanguas, 2010, p. 654). Intrinsic motivations are for self-study or reasons for self-improvement; meaning that the person has their own reason for learning whether it is to better themselves or to learn something just for the fun of it. Another reason for intrinsic motivation as researched by Yanguas (2010), some factors include "that stronger attachment to the community is indeed related to participants' motivation to master the language as measured in this study." In addition, another researcher posited that intrinsic motivation can be a learning process and can change with time for good or bad. "Motivation is an abstract cognitive variable that evolves along the learning process and that is only indirectly related to performance" (Dornyei, 2003, p. 279).

Extrinsic motivation deals with outside factors (Gardner, 1986) such as reasons to learn something other than their own. If someone lands a new job which requires learning a new language, the person has the motivation to learn because of work not necessarily because they actually want to. For example, Yanguas (2010), "showed that the most common internal motive for studying Japanese was language maintenance or to get a good job and studying it to be able to communicate with Japanese were the second most common motives" (p. 651).

Another motivating factor, which may change over time is anxiety. Other factors may change their perceptions such as in a study done by Horwitz et al. (1986) which suggested that foreign language anxiety "contains three interrelated components: communication apprehension, fear of negative evaluation, and test anxiety" (p. 128). In a classroom setting, students often perceive that their second language performance is constantly being evaluated by their teachers and peers. This perception is seen by native-English speakers and even more so, non-native English speakers. Although most students realize that new language learning cannot occur without making errors, the errors can become a great source of anxiety (Gregersen & Horwitz, 2002). This anxiety, once in a situation where it must be used, can cause great stress and where someone was once excited to study abroad, their motivation can slowly fall back and deteriorate with being put into more and more stressful situations. With the increase in Asian students studying abroad in America, anxiety, stress, nervousness and apprehension can be seen in classrooms from elementary grades to university levels. Most existing research concerns language anxiety in foreign/second language classrooms. "Also lacking is information about the relationship between language anxiety and this group's length of stay in the new country, their specific academic programs, their gender, and whether knowing the culture of the new country helps lower their anxiety levels. This information is needed to understand the nature of language anxiety among this group of students to produce strategies to help them cope with their anxiety" (Erben, 2012, p. 481).

International students often have a different idea of Americans and American studies, so when they arrive and that is factored in with their motivation to learn a language, suddenly their ideas are altered. Just as Americans are nervous about

performing in another language, so are Asians who are not only speaking in another language but learning every day in a new language that they may not be confident in, this is where motivation comes into play. "Communication with English speakers was inevitable, and they gradually grasped basic communication skills and learned to interact with native speakers. As the process of this acculturation continued, their anxiety levels were alleviated" (Erben, 2013, p. 490). In this case, according to this study, it is important to continue with positive reinforcement and opportunities for speaking and communicating in the English language to lower the affective filter and gain more motivation for their future study or accomplishment. As discussed by Erben (2013), "students can be encouraged to list their anxiety-raising situations and guided to build strategies to cope with such situations. After they try the coping strategies, they can report back the ones that are working or the ones that still need improving" (p. 492). As discussed by Dornyei and Czizer (1994), they found that one of the biggest challenges with foreigners was the increasing dominance of the English language which in turn, makes them feel as though in order to succeed they should acquire.

One such example of negative motivation was done by Busse (2013), "... the study drew on self-determination theory and the concept of intrinsic motivation, which refers to motivation that is driven by an enjoyment or interest in a given activity" (p. 436). In the mixed-methods study, he considered the survey and interview to express reasons or the motivation for students to increase or decrease in motivations in learning a new language in this particular case, German. Using university-level students, he found that their motivation had declined for various reasons from the first year of study to the second or fourth year of study for various reasons including the motivation to begin with

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the study in the first place which was more extrinsic, university requirement. The learning environment was one of the factors that was mentioned by said students for a decline in motivation. "Students felt that the university environment did not respond sufficiently to their wish for language proficiency. They also identified insufficient progress and maladjusted language tasks (high level of language skill challenge and low level of intellectual challenge) as detrimental to their motivation" (Busse & Walter, 2013, p. 449). The results of Busse's study supports the findings that students felt they were not sufficiently prepared to deal successfully with writing tasks, grammar tasks, and the reading of complex novels. This can partly explain students' decreasing motivation, as suboptimal levels of challenge in learning tasks have a negative effect on intrinsic motivation and self-efficacy beliefs. For the purposes of this research, there is the hope that this isn't the reason for a decline in motivation.

One such example of positive motivation can be deduced from Yashima (2002), "For many learners, English symbolizes the world around Japan, something that connects them to foreign countries and foreigners or "strangers" (p. 57). He called this connection "international posture" which "included in the concept are interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and, one hopes, openness or a non-ethnocentric attitude toward different cultures, among others." (p. 57). With that being said, this can conclude that extrinsic motivation can evolve into intrinsic based on what someone is going through with the learning process.

Taking all of the review of literature into consideration, there is still a need to investigate the already scant research done on students' perceptions about tutoring, more

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specifically university-level students and even more specifically, those who are English

language learners from Asia. The student's perceptions are just as important as the

material they are learning for the reason that they need to continually be motivated to stay

on the path of learning the English language, not just for the purpose of passing a course

but for the more important fact that they are living and learning in an English-speaking

city, country and even more so, university. Furthermore, some of their goals are to attend

an American university in which courses are given in English only. Based on the findings

in the literature review this study uses an explanatory sequential design using mixed

research methods.

CHAPTER 3 METHODOLOGY

In researching the topic of university tutoring services, a gap in literature existed specifically related to tutoring services for English language learners. While there were copious amounts of research on general university tutoring services and even for language tutoring service, there was very little on English language tutoring services. As such, the research questions that guided this study include:

1. What are ESL perspectives of tutoring services provided in an urban public four-year university?

2. How can university-based tutoring centers better meet the needs of ESL students?

Research Design

An explanatory sequential design using mixed research methods will be used for this study. The intent of the explanatory sequential design is to begin with a quantitative strand, in this case, the survey, and then conduct a second qualitative strand to explain the quantitative results, in this case, the small focus group interview (Creswell, 2015). These two phases use the quantitative data derived from the surveys which support qualitative data derived from the focus group interviews (Fetters et al, 2013). The interviews, in this case, follow the same pattern or design of questioning from the survey so that the researcher can gain more insight into what students are saying.

This mixed-methods study addresses the motivations of students attending tutoring sessions. In this study, a survey will be used as quantitative data which assesses the theory of self-determination that predicts that the more a student is motivated or determined in learning the language outside of the classroom, will positively influence the progress of their English language learning abilities. The survey explores motivation
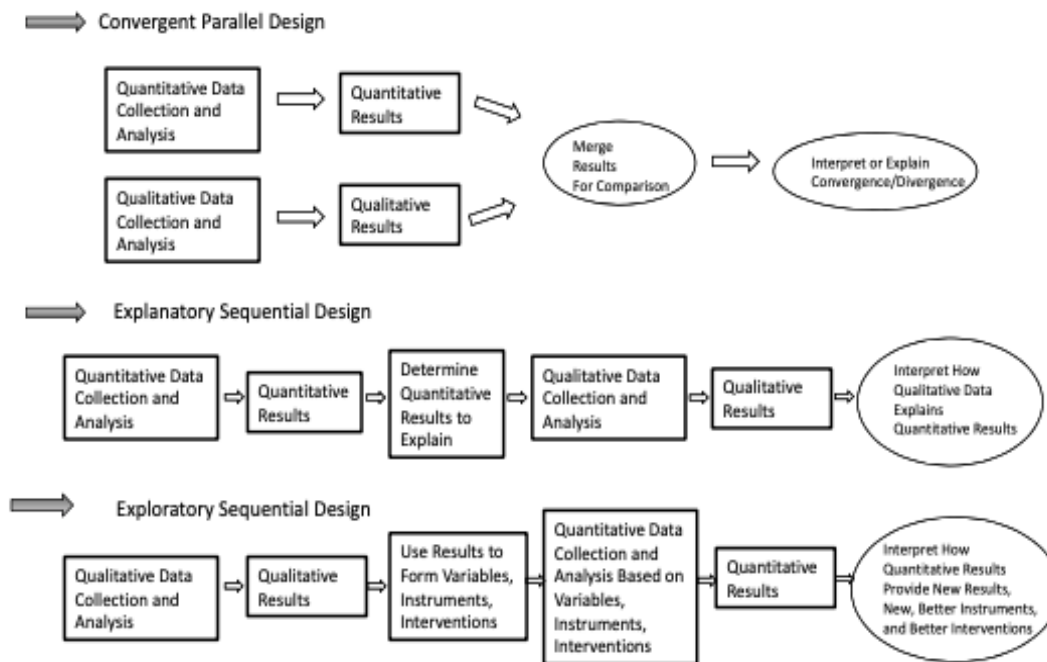
further. The reason for collecting both quantitative and qualitative data is to gain more insight through conversations rather than basing a theory solely on a survey with a Likert scale that may not truly explain how one feels about attending tutoring (Creswell, 2013). "The rationale for mixing both kinds of data within one study is grounded in the fact that neither quantitative nor qualitative methods are sufficient, by themselves, to capture the trends and details of a situation" (Ivankova, 2006, p. 3).

The various mixed methods designs are illustrated in Table 1, articulating the nuanced differences between the different mixed methods designs. Explanatory sequential design was chosen because of the steps how the research goes from collecting data to interpreting or analyzing the data (Creswell, 2013). In this research, an explanatory sequential mixed methods design is particularly fitting as data using a survey followed by the focus group interview is collected. This design is straightforward and conducive to being conducted by a single researcher. It allows for writing the results in two phases that is understandable for readers; and works well for a smaller sample size during the qualitative phase (Creswell & Plano Clark, 2007), thus making this approach appropriate for the current study.

Other studies done such as Ivankova, Creswell & Stick (2006), show that mixed methods design is the preferred design for studying student motivation for the reason that the interview conversations support the survey questions. Another study that shows the advantage of carrying out a study based on a mixed-methods approach in this field is that it offers an in-depth exploration of various aspects of motivation at school provided by qualitative methods with the rigorous comparisons between groups of individuals typical of quantitative methods (Alverini, 2008).

