

Using Peer Tutors to Assist with Examination Preparation Classes in a Self-Access Center Setting

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Abstract

Peer tutoring has a long and valued history in the field of education, including second language acquisition in Western countries. However, in a Japanese context, peer tutoring is not as well-known or utilized. This paper describes the results of a pilot study into the use of peer tutors in a program run by a self-access center which helps students prepare for the TOEIC Speaking & Writing (TOEIC S & W) examination. Over the course of one semester, five peer tutors helped prepare students for the speaking section of this examination. Using a post-course questionnaire combined with student and peer tutor interviews, it was found that students participating in these classes believed the peer tutors to be capable of helping them with the test format and requirements, vocabulary, and grammatical points. In particular, the students felt that they benefited from Japanese language support with vocabulary and grammar. However, both the peer tutors and students did not feel confident in the peer tutors' instruction for pronunciation and intonation. Both believed that it was more beneficial for students for these skills to be taught by a native English-speaking teacher.

ピア・チューターは、欧米諸国の第二言語習得をはじめとする教育分野において、長い歴史と評価を受けてきたが、日本ではあまり知られておらず、十分に活用もされていない。本稿では、セルフ・アクセス・センターが運営する TOEIC Speaking & Writing (TOEIC S & W) の試験対策プログラムにおいて、ピア・チューターがどのように支援を行ったかを調査した予備研究の結果を報告する。1 学期間に、5 人のピア・チューターがスピーキング・セクションの対策を行った。コース終了後のアンケートと参加学生とチューターのインタビューの結果から、学生は、ピアチューターがテストの形式やテスト対策、語彙、文法を十分にサポートできると考えていることがわかった。特に、語彙や文法については日本語でのサポートが有益であったと感じた。しかし、ピアチューターも学生も、発音やイントネーションの指導には自信が持てず、英語を母国語とする教師が指導した方が学生にとって有効であると考えていることが明らかになった。

Keywords: peer tutoring, autonomy, examination preparation, TOEIC speaking & writing

Teaching examination preparation classes can be a stressful and time-consuming ordeal for both teachers and students, especially when the examination in question tests students' productive skills of speaking and writing. While Japanese university students are experienced test takers having already navigated the examination-driven high school curriculum leading to university entrance tests, their experience has mainly focused on the more passive skills of L2 (second language) reading and listening, and they are often novices when it comes to testing their L2 productive skills, particularly speaking. This may cause high levels of anxiety in students and to alleviate this anxiety, many students need considerable support from the teacher. However, in larger classes this is usually difficult to achieve, but using peer tutors may be one way to provide students with the attention needed. Apart from providing additional attention, there are other benefits to using a peer tutoring system. Peer tutors may often be easier to understand than teachers, especially when the teacher and student do not share the same first language. Furthermore, peers may be in a better position to identify and understand the other student's situation (Lockspeiser et al, 2008).

Because of the advantages offered by this teaching methodology combined with limited staff resources and scheduling conflicts, it was decided in 2019 to adopt a peer tutoring pedagogy in the teaching of the TOEIC S & W (Test of English for International Communication Speaking and Writing) classes in the self-access center (SAC) located on the campus of a national university. With the introduction of a new teaching strategy to these classes, it was deemed important to assess its efficiency. Students enrolled in the course were asked to complete a post-course questionnaire, and 13 students and peer tutors were interviewed. This allowed us to examine how students felt about taking a course with a peer tutor, if they would be willing to take a course with one in the future, and how peer tutors assessed their own teaching and learning.

Literature Review

Peer tutoring has a long and valued history especially in Europe and North America. For decades, the Western world used a 'Mutual' or 'Monitored' approach to education to instruct the vast numbers of poorer children. As early as the late 18th century, scholars such as Andrew Bell "developed a system of tutelage in which older boys were used as instructors for the younger ones" (Tompson & Coppa, 2003, p.122). As time went on, the title of Mutual Education evolved into what is currently known as Peer Tutoring. MacDonald (2000) referred to tutoring as "an act which facilitates or provides a structure for another's learning,

adding that a “tutor is a person, who, in a structured and supervised educational context, enters into a peer teaching and learning relationship with one or more others” (p.6). In the Western world tutors and tutees may have a relationship different to those in Asian countries. Peer tutors, because of being closer in age and experience, can easily create a good relationship with their tutees, yet, at the same time, are acknowledged as having the expertise to teach (or tutor) students. In Japan, teachers are given the honorific title of *sensei*, meaning teacher or more precisely ‘master’. Teachers are seen as possessing correct and accurate information pertaining to education. In explaining the differences between Asian and Western educational environments Roberts and Tuleja (2008) stated that, “A more individualistic and independent (Western) concept of identity tends to encourage students to give feedback and to readily participate in classroom discussion; a more interdependent (Eastern) concept of identity encourages students to listen and to not offer feedback” (p. 477). Johnston and Ochitani (2008), wrote that this can lead to “students nodding their heads in agreement during a session when they do not understand a tutor’s comments, or students not asking for elaboration even when they do not understand” (p.7). On the other hand, Ishikawa (2012) felt that peer tutoring was beneficial to break down the norms of most Asian educational systems when he wrote, “Peer advisors are potentially friendlier, more sensitive to the cultural background of learners, and better able to create a supportive and collaborative learning atmosphere than teachers taking an advisor’s role” (p. 94).

In a Japanese context, with the move towards a more active learning environment there has been an increased interest in peer tutoring as a means to “develop building confidence and self-esteem, enhancing team-working skills, and developing leadership skills” (Mynard & Almarzouqi, 2006, p. 14). Peer tutoring is now becoming a part of both regular university classes and those in a SAC. Bradford-Watts (2011) reported on the successful implementation of a peer tutoring system at a tertiary education institute in Japan. She found that this system appears to have had positive effects on attitudes towards learning, learner self-development, and the classroom atmosphere. Manning (2014) found that using some form of peer support enhanced student experiences and learning outcomes in their self-access learning center. In addition, he found that a peer-support system may encourage a maintained focus on learning while developing social relationships, a very important element in a vibrant SAC environment. However, he did point out that even trained peer tutors themselves are also in need of support from the SAC staff and teachers: “Creating a formal system of support, with appropriate roles and responsibilities distributed between students and teachers,

can facilitate effective teamwork and help ensure that appropriate forms of support are being offered” (p. 53).

Like any teaching methodology, peer tutoring is not without its problems. The most commonly reported areas and those identified in this study, include both tutor and tutees’ commitment, communication issues, time management in particular with regard to training and support of peer tutors, and lack of peer tutors’ knowledge and/or ability to explain (Chai & Lin, 2013; Hill et al, 2010). However, despite these issues, most teachers and researchers (e.g. Ruegg, et al, 2017) believe that a peer tutoring system has more advantages than disadvantages, and may contribute to the development of autonomous, motivated learners. In addition, research has shown that peer tutoring is a methodology common to the SAC environment with Lassegard (2008) noting that “peer tutoring takes place at autonomous learning centres within universities” (p. 358).

Background, Participants, and Setting

Background

At this university, all first-year students enrolled in general education classes take the TOEIC L & R (TOEIC Listening and Reading) but a small number of students prepare for the TOEIC S & W test in a SAC-run course, which in 2019 adopted a peer tutoring approach in some of the speaking-section preparation classes.

The TOEIC L & R test, first introduced by the Educational Testing Service (ETS) in the late 1970s, was designed as a “test system which accurately measures communication skills in English, gives standards as to where the skills are in terms of expertise and occupation, and where they are in relation to objectives and goals” (Mitsuhashi, 2010). In response to the changing working environments since the 1970s, ETS introduced the TOEIC S & W in 2006. The TOEIC S & W tests are designed to reflect actual English usage in the workplace, though they do not require any knowledge of specialized business terms, and thus are suitable for university students who have not yet been exposed to English in a work environment. The questions are based on real world scenarios and are delivered using a computerized system, taking approximately 80 minutes to complete (TOEIC S & W Online Guide, 2021).

