

# A Manual for English Study Peer-Tutoring

For the use of English peer-tutor

English Support Corner  
Center for International Exchange



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# 1. Purpose

English Study Peer-Tutoring

(hereinafter, this is called 'English Peer-Tutoring')

1. Our English Peer-Tutoring aims to improve the English skills and teaching techniques of English peer-tutors through their tutoring initiatives. At the same time, we aim to develop their English ability and study habits of learners.
2. Our goal is to cultivate teachers and educational support staff who have deepened their international understanding while improving their English ability.

## 2. Background

1. In our increasingly internationalized world, it is very important to understand diversity and communicate in one's own language. To do so, a high level of English proficiency is necessary. Teaching teachers to cultivate such human resources is an important part of opening up a bright future. For this reason, it is imperative to raise their level of English.
2. Since foreign language activities are introduced in the third grade of elementary school and English certification holders are given priority in teacher recruitment exams, securing teachers with high English language skills has become an urgent issue for each board of education.

### 3. Basic concepts

1. English tutoring does not require tutors to plan and conduct organized lessons as trained educators. So, do your best and try to respond to the needs and requests of individual students.
2. There is some flexibility in scheduling appointments. If you have other important appointments or matters, you can cancel or change the date and time. At that time, please contact your learners and decide on an alternative time for the next appointment.
3. However, do not cancel easily for unimportant reasons.

## 4. Points to keep in mind

1. Cancellation without notice is strictly forbidden.
2. Submit the detailed tutoring report within 24 hours after the tutoring session.

No payment will be made when a tutor fails to engage in tutoring activities, the activities are too few, and/or the reports are not submitted.

3. Please feel free to contact the Center for International Exchange for any problems, concerns, and suggestions regarding the tutoring program.

## 5. Overall description and responsibilities

1. Set clear and specific learning goals.
2. Train students in line with meeting the goals.
3. Monitor student progress in achieving the goals.

### ○ Peer-tutoring duties include:

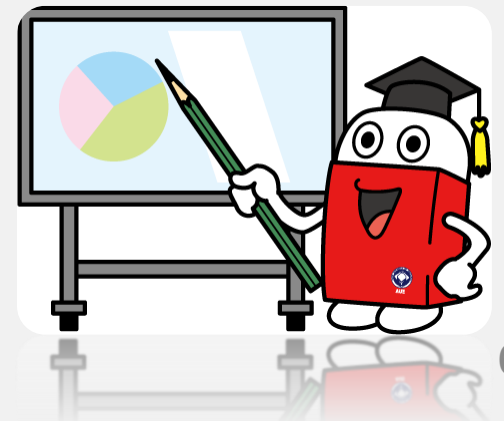
- English conversation with specific themes
- Focused study of multi-media sources of English study, such as TED Talks.

### ✗ Peer-tutoring DOES NOT include:

- Unfocused chatter
- Jointly watching videos or other media sources for extended periods of time.

## 6. Specific peer-tutoring duties

1. Tutoring basic English skills (e.g., pronunciation, grammar, vocabulary, etc.)
2. Oral communication
3. Preparation for TOEIC, EIKEN exams
4. Additional support as follows:
  - ① Assessment of English ability and goals
  - ② Development of learning plans
  - ③ Selection of teaching materials
  - ④ Guidance on homework
  - ⑤ Assessment of learning progress





## 7. Time schedule

Activity time: One hour per week per learner

### 1. In person

As a rule, activities will take place during the following hours.

- ① 09:30 – 10:30 (1<sup>st</sup> period)
- ② 11:00 – 12:00 (2<sup>nd</sup> period)
- ③ 12:20 – 13:20 (Lunch time)
- ④ 13:20 – 14:20 (3<sup>rd</sup> period)
- ⑤ 15:00 – 16:00 (4<sup>th</sup> period)
- ⑥ 16:45 – 17:45 (5<sup>th</sup> period)

### 2. Online

After the first session, the English tutor and the learner should decide on a convenient date and time.

As a rule, between 9:00 to 20:00



## 8. Place and media options

### 1. In person

Jointly decide on a place to meet.

The Global Commons rooms cannot be reserved in advance, but they are available for use if vacant during the scheduled tutoring activities on the day.

### 2. Online

Use convenient media software such as Teams, Zoom, etc..



## 9. Meeting outline for the first encounter

1. We contact you with the learner's information, the date and time, and room of the first meeting.
2. Gather at the specified time.  
First, introduce yourself, then discuss the learning goals and learning content, and decide how to proceed with future tutoring sessions.
3. Decide on the date, time and place of the first session.  
Also, exchange contact information such as LINE.

## 10. First meeting outline

1. Meet at the scheduled time and conduct tutoring.  
Please conduct the tutoring session according to the learner's learning goals.  
Assign tasks or homework at the end of each session.
2. After the session, decide the content, date, and place of the next session together with the learner.
3. Fill out the 'Tutoring report' and upload it to the submission folder on Teams within 24 hours of the end of the tutoring.

## 11. Second and subsequent meetings outline

1. Check homework.
2. Confirm that the learner has mastered what he/she learned in the previous session.
3. Assist the learner in achieving their English goals.
4. Decide on the date, time, and place of the next session.
5. Fill out the 'Tutoring report' and upload it to the submission folder on Teams within 24 hours of the end of the tutoring.

## 12. Payment

1. Payment will be calculated based on the monthly report and paid through the nominated bank account.
2. Payment will be paid at once in September or October in the first semester and in February or March in the second semester.
3. If you have not applied for payment from AUE before you will need to register the bank accounts (with a photocopy of the passbook) and the 'My-Number'.
4. Add your signature and/or seal on a monthly report of tutoring sessions.

### 13. Common questions: rescheduling or cancelling tutoring sessions

1. Decide with your learners whether to reschedule or cancel the next appointment.
2. Contact us by phone or email and let us know the changes.

When learners cancel appointments without notice, they are given a warning. If they do so again, they will be banned from continuing with the tutoring program.



## 14. Common questions: teaching materials

1. Please make use of the textbooks available in the Center for International Exchange. However, please do not use the copy machine in the Center.
2. We may buy supplementary textbooks and materials for tutors to use. (Paper materials only.) Please consult us on any requests you might have.



## 15. Contact information

English Support Corner

Center for International Exchange

Place: 1<sup>st</sup> floor of the Educational Communication Building

Phone: 0566-26-2175

E-mail: [aue-english@m.auecc.aichi-edu.ac.jp](mailto:aue-english@m.auecc.aichi-edu.ac.jp)