Table 1

Basic Mixed Methods Designs (Creswell, 2013)

Convergent Parallel Design

Quantitative Data Collection and Analysis	⇒	Quantitative Results	⇒			

Merge Results For Comparison ⇒ Interpret or Explain Convergence/Divergence

Qualitative Data Collection and Analysis	⇒	Qualitative Results	⇒			

Explanatory Sequential Design

Quantitative Data Collection and Analysis	⇒	Quantitative Results	⇒	Determine Quantitative Results to Explain	⇒	Qualitative Data Collection and Analysis	⇒	Qualitative Results	⇒	Interpret How Qualitative Data Explains Quantitative Results

Exploratory Sequential Design

Qualitative Data Collection and Analysis	⇒	Qualitative Results	⇒	Use Results to Form Variables, Instruments, Interventions	⇒	Quantitative Data Collection and Analysis Based on Variables, Instruments, Interventions	⇒	Quantitative Results	⇒	Interpret How Quantitative Results Provide New Results, New, Better Instruments, and Better Interventions

In mixed-methods research, the findings from the qualitative approach not only assist but benefit the quantitative method. Park (2016) furthers that the purpose of combining both methods is to "seek new perspectives and frameworks, possibly through the identification of paradox and contradiction in the two types of data" (as stated in Wesely, 2010, p. 299).

Studies that have concentrated solely on one aspect; qualitative or quantitative data did not lend themselves to the more personal touch of the qualitative aspect. Wesley (2010) found that this type of study is often centered on either qualitative or quantitative research questions, and generally speaking, its inferences follow suit (Johnson,

Onwuegbuzie, & Turner, 2007), demonstrating that when focusing on one method of

research does not get the full picture of what the researcher intends.

An example of the outcomes can be seen from a chart derived from Creswell,

2013 (see Table 2). It details the relationships among the research questions, data sources,

and analysis procedures. The questions that coincide with the type of analysis and where

the data came from are similar to the one used in this study.

Table 2

Correspondence of Research Questions, Analysis Procedures and Phases, and Data

Sources (Creswell, 2013)

Research Question	Analysis Procedure and Phases	Data Collection
1. What are ESL perspectives of tutoring services provided in an urban public four-year university?	Quantitative (phase 1) Qualitative (phase 2) Mixed Methods: exploration of integrated findings	Student survey Questions Student Focus Group Interview
2. How can university-based tutoring centers better meet the needs of ESL students?	Mixed Methods: exploration of integrated findings	Interpretation

As previously stated, the researcher uses an explanatory mixed methods design in

two phases. Table 3 was organized in order to better explain the procedure. Phase one

finds the

Table 3

*Data Collection and Analysis using Participant Selection Model (Creswell & Plano Clark, 2007)*

Phase	Stage
Phase 1: Quantitative: survey	1) Quantitative data collection (procedures, instruments) 2) Quantitative data analysis 3) Quantitative results
Phase 2: Qualitative: focus group interview	1) Qualitative data collection (procedures, instruments, further interview questions) 2) Qualitative data analysis 3) Qualitative results 4) Interpretation of first quantitative then qualitative results

quantitative data: the survey. Phase two finds the qualitative data: the focus group interviews. In each phase, stages are utilized to structure the analysis even further. In phase one, all of the procedures and instruments are completed and collected in stage one for the survey, the data is analyzed in stage two and the findings or results are discussed in stage three. The results from phase one will influence and guide further insight into phase two. In phase two, procedures and instruments are completed and collected in stage one for the focus group interview, including the addition of further, more in depth questioning, the data is analyzed in stage two and the findings or results in stage three. Interpretation and inferences of both phases are discussed in stage four. These phases were tweaked using Cook and Kamalodeen's (2019) model as a guide, which can be seen on Table 4.

Table 4

Explanatory Sequential Design Example (Cook & Kamalodeen, 2019)
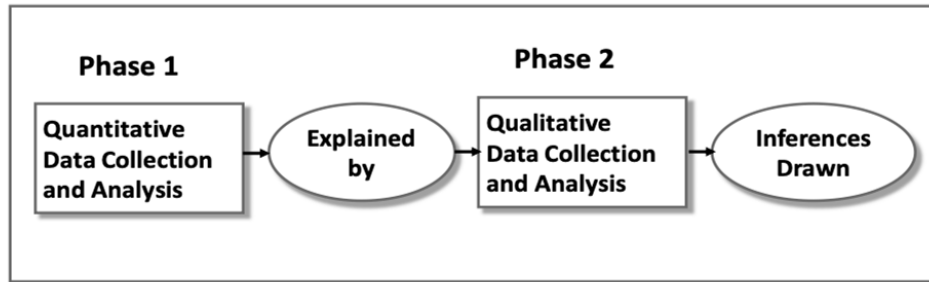
Setting

Universities offer several programs specifically directed towards gaining the

necessary skills to thrive in higher education, including remedial reading and writing

courses as well as English language learning programs. Furthermore, some schools

provide uncredited Intensive English Programs and credited English language learning

programs. One school in particular in the northeast hosts "The Intensive English Center"

or better known as, the IEC, offers students fundamental courses in Reading, Writing,

Listening, Speaking, Grammar, and Pronunciation. The "fun" classes are American

Media, Idioms and Conversations, Advanced Reading and Academic Success all of

which go over various topics which include what it is like to go to university including

registering for classes, going on Blackboard regularly, and more into the life of a

university student or even an American like sports, holidays and so on. Students must

attend class every day from 10:00AM-2:30PM and they receive full letter grades in this

program but no university credit. In the credited program, students must take reading and

writing for at least 2 semesters after the completion of the intensive program. The course

is offered only two times per week for one and half hours per class. In this program, students receive university credit of 3 per course.

A university in the Northeast is the location for where the study is conducted. The university has approximately 29,000 students overall in both undergraduate and graduate programs. The enrolled student population at this university is 36.7% White, 19% Asian, 10.4% Hispanic or Latino, 6.34% Black or African American, 2.14% Two or More Races, 0.165% American Indian or Alaska Native, and 0.077% Native Hawaiian or Other Pacific Islanders (Data USA, 2020). Of these populations, a total of 4,685 international students on campus, 2,574 of whom are undergraduates. Of those roughly 4,600 students, 2,554 are from China which accounts for approximately 10% of the student population (College Factual, 2020).

There are approximately five intensive ESL sections given at the university with approximately 40 students in these sections. For the purposes of this research, this particular school is used for its availability of international students, and ESL courses on offer. In addition, the urban metropolis positions the city to attract international students and in turn, is the ideal setting to study ESL.

Phase 1: Quantitative Data Collection (Stage 1)

Procedures

Since the study being done is in the researcher's place of work, a consent letter was sent to the director of the program to ensure permission for the study to be done (see Appendix B). After which, a short discussion was had with the eight teachers in the program who expressed desire to be part of the study previously. A brief electronic survey was created. It was sent/shared via email to each teacher and student in the

Intensive English Program. In the email sent, the researcher explained the purpose of the survey and its importance including the timing it will take to complete. A consent form was also sent to students who were invited to take part in the research (Appendix C). The researcher scheduled a day and time to meet with the class in order to explain it further. On the scheduled day, the researcher re-explained the survey's purpose, importance and timing. This was done to prevent any misunderstandings with any of the vocabulary used, which was also accounted for when creating the survey; students' level of English vocabulary knowledge. Depending on the level of students, the researcher gave the appropriate amount of time to finish. For most students it took 5-10 minutes and for the lower level students whose reading level may not be as advanced the survey took 10-15 minutes. Once students were finished filling out the survey, it was submitted electronically and the researcher received the results immediately. The data was then analyzed. The survey can be found in Appendix D.

Instrumentation

The survey that is used is adapted from various surveys given at various university's language tutoring programs. It was altered to fit the purposes of this research. The survey went through an iterative design which was first sent to faculty at various universities who currently teach or have taught in similar English language learning programs. They were asked to preview the survey and based on their previous experiences to give their feedback on what could be altered or improved (see Appendix A). The survey was then edited with some of the relevant information provided that would be of use to the study by the researcher. Survey items for the present study were also developed on the basis of the relevant literature; they are provided in Appendix D.

Areas of investigation include: (1) Background Information (2) English Learning Preferences (3) Perceived Effectiveness (4) Requirement. Except for the background information, scales consisted of summative Likert scales from "strongly disagree to strongly agree". One question required students to answer in short-answer form to share a reason as to why they do not attend or go to tutoring. And the last two questions were open-ended for students to give suggestions for the tutoring center's future endeavors for improvement.

Participants

Participants were selected for this study based on their enrollment in the university's intensive English language learning program where there are approximately 40 students. Fifty-four of which are from China and one is from India. In addition, previous students from the program were contacted for participation. In total 48 students replied with a content form to participate. Students are between the ages of 18-21. There are approximately 19 females and 29 males. Students range from first-year students at the university with one at the graduate school level. Of the 48 students, 13 of them, this is their first in the program and the rest have studied at the intensive English program for at least one semester.

All of the students who registered for the program took the TOEFL and/or IETLS examination in addition to taking a placement test at the specific school. The placement test was given at the school in order to determine which level each student would be placed. The placement exam consisted of an interview to test their speaking abilities, a reading exam, a listening exam and finally, a writing exam. Teachers in the program reviewed all of the exams and based on the results, students were placed in level 104.

Due to the pandemic, the summer program was altered to be completely remote and taught asynchronously. In addition, multiple levels were not permitted for this reason and therefore, all students were placed in level 104.

Data Collection

The survey was collected electronically. Once students submitted the response, it was automatically saved on the platform and organized in three ways to review the results: by summary, individually and by question. The summary presented the results as a whole, the individual results presented each participant's answers, and the results presented by question gave insight on each question's results. The researcher was then able to use these responses to further analyze using the SPSS program.

Data Analysis (Stage 2)

The survey is analyzed using Pearson R analysis. Pearson R analysis was selected for its ability to investigate the strength of a relationship between two variables measured quantitatively. In this case, comparisons are made between various sections of questioning such as the perceived effectiveness and requirement.