At this university the TOEIC S & W was first taught and taken by a small group of students in the spring semester of the 2011-2012 academic year. Unfortunately, due to financial constraints the program was put on hold until the opening of our SAC in April 2014. During that academic year, the teachers and staff at the SAC made enquiries about what kind of

courses/classes students would like to have, and we found that students were interested in improving their speaking abilities and would like to have an objective evaluation of their speaking skills. Thus, we decided to offer the TOEIC S & W to a group of higher-level students. There were 50 students in total all of whom had TOEIC L & R scores of over 550. We received positive feedback and since then, the TOEIC S & W program has grown into a regular feature at the SAC (Table 1).

Table 1

Number of Students Enrolled in TOEIC S & W Classes in the SAC

	2015*	2016**	2017**	2018**	2019**	2020***
# of test takers	50	50	30	30	30	20

Note: * Test was offered in both July (20 students) and Dec. (30 students)

** Test was only offered in Dec.

*** Online classes only due to COVID-19 pandemic test was offered in Dec.

Initially, we had hoped to offer the classes twice a year but it was difficult to find a sufficient number of students with high enough TOEIC L & R scores to enroll in this program. As a result, it was decided to offer the course only in the autumn and to limit the number of students to around 30.

The preparation classes for this are run three days a week at lunchtime (12:10-12:50) and after 5th period (6:15-7:15 pm). They are usually taught by one full-time faculty member from the General Education section with assistance from the SAC coordinator. However, in 2019 the SAC coordinator was often unavailable, and because of this, it was decided to adapt a “peer tutoring” approach to one of the lunchtime speaking classes.

Participants and Setting

The 2019 SAC TOEIC S & W class was composed of 35 mostly intermediate learners (determined by their TOEIC L & R score) from all grades and all faculties (Tables 2 & 3). Only 30 of these students actually took the test. Sixty percent of test takers were first-or second-year undergraduates.

Table 2

TOEIC L & R Average

# of students	Average TOEIC score	Range	SD
35	682.4	550-855	98.7

Table 3*Student Faculties*

Agri.*	Ed.*	Econ.	Nursing	Law	Med.	Tech.
2	10	11	1	3	3	5

Note: *MA/MS student: One MA student (Education) and one MS. Student (Agriculture)

The lunchtime classes, held on Wednesdays, Thursdays and Fridays were mainly devoted to the speaking section of the test. However, due to the issue mentioned above, the lunchtime class with the highest attendance (usually between 15-20 students attended this class) was taught by just one teacher making it challenging for that teacher to provide the individual attention students needed to do well in the speaking section of the test. However, since eight students enrolled in the 2019 course had taken the test in 2017 and/or 2018 and had achieved high scores, we decided to ask if they would be interested in becoming peer tutors for this class. Five students from the faculties of Economics (1), Education (3) and Law (1) agreed to do so. These were all third- and fourth-year students, three of whom had taken the test twice before and two of whom had taken it once.

Research Questions, Methodology, and Results

With the adoption of a “peer tutoring” approach to the lunchtime speaking classes, it was important to assess how effective students found these classes. At the end of the semester, students were asked to fill in a questionnaire detailing their experience of the classes, teaching, and test (see Appendix). The questionnaire, using mainly Likert scales, was divided into three sections: Part 1 - personal details, Part 2 - test experience, and Part 3 – peer teaching. Twenty-eight of the 35 students enrolled in the course returned the questionnaire. The questionnaires were then analyzed and the data tabulated. All comments were transcribed and translated when necessary. This allowed us to examine the following research questions:

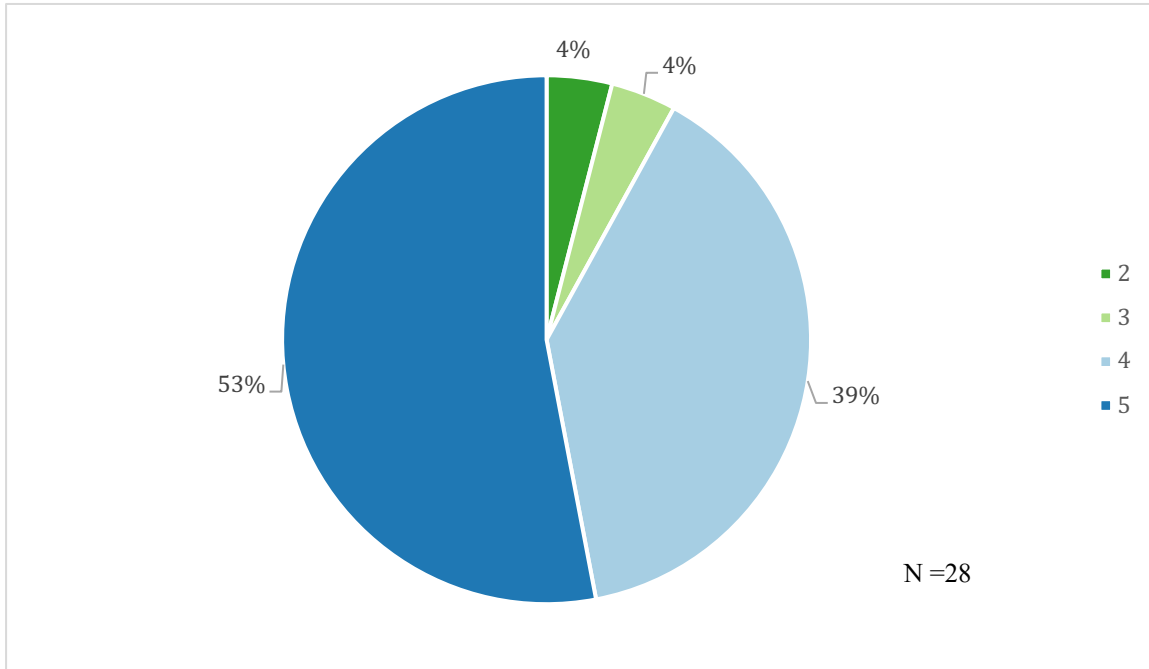
- a. Do students believe the TOEIC S & W course is useful?
- b. Were they happy with the classes taught by peer tutors?
- c. How did the peer tutors assess their own teaching and learning during the course?

Overall, the results were very positive; students found the classes useful and the test practical. 26 of the 28 students responded that they would recommend the test to other students, and 22 said they would be willing to take the test again. The second part of the questionnaire used Likert scale items (1 = strongly disagree, 2 = disagree, 2 = neither agree/disagree, 4 = agree, 5 = strongly agree) to examine various aspects of the test

experience. 26 students indicated that they either “strongly agreed” or “agreed” that their confidence in their speaking had improved (Figure 1).