Multiple steps are used in the tabulation process to compute correlations. The first step is to identify the data sets and cross-tabulate the correlations between the survey items and questions. Next, the researcher must look for the statistical significance in the data table output file. Finally, the data sets are reported and in this case, only statistically significant outcomes were included in the dissertation, as the other ones were deemed irrelevant.

Phase 2: Qualitative Data Collection (Stage 1)

Procedures

The semi-structured interview protocol was used for this study with a small focus group. The questions were determined by the overall aims of the study as well as informed by the quantitative survey given in the first phase. Specific interview questions were chosen so as to capture motivation from the point of view of the students that were derived from the survey. Follow-up questions were added to enrich the description of the participating students' motivation. The interview questions can be found in the Appendix E. An email invite was sent to the small focus group to schedule a time using an online platform to conduct the survey. When everyone met for the interview, the researcher explained the purpose of the interview in addition to the interview being recorded for research purposes. Students were asked to keep their video and audio on throughout the interview to ensure who was speaking at any given time.

Interviews

Students were encouraged to speak about their perceptions about the tutoring opportunities available at the school and program. They were also encouraged to share their views for reasons why they go to tutoring sessions and reasons why they do not go to the tutoring center. This is where the conversation received the most responses and the researcher used this time to ask follow-up questions about students' feelings to go more in depth.

Transcripts

Interviews were recorded via an online platform. Bogdan and Biklen (2007) make suggestions for guidelines to follow while transcribing which include using pseudonyms

for participants; dates; questions from the standardized open-ended interview (Patton, 1990) with responses typed immediately after each question. Themes were highlighted and comments were written as notes while transcribing to begin the analysis process.

Participants

The use of convenience sampling technique was used in order to choose the 27 students for the focus group interview. "Convenience sampling (also known as availability sampling) is a specific type of non-probability sampling method that relies on data collection from population members who are conveniently available to participate in the study" (Research Methodology, 2020). In this case, convenience relies on the researcher who is associated with the program. In addition, there was a stipulation that all members were allowed to participate in both portions of the study so as to preserve equitable treatment. Therefore, based on those that returned their permission letters they were given the link to participate in the interview.

Focus group interviews are beneficial to studies in general and this study specifically because it offers more insight into what the survey conveys. It is believed that interviews provide privileged access to the truth of an individual's world (Goss & Leinbach, 1996).

The focus group interview method is used in this research for gathering data in addition to recording the session. The focus-group interview form was developed by the researcher containing questions about student motivation for tutoring. The focus group interview form was prepared by the researcher based on the survey provided prior to the interview. The recording is transcribed and analyzed. Additional questions were added during the interview that deepened the conversation as it was happening.

Data Collection

Of the 48 students, 27 students returned the permission letter to be included in the focus group interview. As mentioned previously, I was given permission to conduct the research with the stipulation that all members were allowed to participate in both portions of the study so as to preserve equitable treatment. Therefore, based on those that returned their permission letters were given the link to participate in the interview. Students were interviewed through a university recommended password protected online platform in a group setting. The interviews conducted lasted approximately one hour in time. This allowed the researcher to ask questions that followed a similar flow of the survey. It also allowed time for the researcher to ask follow up questions at the end to enrich the description of the participating students' motivation. With the interview, the researcher was hoping to gain further insight into student conversations. The researcher recorded the session with permission from all participants to create notes. Questions can be found on Appendix E.

Data Analysis (Stage 2)

The interview was recorded in order to transcribe the conversations being held as well as to analyze them further by creating themes. The interview was analyzed using a thematic content approach analysis. Thematic content approach is typically used in qualitative research, more specifically with interviews which aim to find common patterns across a data set. After the interviews, coding and analysis was conducted to investigate similarities and dissimilarities among the participants' responses. This can be further described as relational analysis where the research questions are focused on a concept which can be summarized. (Columbia University Mailman School of Public

Health, 2020). According to the Columbia University Mailman School of Public Health (2020), there are three subcategories of relational analysis to choose from when using the relational analysis. Affect extraction is used because it is aligned with speaker input. In this case, the students in the interview show how they feel about the tutoring center through the specific questions asked and the conversations that transpire.

First, the interviewer transcribed the interview using the recording and typing everything that was heard onto a separate document. While transcribing the interviewer listened and relistened several times to ensure a seamless transcription. This became a difficult task when listening to the English language learner for the reason that their proficiency was not advanced and therefore the structure of their language was not "correct." Assumptions should not be made based on what would normally be said in a structurally sound sentence; therefore, those portions of the interview took longer to analyze in order to fully capture how students spoke and express themselves with the English language. Their specific words can significantly impact the overall interview analysis.

Once the transcription was completed, the interviewer read thoroughly looking for themes and color coded them based on what was found. Themes were found using the literature review as a base and kept general and broad during this time such as likes/dislikes, benefits, tutoring, and other (or random finds). These were organized by highlighting the different themes in different colors in addition to making notes or comments on the margins so they could be easily found later. After the first round of themes were established, the researcher moved those themes to another document to keep them separate and look at them even more closely once again. Within these broader

themes, they were able to be broken down more to be specific to further the discussion while once again being color coded and commented for organizational purposes. Organizing the themes this way, the researcher further developed the themes into some that would benefit the discussion later in the research analysis.

Transcribing the interview and then analyzing it by themes created a more presentable way to discuss the findings in the next chapters as well as the research. Condensing the themes to make them more specific aided in the discussion to make it more concise and to the point. Overall, it made it easier for the reader to understand the interview as a whole. As well as understanding what students were thinking and discussing as a group in summation.

CHAPTER 4 RESULTS

Quantitative Data

Participants recorded their responses to most questions by reading an item and rating their opinion response in a Likert format ranging from "strongly agree" to "strongly disagree" with three open-ended questions related to tutoring requirements. The survey was separated into categories to ensure the differences in themes preemptively. The categories were as follows: English learning preferences, perceived effectiveness, requirement and open-ended. The background information section consisted of questions pertaining to the student's personal background such as their age range, race, year of study and gender. The English learning preferences section had questions pertaining to preference of learning in groups or one-on-one, if they felt they learned a lot from the center and if they enjoyed events at the tutoring center. The perceived effectiveness section had questions pertaining to feeling confident in english, help with homework and improvement in english. The requirement section had questions pertaining to if going to the tutoring center was a requirement or suggestions and by which class, in addition to how many times per month the students attended a tutoring session and an open-ended question. The last section of the survey had two open-ended questions that pertained to improvements with tutors and/or events. A directional hypothesis was not provided; therefore, the results were analyzed using a two-tailed Pearson r-analysis. A two-tailed analysis was used since the direction of the relationship was not known in accordance with the researcher's stance of an exploratory analysis.

Among the students who participated in the survey, students' age range and their preferences of learning English were found to have a moderate correlation, $r(46)=.347$, *p*

= .05. This indicates there is a statistical significance with students' age range and their preferences of learning English. The students' age range and the question " I learn a lot from the workshops given at the tutoring center" were found to have a strong correlation, r(46)=.484, p = .01. This indicates that there is a statistical significance with students' age range and learning from the workshops. Whereas the correlation between students' age range and the question "Do any of your courses require you to go to the tutoring center?" had a correlation of r(46)=.285, p = .05 level, which were found to be moderately correlated. This indicates that there is a statistical significance between students' age range and if courses require going to the tutoring center. This particular finding will be discussed further in detail in later sections.

The question regarding the year of study referred to the year in school students were, most students (40+) answered that they were freshmen, two students answered they were a sophomore and another two answered they were a senior. Three answered they were a junior and nine answered they were at the graduate level. This question had a strong correlation, r(46)=.508, p = .01 level with the question "I prefer to learn English in groups." Year of study and the question "I prefer to learn English one-on-one" had a moderate correlation, r(46)=.368, p = .05. And lastly, the question "I learn a lot from the workshops given at the tutoring center" and year of study had a moderate correlation of r(46)=.307, p = .05 level. This indicates that there was a statistical significance between these variables.

The questions "I prefer homework I enjoy events at the tutoring center" and "the tutors really help me with my homework" had a moderate correlation of r(46)=.324, p = .05 level. This indicates that there is a statistical significance between the two. It is

important to note that there was no data presented in this section that was found to have no or low statistical significance; those results were not included as they were deemed irrelevant for reporting purposes.

Qualitative Data

Deductive coding is the coding method wherein you have developed a codebook as a reference to guide you through the coding process. The researcher used the literature review that already has themes picked out in order to guide the theme for the research. Inductive coding method is used when the researcher knows little about the subject matter and conducts heuristic or exploratory research. In other words, the researchers create their own themes based on the research found. "Inductive coding stays more loyal to the data but may also be less focused" (Linneberg & Korsgaard, 2019, p. 264). For this reason, deductive coding was deemed the most appropriate type of coding for the purposes of this study. Those themes and theoretical frameworks that aligned with the study were used to analyze newly collected data to compare and contrast with what was found in seminal studies throughout the extant literature.

According to Rowley (2012), the first step when analyzing qualitative data is to transcribe it verbatim. Once this is done, it is easier to read through and potentially notice some topics or themes that are similar or can even be different from one another. In any case, the researcher notices quotes and parts of conversations that can be of a specific topic or theme. After transcription, the researcher thoroughly reads through the transcript to take notes and highlights. Analyzing by "combining coding with analytic memos, analytical memos can be described as the researcher's ongoing reflections during coding concerning the codes" (Linneberg & Korsgaard, 2019, p. 266). Initial themes were those

deemed most relevant in the literature review. Reading and rereading permits one to delve deeper into the transcript analysis to ensure themes are robust and accurate in nature.

"After the data has been analyzed, the theoretical framework serves as a lens or coding framework" (Linneberg & Korsgaard, 2019, p. 266). Therefore, these "larger" themes are revised and refined to create smaller themes, then look for ways to surface the links that may emerge from the research into the narrative. "Generally, the codes in deductive coding are theoretical concepts or themes drawn from the existing literature. In a deductive coding approach, the number of codes are typically limited, with maybe just five to ten codes derived from the theoretical framework." (Linneberg & Korsgaard, 2019 p. 264). The findings from the data set are presented under headings that correlate with themes which should align with the objectives and/or research questions. "Key sub-themes under each main theme should be identified and reported and, typically, illustrated through the use of quotes from individual interviewees" (Rowley, 2012, p. 268).

One study in particular utilized various forms of data collection including questionnaires and interviews which are similar to the current study. Comparing the interviews with the questions was the main focus in analysis. Interpreting the data to create categories and being "reflective between description and interpretation of what participants said and what the researcher had seen and read" (Huang, 2012, p. 256). This study done by Huang (2012) used deductive coding, further proves why deductive coding is the best choice for this current study. Similar to the research, quotes from the interview were used to further discuss themes found and proven. In addition to quotes pulled from

the questionnaire, the researcher narrowed down the themes that connected existing themes into smaller units of meaning. Huang (2012) found four themes that were "identified and examined to determine the use of scaffolding and Epstein's framework and how the research questions relating to each other" (p. 2556). To demonstrate the findings, the four frameworks discussed earlier were used to further explain these themes.

During the interview transcript analysis, three themes emerged in addition to a few suggestions' students made which are spoken about in the next chapter. After a second round of reading even more deeply, those three themes began to morph more specifically into smaller, more precise themes. Throughout the reading and rereading, the researcher highlighted phrases or responses with specific colors to differentiate the various themes. Then, each of those themes were placed into a grid to see everything more clearly. Once the original three themes were highlighted and a grid was created, more specific themes emerged which led to more highlighting and note-taking. Finally, the researcher reread everything once again and was able to get more concise and highlight these specific themes within the original three.

Apprehensions

The first theme that was evident was apprehensions or reasons why students may not like or want to attend tutoring. Some of the survey questions blatantly asked why students do not go to tutoring so it made it easy to create this theme, adding more from the group interview that noted students mentioning their apprehension throughout various conversations. With both of these opportunities, the researcher gained a rich understanding of what students were "afraid" of when attending tutoring.

One theme that emerged from within apprehensions was that students were apprehensive by the way they sounded, their accents, and their pronunciations. They understand that they are not native English speakers, however, they get embarrassed in various situations. Even when they are in a classroom full of students in their same situation (e.g., from a similar location or language of origin) they still feel embarrassed, nervous, or scared to make mistakes. One student stated "we have a group of, you know, a group friend and when we make some problem or mistake in the class and we may be laughed by others and at this time we embarrassing…" This shows that even when in a small contained classroom with peers that speak the same language students are still nervous to speak orally. This can be a challenge even more so when there are many different languages in one classroom because then they feel even more embarrassed. Another student added on, "Yes, because sometimes we don't have a native accent and we don't have a native grammar maybe sometimes we a have the great fear of native grammar and native accent." As an ESL teacher, I try to encourage my students that it does not matter what they sound like as long as they practice because if they don't try how do they know if it is wrong or not? This may sound easier said than done and can contribute to this difficulty.

In addition to being afraid of their accents and pronunciation, students can also feel shy. Depending on what their personality is (i.e., introvert vs. extrovert), speaking aloud can be a daunting task. If someone is outgoing, then one may not have an issue with making mistakes aloud. However, if someone is shy, making mistakes in public (even if it is small) is going to be perceived as a challenge because not only is the language an issue but just speaking aloud is a mental hurdle to overcome. One's

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confidence level is generally swayed based upon their personality. One student stated "so some students is shy or they're not confidence [sic] so they will not say anything." This confidence is based oftentimes upon how well they perform in an academic course as well as how comfortable they feel communicating in the language. If a student is not confident with one's content knowledge too, one will not likely speak aloud.

Some people require considerable time to become comfortable in contexts that are different to their day-to-day activities. With newcomers, time is required, or the "silent period" as it is sometimes described, where they are just taking in the language and culture around them. This can last up to six months depending on where the student is from and the connection of one's native language to the language being learned (e.g., natural linguistic connections between Romance languages). For this reason, one student added "at the beginning, I'm also a little bit afraid about this" adding:

Actually at the beginning, we go to the tutoring together for the first time and after almost two weeks I think, we feel good to have the conversation with tutor one by one, so I think this is maybe one important reason is afraid to talk with a native it is I think it's a normal mind thought, yea, because I like this but I don't know this very clearly, so I'm afraid of it."

She explained how at first she was afraid to go tutoring and participate in events by herself, so she preferred to go to tutoring with a friend and to do so one-on-one so they can get individualized attention. However, after a short period of time, she began to feel more comfortable to "get out there." They felt that they had a better understanding of not only the language but the culture as well.

As college educators, it is commonly heard that laziness is one of the foremost reasons for not attending tutoring sessions. One of the apprehensions that many students discussed was feeling just plain old lazy to go to tutoring. One student simply said "I think just lazy," where students chimed in and agreed with "he's got a point, he got a point" and another student adding "he's got the main idea." After having classes all morning, they are hungry, tired and want to have a break. They said they would rather go to their dorm rooms or apartments instead of staying on campus for tutoring. Even though they find tutoring very beneficial and they would like to attend, they are tired or just do not feel like staying after having just been in class for four hours. They would prefer if they could go home to rest, eat, and then possibly return for tutoring, speaking partners, or even attend a social event.

Perceived Benefits

The second theme that surfaced was perceived benefits, anything that the students thought positively affected them from going to tutoring or positive feelings the student had towards tutoring, in addition, what they liked about going to tutoring. There were, of course, many reasons that positively affected students in going to tutoring. Some students even stated that even though they don't or couldn't go to tutoring, they knew it was in their best interest to attend.

Social Networking

The students in this program feel that there are many advantages or benefits to attending tutoring sessions which include first and foremost improving their English skills, but also having the opportunity to make new friends. One of the perceived benefits is that international students can become friendly or if they're lucky, even become friends

with their American tutors. In one specific example, a student described how one of the tutors was very friendly and invited those that attended tutoring sessions to events on and off campus. These students thought it was so cool to see and hang out with a real American and their friends. "I think after we become a friend we can do a lot of things it's not just communication you know, we can also play together, and also try to sing a song, we can do a lot of things, last semester, that my roommate played a game with his tutoring and they had a lot of fun and I joined it, it's really cool, really cool." While he was speaking his face lit up like he had hung out with a celebrity. And yet another student added on to say "Yes, in my opinion, whether it is a new tutor or a friend, that's all new friends for us," in this case this student viewed attending tutoring sessions as a social gathering where they can attain new friends. To add on, international students sometimes love seeing Americans in their element not because they are here temporarily but for the reason that they are living here and want to get fully immersed. In another example, going to group sessions gives students the opportunity to meet more students from the program because it is not the same group every time.

Communication Skills

Most importantly, communicating in the language is the number one benefit to attending tutoring sessions regardless if it is one-on-one or in group sessions. That is or should be the main goal of learning any language is getting to actually use it or you will lose it. Going to tutoring can help develop English skills so that they can use this newly acquired skill around the world since, as stated previously; English is a universal language. Having the opportunity to not only travel but to live in a European country, I have noticed myself, firsthand, that when I travelled to many countries in Europe English

was always the one common language. Obviously this was a wonderful experience for me since English is my first language. What I always wondered was, is the same for other language speakers as well and do they prefer to learn English for this reason? One student said "personally I want to communicate with the people all over the world and one more thing is that most of the academic resources are in English, so English is very important to me." Not only does this student mention that English is used all over the world but they also mention that academic resources are written in English which proves that in order to succeed English is a major benefit. Other students added "Yes, English, English is a common platform for all over the world so I think English can help us better to understand cultures and countries."

Yes, being able to communicate with others while traveling around the world is a benefit adding the fact that communicating in this new college culture is also of the utmost importance to these students. So, while in tutoring sessions students can meet other students while practicing their new language. In addition to meeting other students, students have the opportunity to hear other accents which will work their listening modality. Students will be able to differentiate or hear English being spoken in a variety of ways. One student said "because in group, in group, we can speak with many people and we can know that different type of accent, like this can help us in the future too." When I heard this, I thought it was a great point to make and a good idea. The listening skill is one of the hardest in the communicative realm to attain when learning a language and hearing various accents can make it more difficult so using this to their advantage during tutoring sessions can be very helpful.

Communicating regularly in the language being learned is important but also learning about and hearing various opinions is just as important but very rarely happens. We know different cultures have unique worldviews. However, it can be difficult to hear these opinions when one is not living amidst the people in these cultures. We can learn online and through various social media platforms but doesn't provide for the same firsthand learning experience. Living in a new country is the best way to open one's mind and listen to others' opinions. One student stated "And I think that if we speak in a group then, you know, more people, more opinions you could get more informations and also knowledge, so I prefer to speak in group."

Tutoring Preferences

The third theme that emerged was preference of tutoring or communicative preferences. Here students spoke about their preferences when attending tutoring sessions whether it was preferences of group or individual or preference of what to speak about during the tutoring session.

One-on-one Tutoring

Some students were going back and forth between group sessions or one-on-one. Those that chose or spoke about one-on-one tutoring said that this is beneficial or a preference because they won't be as embarrassed to speak with just one person. In addition, it is more isolated and the tutor can be solely fixed on the one student to help with whatever they may need and not get distracted with too many people or questions. One student said "Actually, I think it's also depends on different situations you know, if I need to ask some homeworks questions, I think one by one is more, is better because you know if you ask some specific homework maybe other students have nothing to do and

couldn't join to this discussion but if you just want to have a discussion with tutoring then I think group is good, yea." Another student added "In my opinion, I think talk with one-by-one can have more chance to speak English so if you improve better than improve. "Both positive outlooks on the benefits of one-on-one tutoring sessions but different opinions on why."

Group Tutoring

Some students said they preferred attending tutoring sessions in group settings. Attending group tutoring sessions has many advantages such as meeting other students who are the same as yourself, who are also scared or nervous, so you know that you are not alone in addition, to there being more people in the group who can add to the topic and/or conversation. One such student talked about how attending group session can help with nerves, "This is true, I prefer to speak with a group because in first state whenever I will feel nervous but speak with whom, when I will speak with a lot of classmate who have a similar level with me so it can solve this and I will feel more natures. So, I can speak very well." In other words, they know they will not be any more advanced than the person next to them so being in a group they are all in it together.