Figure 1

Confidence Improved in Speaking

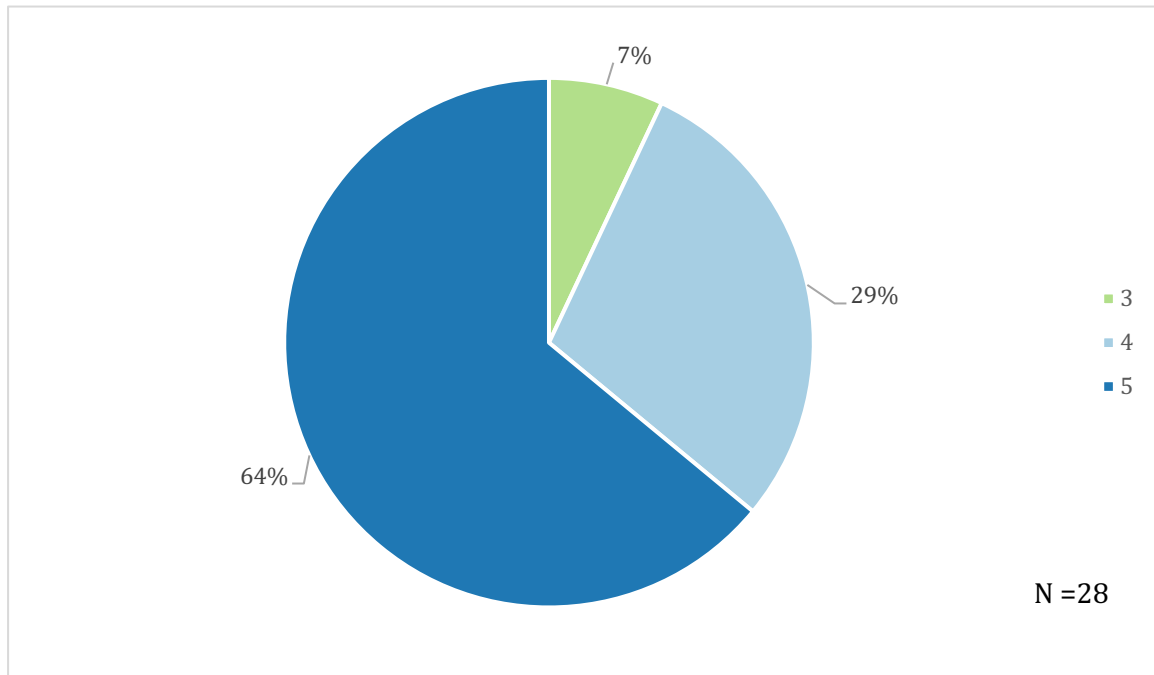


(1 = strongly disagree, 2 = disagree, 3 = neither agree/disagree, 4 = agree, 5 = strongly agree)

Slightly more students “strongly agreed” that their confidence in their writing skills had improved compared with speaking. Fortunately, no students indicated that they saw no improvement in their speaking, but two students did indicate that they saw no improvement in their writing (Figure 2).

Figure 2

Confidence Improved in Writing

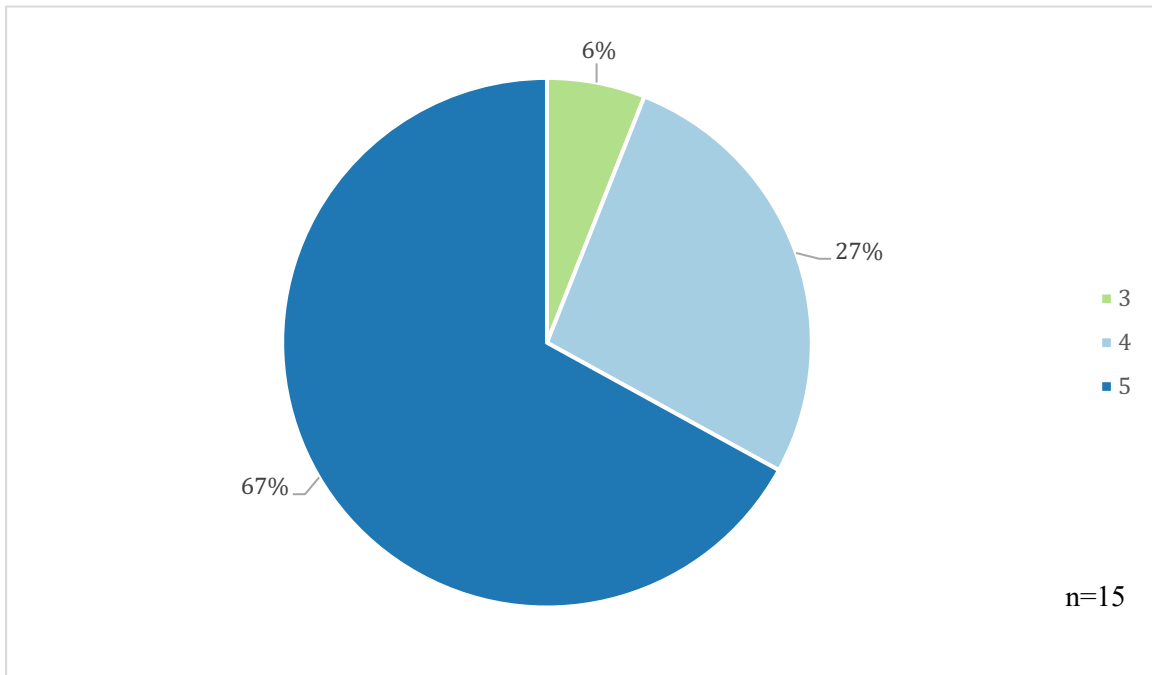


(1 = strongly disagree, 2 = disagree, 3 = neither agree/disagree, 4 = agree, 5 = strongly agree)

Reactions to having classes with a peer tutor were also mostly positive. In total, 15 students took at least one class with a peer tutor, nine students took between five and seven classes, and three took more than eight. Using the same Likert scale as above, students rated highly how clearly they could understand instructions given by the peer tutors with 11 indicating that they “very strongly agreed” they could clearly understand instructions (Figure 3).

Figure 3

Students' Understanding of Peer Tutors' Instructions

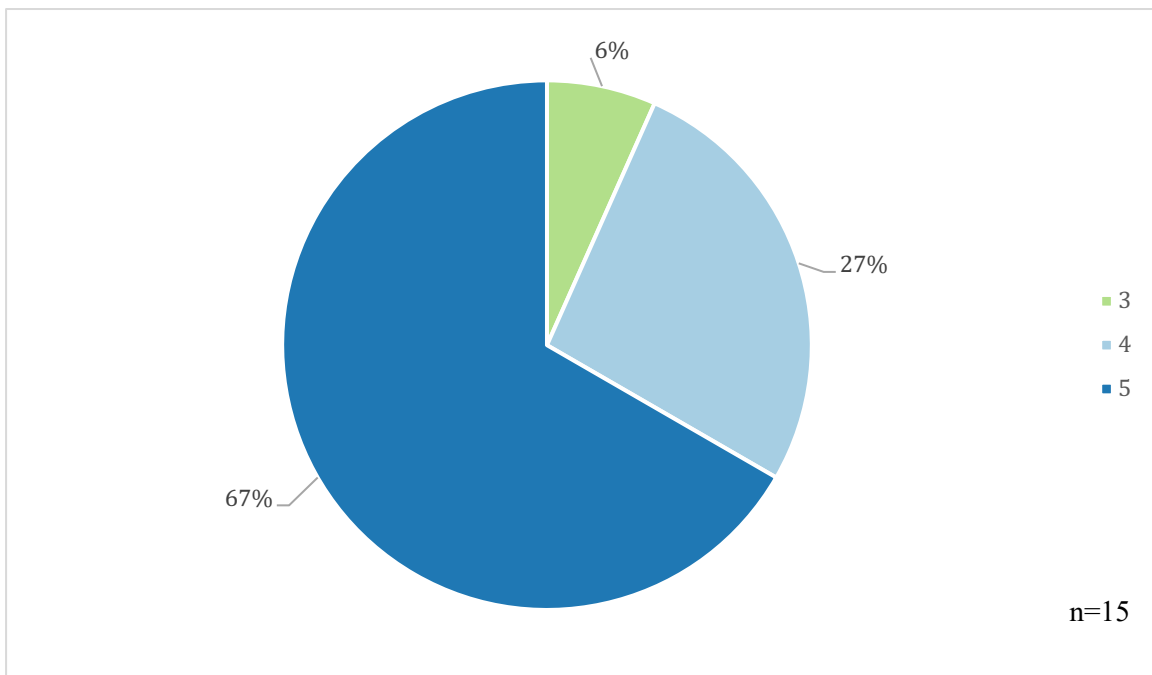


(1 = strongly disagree, 2 = disagree, 3 = neither agree/disagree, 4 = agree, 5 = strongly agree)

Using the same scale, they also highly rated how they perceived the peer tutors understanding of the test content and materials (Figure 4). Ten students “strongly agreed” that the peer tutors understood the test content and materials. No student responded negatively.