In group tutoring sessions, students also feel that they can really get a conversation going with more people, if it is one-on-one then the conversation may be lacking or boring. As previously stated "I have opinions, I think that one by one is not very good because some, for some English skills, who are students who need skills is not very good, so we cannot have ability to speak over 30 or 40 minutes one-by-one, so I think be a group is better." To further explain what this student said, tutoring sessions can be anywhere from a thirty-minute session to a one-hour session and they think that it may

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be too much time for one-on-one. I think for the reason that it may end up being boring or they may run out of things to speak about so in a group, someone else can fill the void or the conversation can continue with various people giving their opinions.

Language Experiences

Overall, the consensus between all of the students who participated was that no matter what, as long as they are speaking English with a native English speaker then it doesn't matter how it is done.

One more preference that students had was speaking to natives, specifically speaking to them about their daily life about being an American or being an American student. In addition, they would normally prefer to speak with other students or people their age instead of a teacher or administrator. Not that the teacher or administrator are not good to speak or learn from but they feel as though they get more out of speaking with someone their own age. They feel like they would get more out of the conversation learning day to day vocabulary that they may not get from someone older. Most students feel more comfortable overall with a peer than with a teacher or administrator. One student said "And another important point, is, you know, for us, teenagers, sometimes for some I mean normal life's things is really hard to ask teachers and we all know that maybe teachers are very busy and tutoring, I mean, every day we have at least 3 hours, I remembered, every day and we could ask them these kinds of things if we want, if we want, yea, they have a long time to answer our questions and you know, the peers, are more interested in each other." While speaking with their peers, they have a preference about the topics they would talk about as well. One student said "like some life, about in America or share some story or some special experiences in school or in the United State,

we like that, I think." Another student stated that no matter whom he speak with, it's advantageous for him. "Yea, yea, so personally I want to communicate with the people all over the world and one more thing is that most of the academic resources are in English, so English is very important to me." Either way practice is practice and anywhere they can get it is great.

Language Confusion

Something interesting that I noticed while reading the survey was with the question about requirements for which I made sure to mention during the interview. I had a feeling that students were going to confuse the terms "requirement" versus "suggestion" so when creating the survey, I made sure to separate the two and bold them so they could stand out. Our program does not require students to go to tutoring, nor do the teachers. The teachers may, and usually, suggest and even sometimes, highly suggest students to go to the tutoring center when we feel it can benefit them. We even send extra work or give some suggestions of what exactly to work on specifically. We usually try to give incentives to go as well, such as go to a football or basketball game and interview someone there or go to the career fair and read about the different job opportunities and more. With all of that said, we never use the word require. When I asked students if any teachers required them to go to tutoring, they immediately said that it was a requirement. What was more interesting and a little bit funny was that they said I, specifically, had required. I replied "No, required?" and added on "...there is a difference between require and suggest." Then they all realized this error, laughed and one student said "no, nobody require, just suggest" and another student said "... but sometimes I have to get my extra credit for my IEC, so somewhat require." What this tells me and demonstrates what I

thought when distributing that question, was that they were not going to realize the difference or pay attention to the words, which is part of the reason why I purposely bolded the word. These English language learners may be going to tutoring because they think it is a requirement and/or they will be getting extra credit. Some students may only be going for this exact reason. So, while we are trying to entice them and get them there, they're going, which is great but they may not be getting anything out of it necessarily.

Qualitative and Quantitative Convergence

Convergence occurred after both quantitative and qualitative data sets were collected and analyzed individually. Not every statistically significant correlation discussed in the quantitative section will be expounded upon in this convergence section; only those in which additional information brings clarity or enhanced understanding will be underscored. Nevertheless, it is important to note that the focus group interview containing 22 students only confirmed a majority of what was stated in the 19-question survey.

As a reminder, the survey was separated into categories to ensure the differences in themes preemptively. The categories were English learning preferences, perceived effectiveness, requirement and open-ended. This type of organization was used for the focus group interview questions as well. In addition, as the conversation progressed more questions were asked based on students' responses. The qualitative and quantitative data can be seen when converged and discussed as one.

The section pertaining to questions regarding English learning preferences showcased students' likes and dislikes for learning the English language. Almost half of the participants, more specifically 43.7%, said they preferred learning English in a group

setting, 35% said they did not prefer to learn English in groups and yet 20.8% said they

were neutral and did not mind either way. Preferences for learning English one-on-one

was divided by a resounding 45.8% said they preferred one-on-one, 35% were neutral

and 12.5% said they did not prefer to learn english one-on-one. During the interview,

students expanded on these preferences their choice of one-on-one or group setting really

depended on what their needs were for that particular session, therefore it was not a

choice of either or, they like both settings depending on the work they wanted to get

done. If they wanted help with homework, they preferred tutoring to be one-on-one,

because they could get individualized attention and ask as many questions as they would

like without being interrupted by other students. If they wanted to have more of a

conversation, they noted their preferences being in groups, so that they could hear various

opinions and collaborate with others. The question that pertained to the workshops

provided by the tutoring center including "Chat with Efie" with the director of the

program. 45.8% said they agree with this statement and during the interview this was

discussed further. A lot of students said that while technically yes, they do learn a lot and

it is always helpful to speak with a native English speaker, they felt that it was mostly

about the program specifically and not necessarily about English in daily life or learning

about the life of an American. This was based on the fact that they were/are speaking

with the director of the program and it somehow always felt formal. To which they

added, that they do not prefer because they do not feel as comfortable. It was helpful for

students to further their knowledge of the program and gain insights into other programs

but not always perceived to be "fun." As far as enjoying events provided by the tutoring

center, 50% of students said they agreed with the statement and this was echoed during

the interview; however, they added that they would like more and more informal events so they can attend and feel more comfortable that it's not a "learning" sessions but more like hanging out to meet others to simply talk.

Questions on the survey and interview pertaining to perceived effectiveness received a lot of insight. About 60% agreed and 25% strongly agreed with this statement: "I feel more confident speaking English after attending tutoring." There were only 12.5% of students who responded with feeling neutral with this statement. This was further discussed during the interview where students had the opportunity to expand, adding that they felt more confident because they spoke with a peer.

There was one student who responded on the survey that they did not agree with the statement. This was a surprising response but after further exploration during the interview, it was noted that there was one student who seemed confused by the idea of the tutoring center discussion. For several questions asked, this particular student had more questions regarding the location, availability and reason for tutoring. Other students responded to this student that it had been discussed in every class session in addition to available on the "Blackboard platform" and sent via email. For this student's lack of knowledge on the tutoring center, it can be assumed that it was this student who responded in this manner, however not conclusively.

Still in the section pertaining to perceived effectiveness, the question "the tutors really help me with my homework" received a resounding 41.6% agreed, another 18.75% said they strongly agreed, and 37.5% percent were neutral. When this question was further discussed, students stated that more often than not they preferred to go to tutoring not necessarily for homework help but just to talk and practice having a

conversation. Which was then explained by the next question "the conversation partners help me improve my English" where 47.9% of students agreed, another 39.5 % said they strongly agreed and 12.5% were neutral. Surprisingly, there were no students who disagreed or strongly disagreed. Students explained during the interview that no matter what is done at the tutoring center, it was beneficial to simply have conversations with a native English speaker as stated previously.

In the requirement section, stemming from the 48 survey responses, 41% of respondents discussed their need to comply with the required tutoring center sessions as part of the program. However, there were/are no such requirements, indicating that there was/is a disconnect between what was required and what was optional or suggested for student participants. While it was the hope that all participants would attend, the language barrier to English challenged not only their developmental skill acquisition but also their ability to understand the foundational elements of what was required for completion of the program. This realization provided evidence of the need to augment how the program is offered, and how the expectations are articulated and consumed in future semesters. When the question of requirement or suggestion were being created, it was important to highlight and show importance to the specific word "requirement" and "suggestion." It was important for students to realize this difference and if they did not, it would show through not only the data but through the conversation as well. It was a known fact that in the program teachers did not require students to go to the tutoring center, rather it was specifically suggested; sometimes highly suggested for some in fact. Teachers used extra credit as an incentive for students to go to tutoring because it was so beneficial for a number of reasons. When students were asked this question during the focus group

interview, students not only stated that tutoring was a requirement but they also added

that the interviewer specifically required it. After responding to them with reiterating the

specific word "requirement," they realized right away the difference. When asked how

many times per month students attended tutoring sessions almost half of the survey

recipients answered occasionally or 2-4 times per month to be exact 47.9%. Only five out

of the 48 students responded with going to the tutoring center frequently or more than

seven times per month. Students who responded with never going to the tutoring center

amounted to a mere 12% or six out of the 48 students. The same result was for students

who rarely went to the center which was specifically one time per month. And students

who went frequently to the center which amounted to 5-6 times per month amounted to

16% or eight out of 48 students. This indicates that if a majority of students only go two

to four times per month, that is not nearly enough time to get or receive the added

benefits.

The final question in this section was open-ended asking for a reason why

students do not go to tutoring. Several students responded with not having time, some

said they were not motivated to go or they wanted to go home to relax. Some students

responded saying that they did not think they needed to go to the tutoring center since

they were not necessarily having any difficulties in class. And one student said they were

"not a social person so going feels burden." With a majority of these written responses

being about not having time or wanting to relax further proves to the students disinterest

in attending tutoring to further their English language learning which lent itself to

creating the questions for the interview. Furthermore, during the interview, students

echoed these same reasons adding a few more reasons to the mix including being just plain lazy, and not having enough time slots available.

The last two questions in the survey were open-ended and provided information that students were able to provide further insight into their own opinions as to what improvements or suggestions they thought the tutoring center needed as well as any improvements or suggestions for future events. As a follow-up, the interview provided an opportunity to give additional information and suggestions for the tutors specifically. From both the survey and interview, students provided, if not the same, very similar responses that the actual tutors and tutoring center did not need any changes. However, students share that the actual tutoring sessions themselves needed updates which were confirmed during the interview. Some of these included the availability of days and times, the addition of less formal events and having specific topics readily available for students.

Though there were two forms of data to analyze, creating a convergence of the two allows the reader to synthesize the research. These results are helpful when understanding the quantitative and qualitative information as one. Qualitative and quantitative information are not only important but imperative to this study and research because they build off each other and provide further insight on the inner workings of tutoring centers. More specifically, the interview conversations support the survey questions.

CHAPTER 5 DISCUSSION

Introduction

There are multiple takeaways stemming from this research project that connects dimensions of tutoring centers at the university level with important considerations for their design and facilitation related to international student language development. More specifically, the questions that were being researched were the following:

1. What are ESL perspectives of tutoring services provided in an urban public four-year university?

2. How can university-based tutoring centers better meet the needs of ESL students? With these two research questions, question types were arranged into five sections making sure to pay close attention to their English learning preferences, the perceived effectiveness of the tutoring center, the requirement of tutoring, and finally, asking for any further comments and/or suggestions that would aid my research and more importantly help future students who go to the tutoring center. Upon further review and deep reading of the survey and interview, the researcher organized them into themes based on the survey answers and interview conversations. Such themes included apprehensions, perceived benefits which includes social networking and communication skills, tutoring preferences, such as one--on-one and group tutoring, lastly, language confusion. In this section, findings and their connections to the literature review from other researchers are used to discuss the findings in their natural context.

This study added to the extant research in several ways such as looking at students' preferences in not only how they feel in the tutoring sessions but more specifically, how they feel with the tutoring center activities. This gives insight into how

to promote and encourage tutoring services and/or activities given at the tutoring center for the future. In addition, getting to hear student's suggestions for how the tutoring center can improve proved helpful for the overall purpose/re-purposing of tutoring centers. Lastly, this study focused specifically on international students (e.g., Chinese students) to provide additional data on their experiences and how to best support their language and linguistic needs while learning English. This approach provided deep found awareness on how these students feel when it comes to tutoring services and how a school's tutoring center can be better equipped for providing scaffolding services from the tutor or center director perspective.

Theme 1-Perceived Benefits

Self-determination is the "ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, and accept the consequences of one's actions," according to Sinclair et al. (2017, p. 178). When exploring this research and delving deep into student responses from the survey and conversation from the focus group interview, students had various reasons for attending tutoring sessions. They knew that it was beneficial regardless if they went or not; however, it was not always convenient given their busy schedules. Students had an intrinsic desire for furthering their English language skills, however attending tutoring sessions was not one of the steps they were always willing to take to improve. Unless it was convenient for them, they often resisted participating in these learning opportunities (only half were willing to go on a regular basis). The other half thought that it may the only way to practice their English skills due to the fact of having Chinese speaking friends and family and not being able to practice with them. One of the main reasons some students wanted to learn English was

to better communicate with the newly made friends from school as well as increasing the likelihood of attaining a job in the future. Still, as long as students were practicing English with any native English speakers and not necessarily tutors, they did not have to necessarily go to the tutoring especially unless it was not convenient for them to do so. These reasons relate to Sinclair et al. (2017) and Wehmeyer (1995) ideas of self-determination characteristics which include a persons' behavior, adult outcome and lifelong learning, opportunities and experiences. These reasons were evident with one of Gardener's (1985) two types of motivation theories; the motivation to learn (and acquire language). Students knew that it was of their own volition that they needed to take the extra step of attending tutoring sessions to develop their English skills. And although they really wanted it, for some, the "hassle" was just not worth it. The "hassle" being the time, location, and availability of tutoring sessions, such as the sessions being given after class or not on the weekends and not having more than that available. With that said, it could be argued that as long as students were practicing their English proficiency it may not matter how it is done, and in this case some were practicing it in real-life situations and some were practicing by going to tutoring.

Some other motivating factors of non-attendance for tutoring include anxiety or nervousness. Some students are nervous about speaking in public such as making pronunciation and grammar errors. A study by Horwitz et al. (1986) suggested that foreign language anxiety "contains three interrelated components: communication apprehension, fear of negative evaluation, and test anxiety" (p. 128). In this case, students are not necessarily anxious about tests but more about speaking aloud in front of others. This was mentioned by students during the focus group interview where one student

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stated "we have a group of, you know, a group friend and when we make some problem or mistake in the class and we may be laughed by others and at this time we were embarrassed." Self-determination theory and motivation theory relate to this phenomenon, since students may not be going to the tutoring center, though they are making sure to practice with their new friends and in the end, the outcomes matter much more than the means.

There are two primary reasons students reported wanting to learn English: 1) to communicate with others, and 2) for new job opportunities, building upon Sinclair's (2017) notions of mastery and performance. Some want to master the language in order to use it in their future endeavors such as work and continuing to live in an English-speaking community while others want to master it for educational purposes to receive a better grade. During this research, specifically with this population, the latter did not seem to come through in their survey and interview as much. Even if students did not take advantage of the tutoring opportunities they were provided, they did ensure they had ample opportunities practice their new English language skills in the real world; they stated that this was almost more important to them than in class learning. Students felt that if they could develop their English skills enough they could befriend not only students at the university but also when they travel because as they said, "English is a common platform for all over the world so I think English can help us better to understand cultures and countries." adding on "personally I want to communicate with the people all over the world and one more thing is that most of the academic resources are in English, so English is very important to me." Coincidentally, Yashima (2002) had the same idea, "For many learners, English symbolizes the world around Japan,

something that connects them to foreign countries and foreigners or "strangers" (p. 57). Calling this connection "international posture" which "included in the concept are interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and, one hopes, openness or a non-ethnocentric attitude toward different cultures, among others" (p. 57). With that being said, students understand that if they were to travel outside of the United States and their home country of China, they would need a language that would be able to take them anywhere, and they feel that English is key not only for their academic growth but their personal growth as well. Yet another researcher, Yanguas (2010), stated "that stronger attachment to the community is indeed related to participants' motivation to master the language as measured in this study." It is important to note that while students are highly motivated to learn English for the purposes of where it will get them in the future, they are not physically motivated when the moment arrives to go to the tutoring center, they feel fulfilled by speaking to new friends is just enough. "Just plain lazy" came up during the focus group interview where several students laughed and agreed with each other. This was further explained to say that for as much as they really wanted to better their skills they were just too lazy to physically get up and go to the tutoring center. Right after class they wanted to go home to rest, eat, hang out and when they had "free" time go back to school to get tutors, so in this case, they took it upon themselves to befriend university students to practice English whenever possible. In addition, having more opportunities to speak with their native English speaker friends than going to the tutoring center which had a limited amount of sessions available.

Another form of self-determination theory was mentioned in the literature; motive disposition. Motive disposition, according to Sheldon and Schuler (2011), suggested that "learned or acquired orientations toward certain natural incentives in the environment" (Sheldon & Schuler, 2011, p. 1107). For example, when students experience achievement for success, they tend to continue to strive towards continuing the achievement incentives. In this case, students, more specifically Chinese students have the mentality that earning an A is important regardless of the purpose. Earning extra credit will get them closer to that grade of an A, though it does not necessarily mean that they can communicate in the language as fluently as an A student might. In this case, some students stated that earning a higher grade by attending tutoring sessions was an incentive for them. One student stated "It's only suggested but sometimes I have to get my extra credit for my IEC yea…" Therefore, in order to get a better grade fulfilling the extra points ensure a few extra points. This is also in conjunction with Gardener's motivation theory, classroom learning motivation. Keeping this in mind, teachers can use that to their advantage by infusing highly engaging and motivating activities into tutoring sessions offered in order to entice students to attend.

While students may have the motivation and self-determination to learn, they may have some intrinsic factors that may prevent them from attending tutoring sessions such as having a shyer demeanor. As stated by Chai (2013) "Malaysian students, being rooted in Asia culture, are generally less engaging in activities that require interaction, less active in asking questions and reluctant to express opinions" (p. 127). The fact that this study has a 100% Asian population, it can be ascertained that this was and is the case with some, if not most, of the students who participated. They expressed their feelings of

nervousness not necessarily because of speaking in general but because they were not extroverts and as such, it took more time to open up to others around them. This may be part of their motivation to not attend tutoring sessions. One student shared: "so some students is[sic] shy or they're not confidence[sic] so they will not say anything." When this happens, it may be difficult to get them to participate in general.

In conclusion, self-determination and motivation are theories that further prove students' incentive or purpose for improving their English language skills however, as much motivation as they may have to improve, it may not be to the point where they will physically get up and go to tutoring if it gets in the way of their daily life. They sometimes prefer to learn it in real-world ways or with the new friends they make/meet, which may not be at the tutoring center still lead to significant benefits for them. Hearing students' honesty about the real reason for their non-attendance for tutoring is helpful to contextualize. Being lazy and/or shy is a valid yet understandable reason for nonattendance. As adults, we do not always want to continue to do something after work when we want to go home. Moreover, there are valid reasons for leaving work at work. In addition, if someone is shy, it is challenging to convince them to join in a group to speak with others unless required. In this case, students feel the same way. In order to tackle this issue, it is not necessarily anything the teacher, administrators, or other personnel can do except offer additional opportunities in hopes of enticing them to attend at other times that are available. Nevertheless, if students are practicing with their native English-speaking friends, they may be making sufficient gains.

Theme 2-Tutoring Preferences

As mentioned earlier in the research, Topping (2005) studied trends, methods, types, and effects of tutoring. He described the various types of tutoring that are available such as peer tutoring and cooperative learning. Peer learning is a basic term that is known as a tutor helping a tutee (or student) with some of the curriculum. In one of his studies, tutors were teaching or helping other university students whose native language was English. These tutors were around the same age and level in school; however, they were native English speakers, which could potentially make considerable difference for these non-English speakers. As a result, the English language learners' students felt more comfortable because they were not in a traditional classroom with their teacher. In turn, they were able to speak in a less formal manner and overall, had less anxiety at the tutoring center. This is one of the advantages that Topping (1996) discusses as "less anxiety and increased confidence" (p. 328). Students preferred this type of tutoring rather than getting help from teachers because as one stated:

For us, teenagers, sometimes for some I mean normal life's things is really hard to ask teachers and we all know that maybe teachers are very busy and tutoring, I mean, every day we have at least 3 hours, I remembered, every day and we could ask them these kinds of things if we want, if we want, yea, they have a long time to answer our questions and you know, the peers, are more interested in each other.