Figure 4

Students Perceptions of Peer Tutors' Understanding of Test Content and Materials

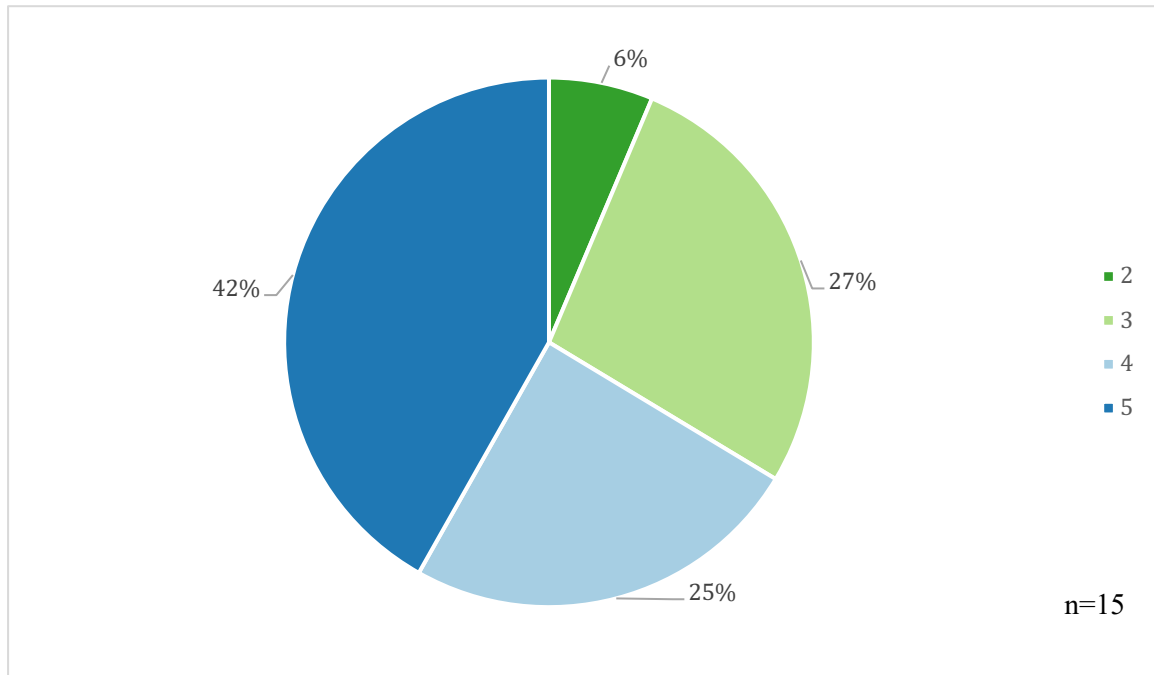


(1 = strongly disagree, 2 = disagree, 3 = neither agree/disagree, 4 = agree, 5 = strongly agree)

Students also responded positively to having peer tutors help with vocabulary. 11 of 15 students agreed with the statement “Peer tutors could help me with vocabulary”, but three students were neutral, and one student disagreed (Figure 5).

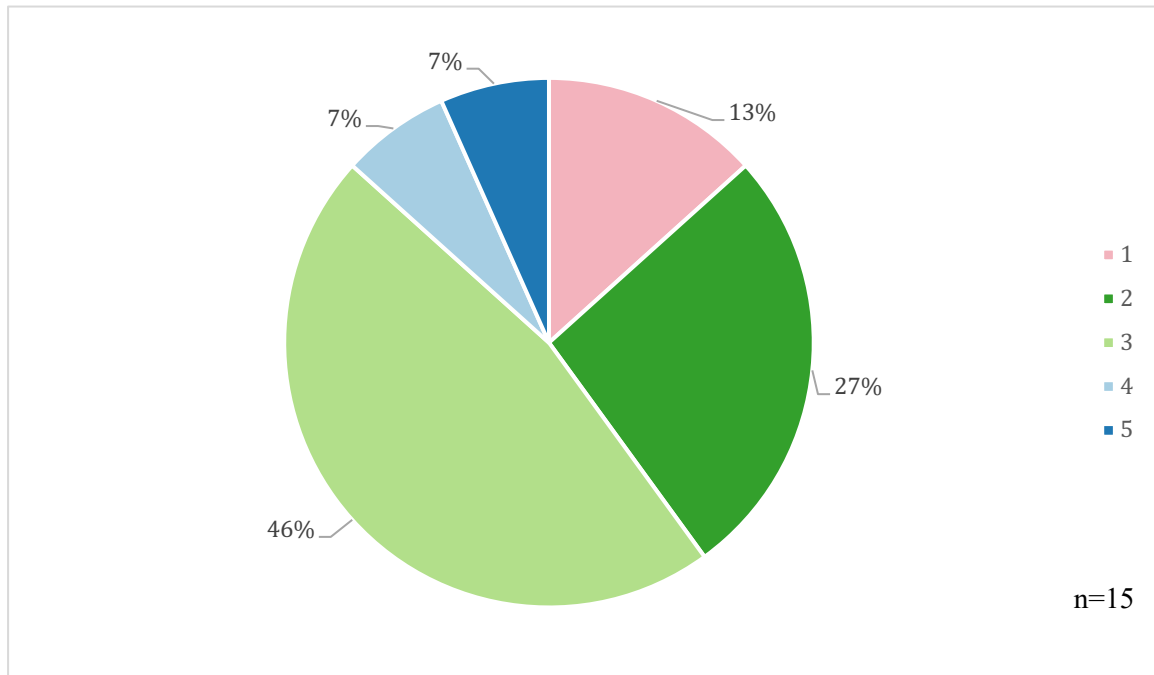
Figure 5

Peer Tutors Could Help Me with Vocabulary



(1 = strongly disagree, 2 = disagree, 3 = neither agree/disagree, 4 = agree, 5 = strongly agree)

Students were slightly more negative with the same statement concerning grammar. This time, only two students “strongly agreed” or “agreed” that the peer tutor could help them with grammar, while seven neither “agreed nor disagreed” and two disagreed (Figure 6).

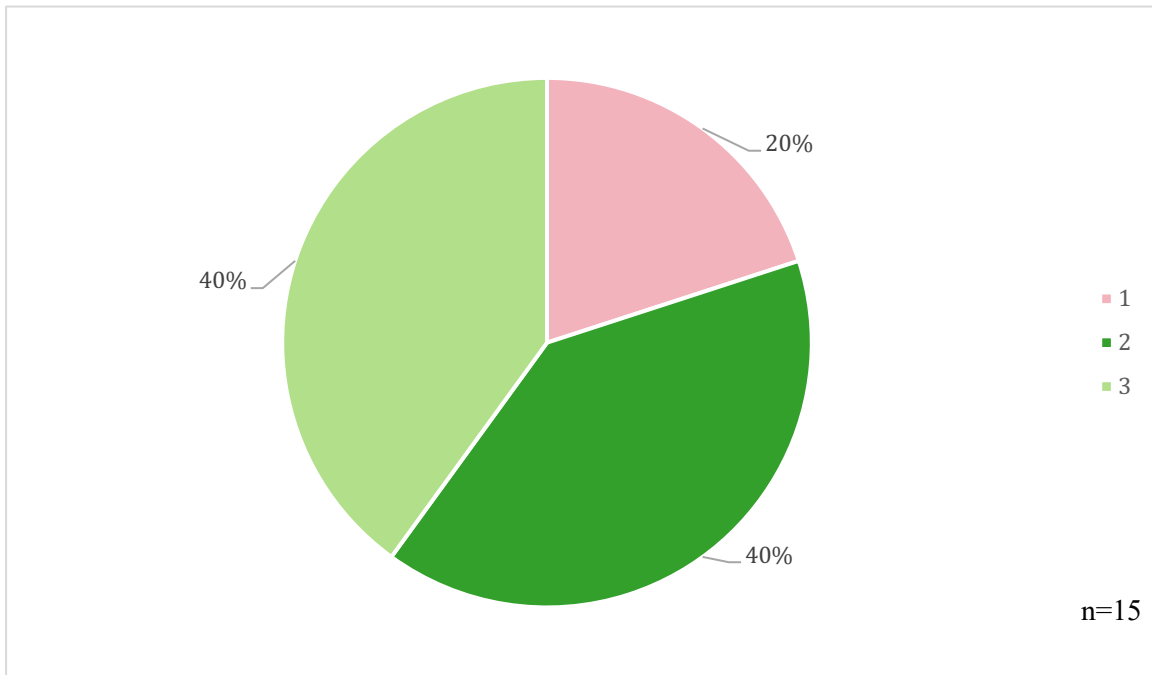
Figure 6*Peer Tutors Could Help Me with Grammar*