They felt that even though teachers obviously knew the answers, they wanted to be able to speak freely about a topic and not feel like they were being judged, graded, or critiqued when speaking with a teacher.

Preference of tutoring sessions was really dependent on what work was needed to be done. For instance, if students wanted more individualized attention for an assignment, then they would opt for one-on-one tutoring, whereas if they wanted to have conversations to learn content and practice their English speaking and listening skills, then they preferred group tutoring sessions. They pointed out that having the opportunity to hear others' opinions and learn more in a bigger setting was beneficial. In addition, the timing may impact their selection too, as one student added: "I have opinions, I think that one by one is not very good because some, for some English skills, who are students who need skills is not very good, so we cannot have ability to speak over 30 or 40 minutes one-by-one, so I think be a group is better." In other words, there may be too many silent moments during a one-on-one tutoring session that can make for an awkward experience.

With the pandemic underway, online tutoring did negatively impact the program. Students felt that since they were in quarantine and as a result, they were bored and wanted more opportunities for tutoring. They felt isolated being alone in their dorm rooms and not being allowed to go out for long periods of time or at all in some cases. In one study, Fullmer (2012) had positive feedback with her research of an online tutoring laboratory. Online tutoring laboratories were created at Lincoln University in Pennsylvania to help minimize the in-person approach and be able to make it more available. With online tutoring, this meant that tutoring was available 24 hours. "The study found that students' academic achievement increased during the time period from pretest to posttest" (Fullmer, 2012, p. 80). It also permitted written progress reports every so often, so students and their teachers would be able to see the improvements that were made and what else there was to work on. This was not the case for this specific

tutoring center however, especially when coupled with the pandemic as there was no time to plan for overhauling the tutoring procedures from face-to-face to fully virtual in mode. Upon a closer read of Fullmer's research, it can be understood that this was not with a live person but a computer-generated program which in this case, may or may not have worked with these English language learners.

Limitations/Reliability

Throughout the study, some limitations and design elements influenced/impacted the interpretations and their relationship to the overall impact of the tutoring center. One limitation was the narrow demographic scope of the sample used in the study (i.e., all but one student originated from China). However, it did provide insight on this specific population due to the fact that the research is scant in this domain. Chinese students make up the third largest of the ESL population in the United States and thus, it is important to know what works for these students as they grapple learning the English language while enrolled in university study. In addition, language programs facilitated in and outside the confines of a tutoring center can benefit from this information will lend itself to better prepare.

Another limitation was having a small sample size. At the time the research was done, the COVD-19 pandemic was underway, leaving very low enrollment in the tutoring program. In addition, the study was done during the program's summer semester. However, all 40 of the students in the program were contacted to participate and only nine did not respond due to late enrollment. That is over an 80% return rate, which according to Cook, Heath and Thompson (2000) is sufficient. Lastly, the study benefitted from having the primary investigator be able to reach out to students from previous

semesters, enabling the sample to increase to 48 participants. In order to expand on this sample size in the future, students at other universities with tutoring centers could be contacted to participate.

The level of the students that participate also influenced the findings. They were in the level three and four of the program at the point when the research study was done. This level is akin to an intermediate and intermediate/advanced language student where they can have simple conversations but not too in depth nor near native. Since the research was done in the summer and during the pandemic, there was no students at the beginner level available. In addition, it was in the best interest of the study to have this level because of the reading level required to fully consent and participate. If the survey or group interview was offered to students who were in a lower level, they may not have understood the survey and they may not have been able to participate effectively in the group interview. Portions of survey seemed to be confusing to this level, so offering it to lower students would not have been ideal; having this level of students worked for the study.

Implications and Recommendations

The survey provided a space for students to express their opinion on offering some suggestions for the tutoring center, during the focus group interview, students were asked to further explain these suggestions. Below are some of their suggestions along with additional insight into what they provided.

Suggestion 1: Variety of Activities

One suggestion that students mentioned was they would like to add more activities and a greater variety of engaging tasks at the tutoring center. To be specific,

they would like to have more than just tutoring and one or two holiday parties. If possible, they would like to have some sort of informal gatherings. Not like a party or major event but something more informal for international students to meet American tutors and/or students. If this can be facilitated in a non-formal manner, it reduces the pressure experienced enabling them to feel more comfortable; the event would also be perceived to be less of a chore. Some students, more specifically international English language learners may find it difficult to "find" friends other than those in the program, which defeats the purpose of them practicing their new language. For this reason, it would be wise for tutoring centers to offer activities every other week or even monthly where students can meet others to practice speaking English. Activities can have themes such as game night, movie night, or some sort of collective sporting event where students will learn an American tradition along with the associated vocabulary. English language learners would be "having fun" in a less restrictive, more informal environment while they practice speaking and listening in English.

Suggestion 2: Availability

The availability of when tutoring sessions are offered is of high interest to students. They would like to have more days and times available from which to choose. Going back to the theme of apprehensions, it was mentioned that students would like to have a break after class. They would like to go home to eat, rest, and then potentially come back for tutoring. So, having later times available so they can come back to school would be ideal. As of now tutoring at this center is only available a few days per week so they would like more days added. As a side note, it should be mentioned that during the pandemic, students were extremely bored and preferred to have a lot more opportunities

for tutoring. In addition, it is important to note that prior to the pandemic, there were two to three tutors available and they created their tutoring schedules based on their own class schedule. Perhaps having more tutors on the schedule would open up more availability and have more options for tutoring sessions. Ensuring that there are enough tutors available along with enough time slots available is essential to make a tutoring center not only viable but also to get students involved and interested in participating in tutoring sessions. Maybe surveying students about what time they are interested in going to the tutoring center may help with creating the schedule. Overall, having multiple tutors would be beneficial.

Suggestion 3: Tutor Ambassador

Having some sort of tutor or student available to serve as a university ambassador is strongly suggested. When international students arrive at the university for the first time, they must check-in to their dorm rooms. When this happens, students are on their own, which doesn't always permit faculty to meet them until two to three days later when classes begin. Because students are on their own when they arrive, they tend to get lost and flustered based on not having full command of the English language. It is from this type of experience that these students recommend having an ambassador help them to get better acquainted with the university. In addition, this ambassador can show them other various points of the school, or even the technical aspects of learning management systems like Blackboard. The primary investigator was first surprised at these findings because she felt that they were greeted by students so it would have been helpful; however, after more explanation and through conversation, she learned how it could feel very lonely and more so, scary because everyone was kind of left to their own devices

without having the ability to communicate these challenges. It was a very hectic time period where they were grouped with other students who were just moving to the university. Having a specific group of tutors on hand for when the international students arrive would permit students to feel less nervous or flustered because the tutors (who often had firsthand similar experiences) know what their difficulties are during this process. Ensuring that these tutors know how to speak to this level of English language learners is essential to knowing what specific difficulties they will encounter when food shopping or taking care of day-to-day errands.

Suggestion 4: Teacher Help

The last suggestion is related to providing more individualized help from teachers when it comes to technology. This need for assistance was noted during the pandemic in which there were a lot of technological issues in the classroom and learning to go remote, while trying to decide which platform to use, changing directions mid-way through, only before the entire system crashing before the end of the semester. This can be incredibly taxing, especially for those who do not speak English fluently; trying to navigate an online program while not having a full grasp of the English language would be difficult during any time, let alone the pandemic. If students were provided more one-on-one time with a teacher or faculty member, it could have helped in the long run for their overall educational experience.

Overall, there are numerous means of enticing and inviting students to take full advantage of tutoring center opportunities. In addition, convincing them to use the tutoring services to their benefit in conjunction with their new native English-speaking friends will only stronger in their command of the English language. Keeping in mind

that students want more engaging activities will be helpful; however, it must be remembered that they want these activities to be less "school like" (e.g., making them more informal). Based on the survey answers and student conversations during the focus group interview, there were a lot of suggestions about making the tutoring center work well for both the students and for the administrators.

The primary researcher created an acronym to represent the core considerations for every tutoring center: VAAT - Variety, Availability, Ambassador, Teacher/Tutor.

- Variety, in other words, adding a variety of activities instead of just "tutoring."

- Availability represents the notion that adding not only more tutors but more time slots provides students with more options from which to choose.

- Creating an ambassador or a group of tutors who can be ambassadors to these newcomer students to welcome them to the university is highly recommended.

- Having teachers (or tutors) on hand for any technological difficulties they may have throughout the semester. In addition, it is important to remember that tutors need to be fully aware of the needs of English language learners not just their educational needs but also some cultural differences. It is important to choose tutors wisely. Some recommendations for choosing or hiring a tutor could be if they major in one of the following topics: education, English, or speech. This is important because as they are learning in their own major they will be able to use those new skills. Requiring a specific number of tutoring sessions per class ensures students are getting the help they require. In conclusion, the principles of VAAT can ensure that the tutoring centers flourish and meet the evolving needs of their students.

Future Research

In order to better assist tutoring centers in the future, the research can be expanded in multiple ways. Having a larger sample size, more diverse representation, multiple levels of English language learners, and smaller focus groups are some of the ways the research can be modified for future consideration. These will be further discussed in order to fully comprehend their importance for future research.

This research had a sample size of 48 students; having a larger sample size may ensure that the surveys have more participants which will then in turn add more validity to the data set and in turn, the results of the data analysis and its generalizability.

With having a larger sample size, this could also expand the diversity of the participant sample. The study had only Asian students who participated, specifically 99% Chinese, which may have reduced the natural variation between English language learners. If additional participants were added from a multitude of cultural and geographic backgrounds, it is likely that they would have increasing variation in their opinions about tutoring centers and formal education opportunities in higher education.

Having a smaller focus group interview size would also be more ideal. The focus group size was large (28 students) as the researcher did not want to limit participation. However, smaller settings may permit some students to feel more comfortable participating in open dialogue and communication between participants in the study. Having more students participate in the conversation would also enable more opinions to be shared. If there are many students who would like to participate in the focus group interview, one could group them into multiple focus groups to gain eclectic voices while ensuring optimal sizes for natural conversations emanate.