(1 = strongly disagree, 2 = disagree, 3 = neither agree/disagree, 4 = agree, 5 = strongly agree)

While the results for the sections of the questionnaire discussed so far are mainly positive, the same cannot be said for the students' perception of the peer tutors' ability to help them with intonation and pronunciation. For these categories students only used the three lowest ratings on the Likert scales (neither agree nor disagree, disagree, and strongly disagree). Figures 7 and 8 show these results. For intonation, nine students indicated they "disagreed" or "strongly disagreed" and six indicated they "neither agreed nor disagreed" (Figure 7).

Figure 7

Peer Tutors Could Help Me with Intonation

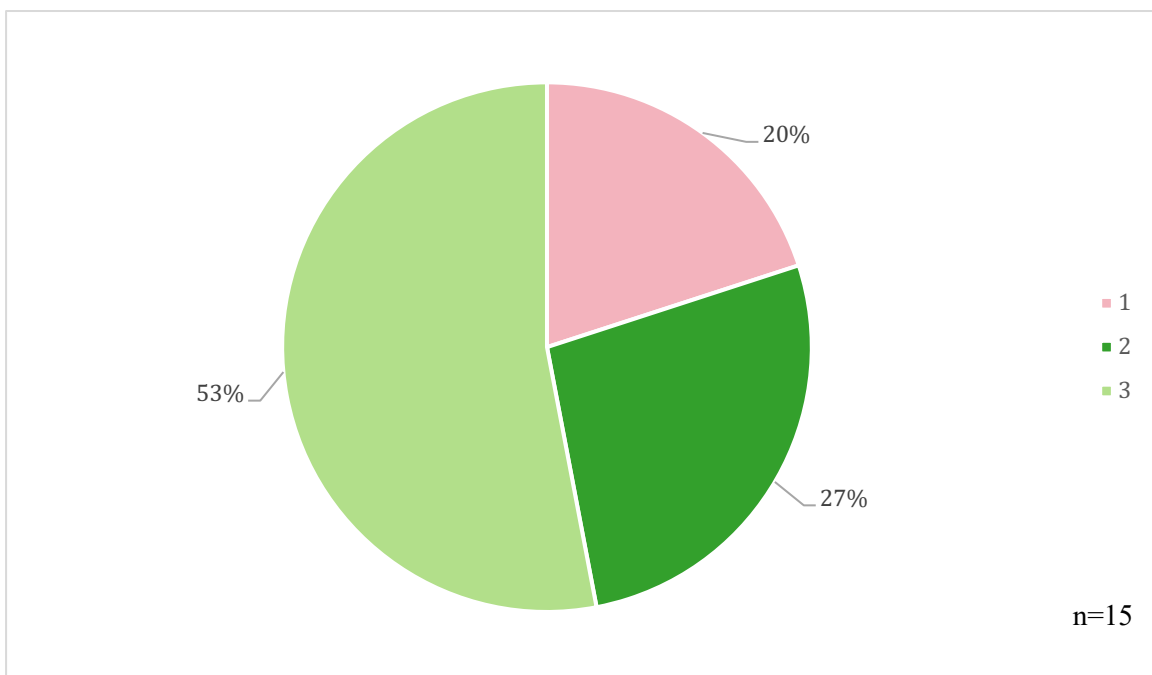


(1 = strongly disagree, 2 = disagree, 3 = neither agree/disagree, 4 = agree, 5 = strongly agree)

The results for pronunciation were marginally better. Eight students responded they “neither agreed nor disagreed” with the statement, four “disagreed” and three “strongly disagreed” (Figure 8).

Figure 8

Peer Tutors Could Help Me with Pronunciation



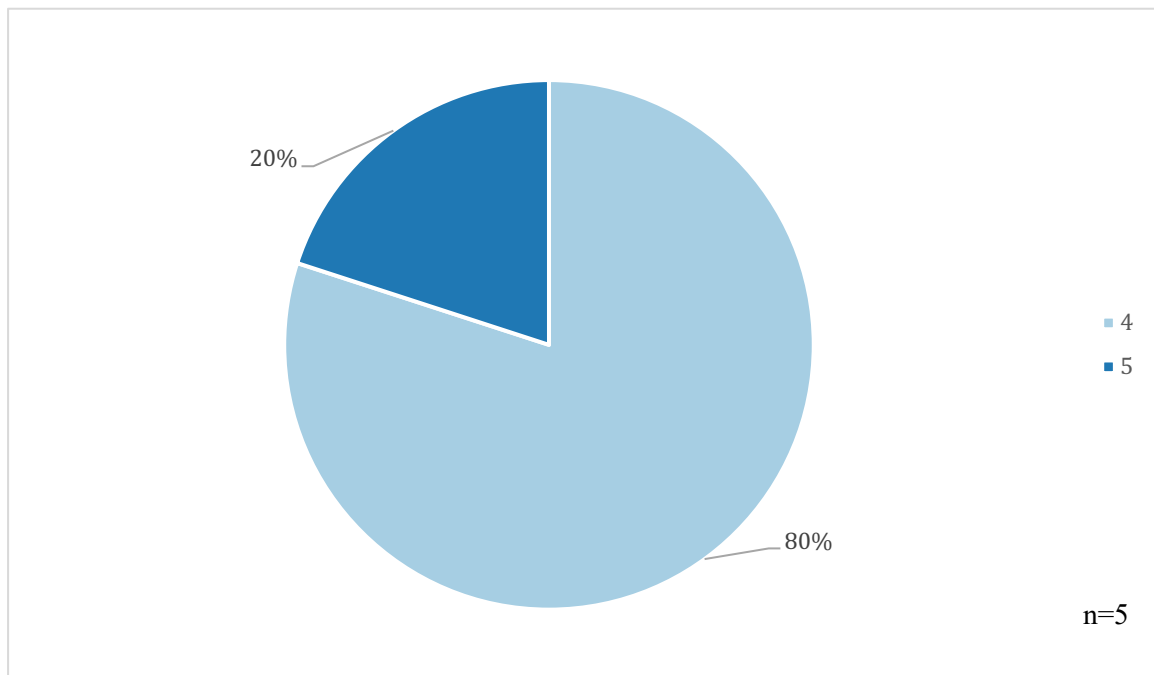
(1 = strongly disagree, 2 = disagree, 3 = neither agree/disagree, 4 = agree, 5 = strongly agree)

Despite the negative results for pronunciation and intonation, the majority of students indicated that they would be willing to take a course with a peer tutor again. Only one student said they would be unwilling.

The survey results from the peer tutors showed a similar pattern. The peer tutors, who mainly used Japanese to explain grammatical and vocabulary items, expressed high levels of confidence in their ability to help students with these items. For vocabulary, four of the five tutors said that they agreed with the statement ‘I could help students with vocabulary’ (Figure 9).

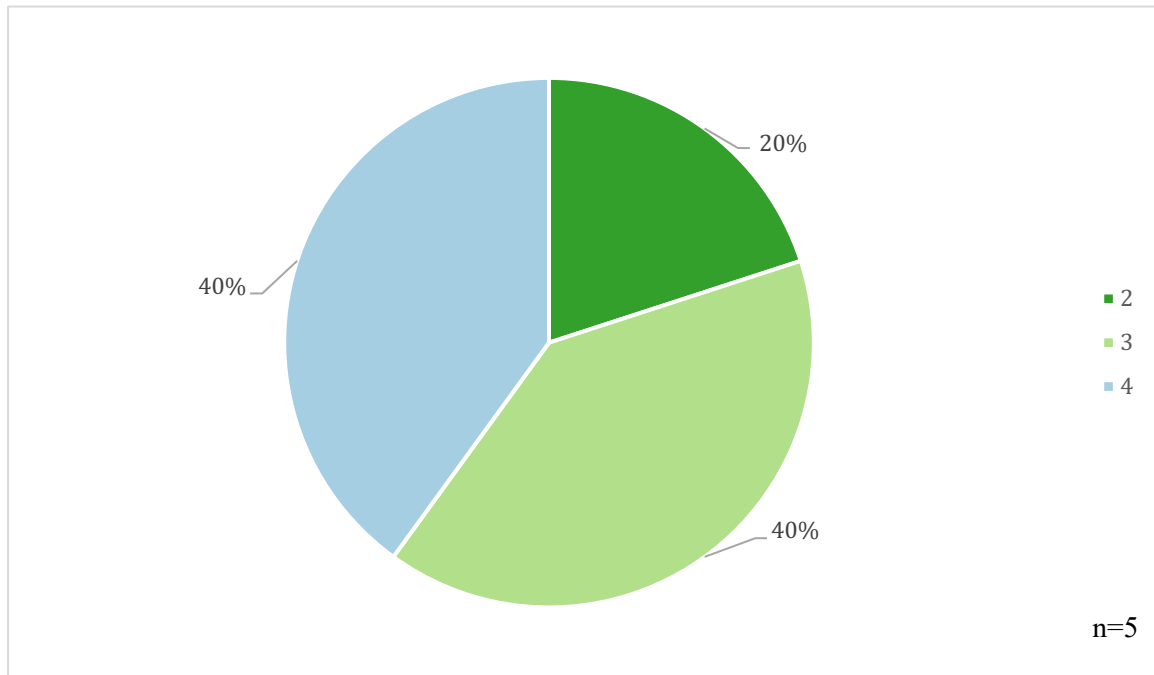
Figure 9

I Could Help Students with Vocabulary



(1 = strongly disagree, 2 = disagree, 3 = neither agree/disagree, 4 = agree, 5 = strongly agree)

This dropped slightly for grammar where two peer tutors agreed with the statement; two said that they “neither agreed nor disagreed” and one disagreed (Figure 10).

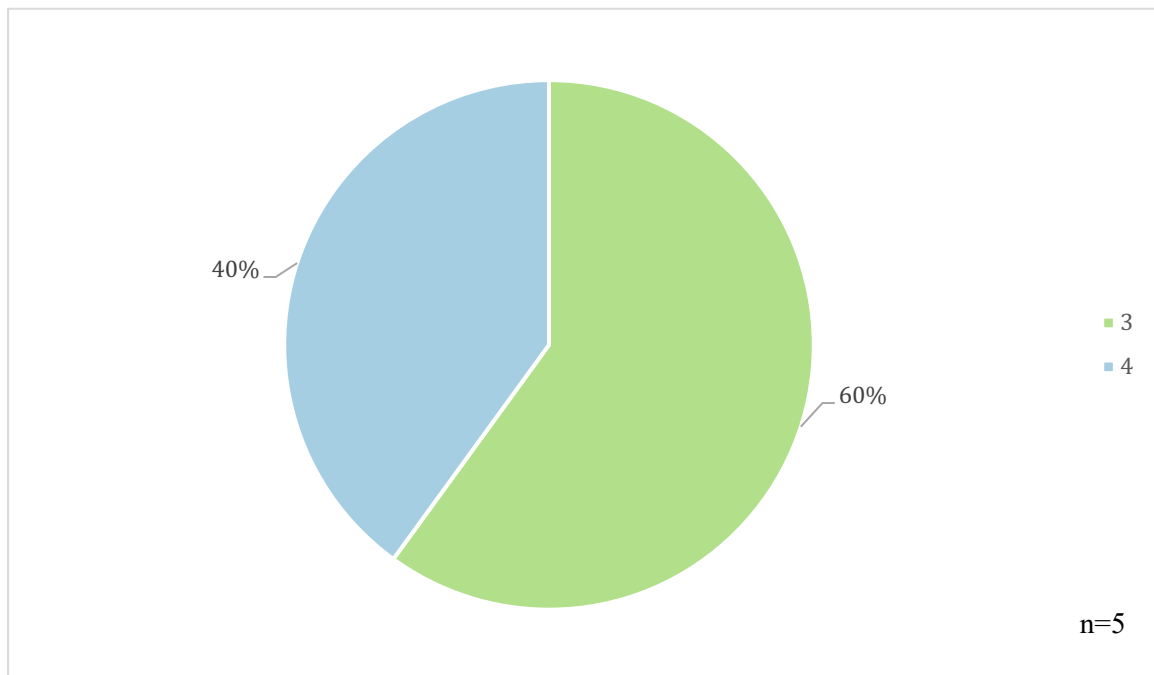
Figure 10*I Could Help Students with Grammar*

(1 = strongly disagree, 2 = disagree, 3 = neither agree/disagree, 4 = agree, 5 = strongly agree)

Peer tutors also expressed some confidence in their abilities to understand the content and materials and to help students prepare for the test. Three peer tutors reported a high confidence level in their abilities to understand the content and materials and the same three students described their confidence level as high when asked to rate their ability to help students prepare for the test. However, for both of these questions, two of the five peer tutors only ranked their confidence as “neither agree/disagree” (Figure 11).

Figure 11

I Felt Confident in My Ability to Help Students Prepare for the Test/ I Felt Confident in My Understanding of the Test Materials and Content.