Having varying levels of English language fluency represented in the sample is something to consider for the future. This study only had two levels: intermediate, and intermediate/advanced. In this case, the lack of access to beginners was related to the pandemic, though it may have been more beneficial than originally conceived given the circumstances. In ordinary times, having beginner students participate permits tutoring center personnel to glean from their experiences in an effort to customize and improve their operations and its delivery of services. In addition, this also means considering the readability level of the survey is kept in mind, as well as the interview questions and conversations that are had should be kept at a lower proficiency level. With more levels of proficiencies, separate focus groups for the interview based on the level would ensure more student participation so students do not feel embarrassed to be grouped with more advanced speakers.

There is definitely opportunity to expand this research project from its scope to whom it examined, and even how it examined tutoring center operations in conjunction with participants' perspectives and experiences of English language learners in a university. Continuing to refine how tutoring centers function through introspection of participants' experiences is highly recommended. More importantly, this kind of information is vital for the well-being of international students seeking to enhance their English language learning, not just for their academics but for everyday interactions with others in an English-speaking community.

APPENDIX A SURVEY LETTER

November 2019

Hello Fellow ESL Educators,

I write to you today with an opportunity to assist me with a project involving those students who receive our tutoring services.

I am in the initial stages of my dissertation project in the Ph.D. in Literacy program in the School of Education at St. John's University. My topic is on ELL students' tutoring practices. I am creating a survey to better understand the needs and diverse perspectives of our ELLs in the spring 2020 semester. As part of Stage 1, I am vetting a set of survey questions to teachers in these related programs. I seek your input and would like to know if you have any suggestions for improvement, inclusion, or refinement to these questions.

Here is the link to the survey:
https://docs.google.com/forms/d/1Y3evzrk8rwmqe7aY_T01ynwTXdaftI3qcsp4lp2F8eY/edit

Please email me directly with your input at aguilerj@stjohns.edu before November 15, 2019.

Thank you in advance for your assistance with this matter and your vested interest in our amazing students.

Best wishes,

Jennifer Aguilera
Ph.D. Candidate
St. John's University

APPENDIX B CONTACT LETTER

Dear Director of Intensive English Center Efie Spentzos,

　　Your permission is being requested to conduct a study at your program to learn more about your students' perceptions and motivation for attending tutoring services. This study will be conducted by Jennifer Aguilera, as part of her doctoral dissertation. Her faculty sponsor is Dr. Evan Ortlieb, Ph.D., St. John's University School of Education, Department of Education Specialties. Participants will be asked to do the following in this study: (1) Students will complete a survey about their beliefs regarding tutoring; and be chosen to (2) take part in an interview concerning their beliefs regarding tutoring. The interview will be recorded via an online platform. Participants may review this recording. All of the recordings will be destroyed at the conclusion of the study. Participation in this study will involve up to one hour: 10-15 minutes to complete the survey and if chosen, approximately 30 minutes to one hour for the interview. The interview will be held approximately a week after the survey. There are no known risks associated with participation in this research beyond those of everyday life. Although participants will receive no direct benefits, this research may help the investigator understand how to help teachers better promote successful literacy instruction.

　　Confidentiality of participants' research records will be strictly maintained by using only pseudonyms and/or codes for participants' responses; and keeping consent forms separate from data to make sure that the subject's name and identity will not become known or linked with any information they have provided. Participation in this study is voluntary. Participants may refuse to participate or withdraw at any time without penalty. For interviews or surveys, participants have the right to skip or not answer any questions.

　　If there is anything about the study or participation in it that is unclear or that you do not understand, if you have questions or wish to report a research-related problem, you may contact Jennifer Aguilera at 347-236-2230 (cell phone), jennifer.aguilera04@stjohns.edu (email), The School of Education, Sullivan Hall, 4th Floor, Queens, NY, 11439, or the faculty sponsor, Dr. Evan Ortlieb, Ph.D., at 718-990-4795 (phone), ortliebe@stjohns.edu (e-mail), The School of Education, Sullivan Hall, 4th Floor, Queens, NY, 11439.

　　For questions about rights of research participants, you may contact the University's Institutional Review Board, St. John's University, Dr. Raymond DiGiuseppe, Chair digiuser@stjohns.edu 718-990-1955 or Marie Nitopi, IRB Coordinator, nitopim@stjohns.edu 718-990-1440. You have received a copy of the contact letter to keep.

Agreement to Conduct Study at Your Site

Subject's Signature: _____ Date: _____

APPENDIX C CONSENT FORM

Dear _____,

    You have been invited to take part in a research study to learn more about your thoughts on tutoring. This study will be directed by Jennifer Aguilera, as part of her doctoral dissertation. Her faculty sponsor is Dr. Evan Ortlieb, Ph.D., St. John's University.

    If you agree to be in this study, you will be asked to complete one survey about your experience with tutoring services given at your school which can take about 10-15 minutes. In addition, you may be asked to take part in an interview which may last anywhere from 30 minutes to one hour. If chosen for an interview, know that it will be <u>recorded.</u> You may review the recording. All recordings will be destroyed at the end of the study.

        If there is anything about the study or your participation that is unclear or that you do not understand, you may contact Jennifer Aguilera at jennifer.aguilera04@stjohns.edu (email), The School of Education, Sullivan Hall, 4th Floor, Queens, NY, 11439, or the faculty sponsor, Dr. Evan Ortlieb, Ph.D. at 718-990-4795 (phone), ortliebe@stjohns.edu (e-mail), The School of Education, Sullivan Hall, 4th Floor, Queens, NY, 11439.

        For questions about your rights as a research participant, you may contact the University's Institutional Review Board, St. John's University, Dr. Raymond DiGiuseppe, Chair digiuser@stjohns.edu 718-990-1955 or Marie Nitopi, IRB Coordinator, nitopim@stjohns.edu 718-990-1440.

You have received a copy of this consent document to keep via email.

Agreement to Participate
  I consent to the following:

  I agree to complete the survey.   Yes_____ No _____

  I agree to be interviewed by the researcher.   Yes_____ No_____

  I agree to allow the interview to be recorded.   Yes_____ No _____

  I agree to make myself available for a further interview if asked.   Yes _____ No _____

Subject's Signature: _____ Date: _____

TUTORING SURVEY
This survey explores students' perceptions of the effectiveness and helpfulness of the tutoring center. It will help to improve educators' insights into tutoring and maximize the benefits of the tutoring center.

This survey takes 5-15 minutes to complete. Your time is valuable to us. In order to get a complete understanding of the effectiveness, all questions are required to be answered.

Your participation is confidential to the extent allowed by law and university policy.

Email Address:

Background Information:
Please answer the following questions that pertain to you.

1. Gender
o   Male
o   Female
o   Prefer not to say

2. Age Range
o   18-19
o   20-21
o   22-24
o   25-30
o   31+

3. Race
o   South American
o   Central American
o   European
o   African
o   Asian
o   Other: _____

4. Year of Study
o   Freshman
o   Sophomore
o   Junior
o   Senior
o   Graduate

English Learning Preferences:

Please indicate how strongly you agree with the statement/question about your English language learning preferences.

5. I prefer to practice English in groups
o Strong Agree
o Agree
o Neutral
o Disagree
o Strongly Disagree

6. I prefer to practice English one-on-one.
o Strong Agree
o Agree
o Neutral
o Disagree
o Strongly Disagree

7. I learn a lot from the workshops given at the tutoring center. (For example: Chat with Efie)
o Strong Agree
o Agree
o Neutral
o Disagree
o Strongly Disagree

8. I enjoy events at the tutoring center (For example: Class Trips, Halloween Party…)
o Strong Agree
o Agree
o Neutral
o Disagree
o Strongly Disagree

Perceived Effectiveness:
Please indicate how strongly you agree with the statement/question about the effectiveness of the tutoring center.

9. I feel more confident speaking in English after going to the tutoring center.
o Strong Agree
o Agree
o Neutral
o Disagree
o Strongly Disagree

10. The tutors really help me with my homework.
o Strong Agree
o Agree

o Neutral
o Disagree
o Strongly Disagree

11. The conversation partners help me improve my English.
o Strong Agree
o Agree
o Neutral
o Disagree
o Strongly Disagree

Requirement:
Please choose the best answer about the requirement of going to the tutoring center.

12. Do any of your courses require you to go to the tutoring center?
o Yes
o No

13. If so, which course?
o Listening/Speaking
o Reading/Writing

14. Do any of your teachers suggest for you to go to the tutoring center?
o Yes
o No
o Disagree

15. If so, from which course?
o Listening/Speaking
o Reading/Writing

16. How many times per month do you go to the GLCC?
o Regularly (more than 7 times per month)
o Frequently (5-6 times per month)
o Occasionally (2-4 times per month)
o Rarely (1 time per month)
o Never (I have never gone)

17. For this question, please write your response in the space below. If you do not go to the tutoring center, please write a reason why you do not. (For Example: not enough time slots, don't have time, don't want to...)

Open-Ended Questions:
Please write your answer to the following questions.

18. How can the tutoring center improve? (tutors and/or tutoring sessions)

19. What other suggestions do you have for future events or workshops at the tutoring center?

APPENDIX E INTERVIEW QUESTIONS

TUTEE INTERVIEW QUESTIONS

1. Have you gone to the tutoring center before? If so, how many sessions have you had? Is there a reason you only go this much? (For example: time constraint/not required/doesn't help)

2. What did you work on while there? And what was your reason for going? (For example: help with homework/speaking/requirement)

3. What are the most useful parts of your tutoring sessions? And why? (For example: such as speaking practice, working on presentations…)

4. Do you prefer that tutors directly show you your errors and help you correct them as well as give reasons? Or do you like when tutors give you time to detect errors and correct them on your own? Why do you prefer this?

5. Do you believe that your English skills have improved since going to the tutoring center sessions, if so how?

6. Do you feel nervous/shy when getting tutored? Why?

7. Do you practice English outside of the classroom? How so? Why? Why not?

8. Do you think that tutors have sufficient training to meet ESL students' academic needs? If not, what aspects do you think that they need some training on?

9. Would you like to add anything else about your experience at the tutoring center?
   *Additional questions may be added during the interview that deepen the conversation as it was happening.

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