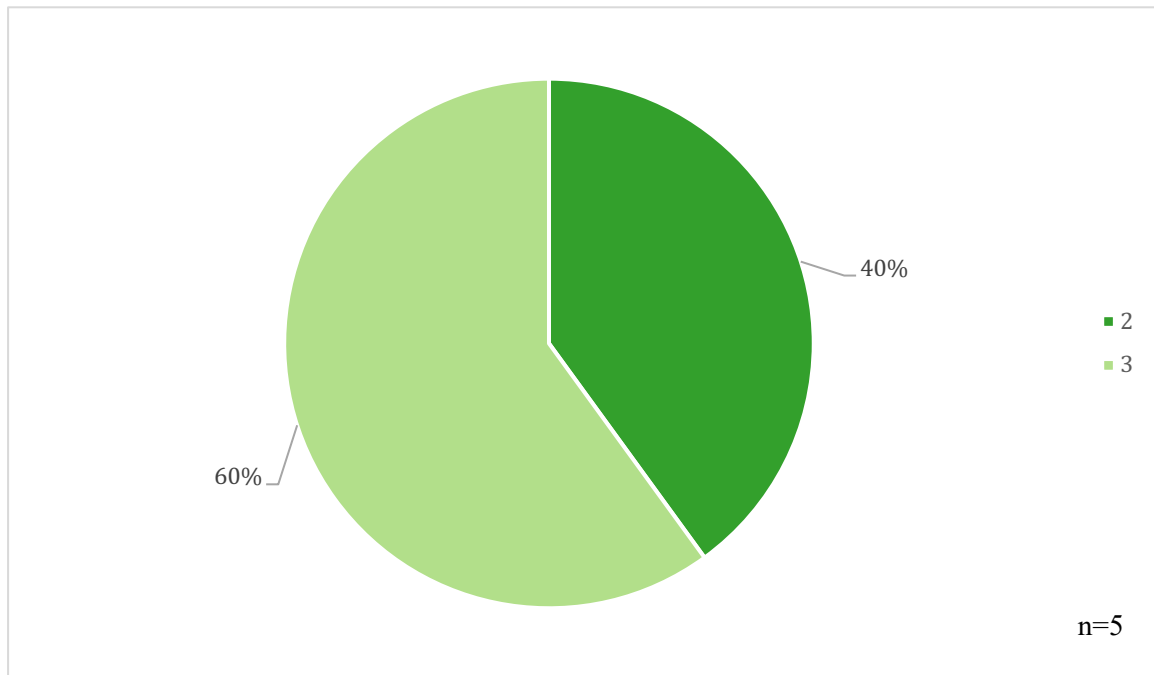


(1 = strongly disagree, 2 = disagree, 3 = neither agree/disagree, 4 = agree, 5 = strongly agree)

All five peer tutors believed that being a peer tutor had improved their English language skills, and only one said that given the opportunity he/she would not like to be a peer tutor again. However, as with the feedback from the students, the results from the peer tutors regarding pronunciation and intonation was not positive. Three of the five peer tutors either answered, “neither agree nor disagree” or “disagree” when asked to rate the statements “I could help students with pronunciation” (Figure 12).

Figure 12

I Could Help Students with Pronunciation

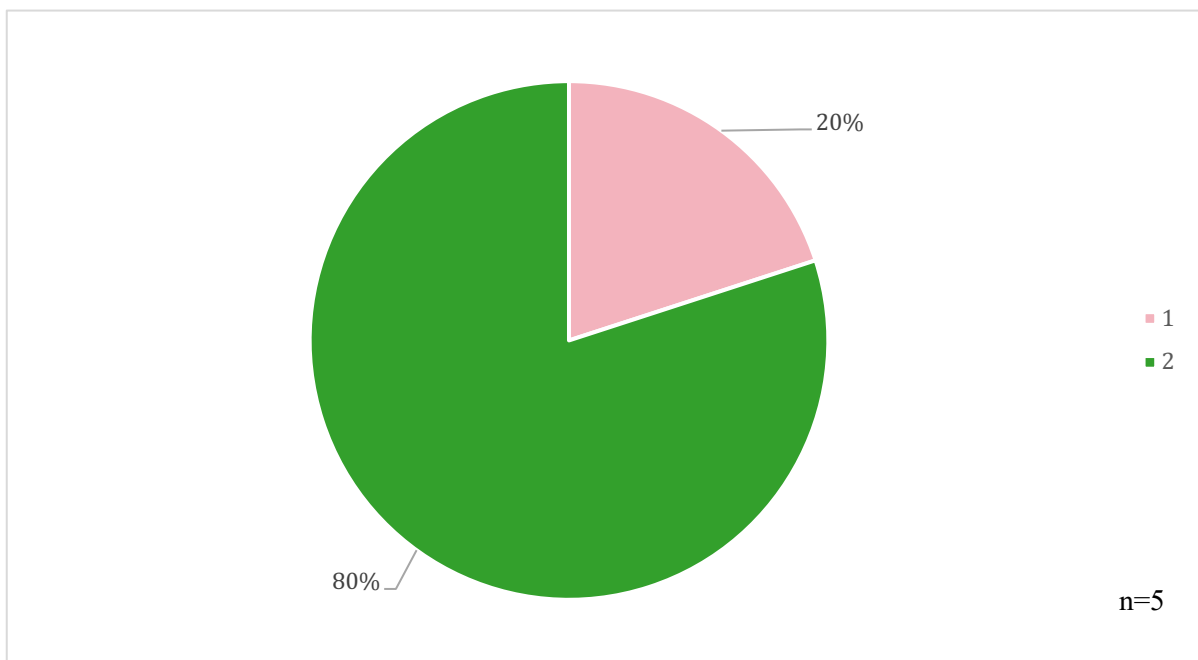


(1 = strongly disagree, 2 = disagree, 3 = neither agree/disagree, 4 = agree, 5 = strongly agree)

Similar results were seen for intonation where four of the five peer tutors said they disagreed, and one strongly disagreed (Figure 13).

Figure 13

I Could Help Students with Intonation



(1 = strongly disagree, 2 = disagree, 3 = neither agree/disagree, 4 = agree, 5 = strongly agree)

Overall, the results were positive regarding the test and test experience, and mostly positive, apart from the teaching of intonation and pronunciation, for classes taught by the peer tutors.

Discussion and Implications for Future Research

While improving language proficiency in preparation for the TOEIC S & W test is the major aim of these classes, the SAC staff and teachers also aim to develop autonomous and confident learners, to foster a positive attitude to language learning, and to develop students' teamwork and leadership skills. The use of peer teaching within a program may have the scope to enhance these learning and student attributes.

Overall, this pilot study suggests that students are satisfied with the TOEIC S & W course offered in the SAC and believe that taking the test was beneficial to them. In the comment section of the questionnaire, some students mentioned the value of the test in helping them identify the areas of English they need to work on, and that it would be beneficial to have this extra qualification when applying for jobs. A third-year education major commented:

From my test results I know that I must develop my intonation more. Usually I worry about pronunciation because “L” and “R” is a difficulty for Japanese. I was not interested so much in intonation. I got “good” for pronunciation

A third-year economics student commented on job hunting:

I am a third-year student so I must do job hunting. It is very hard and stressful. I want a job with international company, and I want to use my English skills there. I think the TOEIC S & W test will help me achieve my dream. And it will make me different from other job-hunting people who have not the score for TOEIC S & W.

These comments highlight some of the reasons this course has proven to be popular with students at the SAC. From previous TOEIC S & W preparation classes we have realized that students enjoy the challenge of the examination and find it advantageous to their L2 development and possible future careers.

Of particular interest were the mainly positive reviews of the classes involving a peer tutor, including feedback received from the peer tutors. This was surprising because previous studies such as Takeuchi (2015) found that East Asian students prefer teacher feedback to peer feedback. Several students mentioned the ease of speaking in Japanese to ask questions or to confirm their understanding: “My peer tutor taught us important vocabulary in Japanese. This helped me understand completely the word meaning and when I made mistake, she corrected me in Japanese. It was easy to understand my mistake.” The peer tutors also referred to the ease of using Japanese to explain vocabulary and correct mistakes. One tutor, a fourth-year education major said, “I used Japanese to quickly explain difficult words. It was

easy for them to understand. Of course, I explained the word using an English sentence because I've been taught it is important to learn in context." The same tutor also said, "Explaining mistakes is easier in Japanese. I could teach the student their weak points quickly and they understood quickly. This made the class go smoothly." This suggests that the Japanese language support is important to students, and even when peer tutors are not involved in the teaching of these classes, it would be beneficial to include more Japanese translations of key vocabulary and phrases. In addition, several students mentioned having admiration for the peer tutors and saw them as role models in terms of their language abilities and confidence using English:

X-san is good teacher. She speaks English at high level. I hope to speak like her in the future.

Our peer tutor is confidence speaking in English, but I am not. I wish I am confidence too. I think Y-san is my hero of English speaking.

These are just two of the many examples of students' comments containing references to the peer tutors as role models.

While the use of Japanese obviously offered certain advantages, it also resulted in some unique problems. In particular, both the students and peer tutors brought up the issue of what politeness level they should use when speaking Japanese. When the classes were mainly in Japanese, and the students (tutees) younger or in a lower grade than their peer tutor, students tended to use *keigo* (formal, polite Japanese) when addressing the peer tutor. Even when the peer tutors were working with older students or students in a higher grade, both tended to use *keigo*, resulting in a more formal atmosphere than is usual in the SAC. Takeuchi (2015) reported similar findings when using peer tutors in a university SAC in Northern Japan in 2013. One peer tutor said that it was only when she worked with students she knew well from the same grade that both used informal language.

Almost all the peer tutors reported benefits related to their peer teaching experiences. In particular, the three peer tutors from the Faculty of Education described how they planned and prepared for the class and felt that they had developed a greater awareness of the choices teachers must make in terms of teaching methods, materials, etc. A fourth-year education major brought up the value this experience will have when she becomes a high school English teacher:

This was a precious experience. I felt pressure of a teacher helping students study for tests. This is the first time for me to experience this but in the future when I am a teacher at high school, this will be usual. I learned that it is

important to prepare materials completely, and to think of ways students can practice for the test.

All the peer tutors, even those who found that it was difficult, reported that they enjoyed the experience of peer teaching and learning. They also reported that it had helped them improve their English skills, developed their confidence, and made them more aware of their own strengths and weaknesses.

The one area that both students and peer tutors were critical of was the teaching of pronunciation and intonation by the peer tutors. Peer tutors lacked confidence in their abilities to help students in these areas, and during the actual classes they often called on the class teacher for help. A peer tutor from the Faculty of Law noted:

I do not have a perfect accent. I speak like a Japanese. And I don't know what is good and bad pronunciation and intonation. I said to students to shadow the audio and they will improve but I think this is not enough for big progress to happen. I believe native speakers must teach this.

Several of the students made similar comments expressing their belief that they need native-speaker teachers to teach these skills. The teachers and staff at the SAC do not hold this belief and consider proficient Japanese English speakers (which all the peer tutors were) as appropriate role models for students. We also feel it is not necessary to have a "perfect accent" as one peer tutor mentioned in order to teach pronunciation and intonation, and in fact, having a native speaker-like accent is not a requirement for this test. What these comments do indicate, however, is that this is an area where peer tutors (and general students too) need a lot more support.

In addition to the support needed in teaching pronunciation and intonation skills, developing a peer teaching system is initially very time intensive for the regular class teachers. Finding, and then training, the peer tutors took a considerable amount of time and effort, and even when the system was in place, the peer tutors needed ongoing support to design lessons, fully understand the test question requirements, and develop their own teaching styles. Usually, we met the peer tutors twice a week for around 30 minutes each time but were also available for individual help as needed. If this program had continued into a second year, we believe that continuing peer tutors would have needed less help and would have been able to assist and support new peer tutors, thus considerably reducing the burden on the class teacher.

As this was a pilot study featuring only a small number of participants there are several limitations that must be considered, primarily the lack of adequate data and statistics

on the success of the program. We had initially hoped to continue this teaching style with students preparing for the TOEIC S & W in the 2020 academic year, but due to the COVID-19 pandemic and the resulting changes to the academic calendar and teaching methodologies this was impossible. Comparing this peer tutoring methodology with those at other SACs would also be of interest and may show which methods work best for Japanese university students. More longitudinal and comparative research is needed to determine how successful this methodology is in helping students prepare for a productive skills examination.

Conclusion

Even though peer tutoring does not have as long a history in Japan as in Western countries, it would appear that it can be an effective means of providing student-centered, socially-constructed foreign language instruction in a SAC. Although generalizability is limited as this study was conducted within a single institution and with a small number of participants, we do seem to have unearthed some important learning points. Peer tutors, while initially rather time consuming for regular teachers in terms of the amount of assistance and support they require, become an invaluable resource in SACs with limited staff resources. The students are able and willing to take on the role of teacher and thus are capable of leading classes, even those focused on examinations. Students were open to both becoming a peer tutor and participating in classes taught by one. Most students who partook in these classes appear to have appreciated the experience and Japanese language skills of the peer tutors, although both students and peer tutors do not feel this system is effective for teaching intonation and pronunciation skills. Moreover, in line with the philosophy of many SACs, peer tutoring fosters the development of autonomous learners who are willing to take on leadership roles, and some students saw the peer tutors as role models who provided a vision, and visual proof, of what they could aspire to become. As such, using a peer teaching system provides a student-centered approach for both the tutors and tutees, and a means of enhancing the overall learning experience of those involved in the SAC.

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Appendix

TOEIC S & W Post-Course questionnaire

Part 1: Personal details

Name _____ Student # _____ Year _____

Study abroad: Y/N If yes, how long? _____

TOEIC S & W: Had you taken the TOEIC S & W before? Y/N If yes, when?

On average, how many the TOEIC S & W classes did you take per week? 1 2 3 4

Part 2: Test experience - Rating scale: 1 = very poor/strongly disagree, 2 = poor/ disagree,
3= ok/neither agree nor disagree, 4 = good/agree, 5 = very good/strongly agree

1. The lunchtime speaking classes were: 1 2 3 4 5
2. The evening writing classes were: 1 2 3 4 5
3. The teaching was interesting: 1 2 3 4 5
4. The teaching prepared you for the test: 1 2 3 4 5
5. The materials you studied will be useful for you in the future: 1 2 3 4 5
6. My confidence in speaking English improved: 1 2 3 4 5
7. My confidence in writing English improved: 1 2 3 4 5
8. I would recommend this course and test to other students: 1 2 3 4 5
9. In what way was the speaking test beneficial to you? Circle all that apply:
 - A) Improved my speaking fluency
 - B) Improved my pronunciation and/or intonation
 - C) Improved my listening skills
 - D) Improved my vocabulary
 - E) Helped me speak more naturally
10. In what way was the writing test beneficial to you? Circle all that apply:
 - A) Improved my writing fluency
 - B) Improved my grammar
 - C) Improved my spelling
 - D) Improved my ability to write business letters
 - E) Improved my ability to write opinion essays
 - F) Improved my vocabulary

Part 3: Student teachers (Only answer this section if you took a class with a student teacher)

- a. How many classes did you take with a student teacher? 1 2-4 5-7 8+
11. I could understand the student teacher's instructions: 1 2 3 4 5
12. The student teacher understood the materials well: 1 2 3 4 5
13. The student teacher could help me with: pronunciation - 1 2 3 4 5
intonation - 1 2 3 4 5
grammar - 1 2 3 4 5
vocabulary - 1 2 3 4 5
answer structure/format – 1 2 3 4 5
- 14: I would be happy to take a class taught by a student teacher again: 1 2 3 4 5

Part 4: Student teachers (Only answer this section if you were a student teacher)

15. I could easily give directions to students regarding activities: 1 2 3 4 5
16. I could explain grammar well: 1 2 3 4 5
- 17: I could explain vocabulary well: 1 2 3 4 5
- 18: I could explain the answer format/structure well: 1 2 3 4 5
- 19: I could help students with pronunciation: 1 2 3 4 5
20. I could help students with intonation: 1 2 3 4 5
21. I was confident in my understanding of the key points of each section: 1 2 3 4 5
- 22: I was confident in my ability to help students prepare for the test: 1 2 3 4 5
- 23: The preparation I received before each class was adequate: 1 2 3 4 5
24. I used mainly English/Japanese when giving direction for activities: _____
25. I used mainly English/Japanese when explaining vocabulary meaning or usage:

26. I used mainly English/Japanese when explaining grammatical structures.

27. Being a student teacher helped me develop my English skills: 1 2 3 4 5
28. I would be interested in being a student tutor again: 1 2 3 4 5

Comments: You can write in English or Japanese