

EIGOP

English Improvement and Globalization Office-Visiting Program at Osaka Electro-Communication University

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要 旨

大阪電気通信大学では、グローバル人材の育成を目的としたEIGOP (English Improvement and Globalization Office-Visiting Program) を2013年より開始した。このプログラムは、国際会議において英語で発表を予定している学生・大学院生が、ネイティブの特任講師により、発音指導、プレゼンテーションスキルの指導を受け、自信をもって本番に臨めるようになることを目的としている。また英語の勉強会、英語論文投稿に際しての英語論文指導など、ゼミ単位のさまざまな要望に対応している。

EIGOPの特徴は、学生・大学院生の所属する研究室にネイティブ特任講師が赴き、研究室訪問指導を行う点であり、個々の学生に適応した英語でのコミュニケーションスキルの向上とグローバルに活躍できる人材育成に有効な教育プログラムのひとつと言える。

1. Introduction

In recent years, global markets have become more competitive in terms of ground-breaking research, creative inventions, and innovative technology. Japan used to pride itself on being the front-runner in these fields from the 80s right up to the turn of the century. Because of growing competition, however, from its closest Asian neighbors (such as Korea and China) and from its distant European competitors (such as Germany and Sweden), Japan has seen some of its major companies struggle, with some of them failing and being left behind. Although there are many factors as to why Japanese companies are struggling, one of them is English ability and English education in Japan.

At Osaka Electro-Communication University (OECU), we have many faculties dealing with engineering in all forms, various sciences, and information and communication technologies.

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A majority of our 5,187 currently-enrolled students at OECU will one day professionally join these industries, taking with them the technical knowledge they've acquired during their time at our university. Therefore, it is our responsibility to ensure that they have all the necessary tools and required skills at their disposal so that they will be globally competitive in and become invaluable assets to their future companies. Therefore, OECU's English program, EIGOP (English Improvement and Globalization Office-Visiting Program), was designed to give our students the linguistic edge they need for landing successful jobs in the aforementioned industries.

2. Background

Japan is known for its three strongest industries: automobiles, information technology (IT), and electronics. As was demonstrated, however, in the 2015 Combined Exhibition of Advanced Technologies (CEATEC, Japan's largest IT-electronics show), many of Japan's major electronics companies elected to skip the event this year. According to an article in the Japan Times, "The overall number of participating firms has been shrinking. The trade show attracted 895 firms in 2007 but this year just 531 firms are attending." Although some of the big names have been missing the event for years, such as Sony Corp. and Hitachi Ltd., many attendees were surprised to notice the absence of up-until-now devout participants, among them were Toshiba Corp., NTT Docomo Inc., and Toyota Motor Corp.¹

When we look at the sales and debt figures of these brand-named companies, we can see that many of Japan's most famous companies are finding it difficult to compete within their respective industries, with some dipping into the red: Toyota in the automobile industry; Nintendo and Capcom in the video game and computer programming industry; and Sony in the electronics industry. According to a 2014 Bloomberg report, the JPX-Nikkei Index 400—which is Japan's profit-oriented stock index compiled by Japan Exchange Group Inc. and Nikkei Inc.—“picks companies with the best operating income, ROE [Return On Equity] and market value to showcase the nation's most shareholder-friendly firms” as well as “shame executives of those [the index] excludes.” In 2014, the JPX-Nikkei Index 400 excluded another 30 Japanese companies, including Mazda Motor Corp., Daiwa Securities Group Inc., Seiko Epson Corp., and Aiful Corp., in addition to previously excluded Capcom Co., Skymark Airlines Inc., and Sony Corp. According to the report, one of the main criteria that these companies failed to achieve in order to make the list was “providing English-language results.”²

3. “Necessity is the Mother of Invention”

Since the Industrial Revolution, any researcher or scientist worth his salt knows that “he who publishes first gets the credit,” an ideology that is still relevant today. So much research

1 Oct. 7, 2015, The Japan Times, “Nation's top IT-electronics fair shifts Focus, courts startups.”

2 Aug. 8, 2014, The Japan Times, Bloomberg Report, “Shame index dumps Sony for Panasonic in first revamp.”

nowadays is produced incredibly fast and published in English almost immediately. Publication in English is imperative to ensure that one's ideas are known throughout the international academic community, among which the common tongue is English. In a 2013 Japan Times interview of three experts on how to improve the English communication skills for science and technology students in Japan, the article stated that "it is no secret that Japanese are still said to be poor at communicating in English."³ Unfortunately, therein lays the inherent problem for Japan.

By lacking sufficient English education, as well as adequate analytical writing and presentation skills, its younger generation of scientists-to-be is unable to compete in the international academic world. The interview went on to say that "Especially, science and technology students have reason to learn English because...their ambitions are to write papers and make presentations in English on their research in front of foreign scientists, media and the public. Also, it is a norm that international research teams contain scientists from many different countries and the common language is English. So, English is a must to be a successful scientist."⁴ Being linguistically challenged, Japanese researchers are unable to gain access to the newest ideas or latest research, subsequently slowing the progression of their own.

What typically happens is that the newest research first needs to be translated and published in Japanese, a process that can take months to years to be completed. Once it has been finally incorporated in to the base of current research in Japan, the research has unfortunately become outdated. Conversely, if a Japanese scientist were to make a new discovery in Japan, but was unable to publish his findings as soon as possible in English, another scientist could potentially beat the Japanese researcher to the publication finish-line by publishing his work first in an international academic magazine. The technological advancement of the internet and easy access to information make this competition even fiercer and more ruthless.

In the same interview, Osamu Aruga—the director of the Office for International Planning, Higher Education Bureau, MEXT—advised the following: "In making presentations, fluent English is not essential, but you need to make sure listeners understand you and that you are really answering questions." This is exactly what our program, EIGOP, hopes to achieve.

Aspiring researchers and scientists are supposed to be the hope for the future of Japanese companies, not to mention Japan's economy, and for the further development of Japanese technology. Against this background, however, it's no surprise that they are destined to be left

³ Nov. 30, 2013, The Japan Times, "English part of equation for science students—Experts say schools and the education ministry need to train qualified teachers, encourage students to study abroad, and set up programs to attract foreign students."

⁴ Ibid.

behind. This is where necessity has become the mother of invention for our program at OECU. Upon considering the lack of English ability in the various industries, taking into account the mistakes of current companies, and heeding the advice experts are calling for, OECU has created a program that we hope will meet the needs of our students: EIGOP

4. EIGOP

EIGOP (pronounced “eeh-gop”) stands for “English Improvement and Globalization Office-Visiting Program.” It is a play on the Japanese word “eigo,” which means “English,” with the addition of a “p” at the end, which stands simply for “program.” To better understand its purpose and goals, let’s look at the four main points on which our program focuses.

4-1. EIGOP—Program

The purpose of our program is to particularly help the research and graduate students (as well as instructors) who will be giving English presentations in academic conferences or who will be publishing an English article in an academic magazine. These students are usually grad-students swamped with classes and research tasks, and therefore don’t have time to take English classes to practice or improve their language. Our program cleverly combines three aspects to meet the technical needs of our students: presentation skills and techniques, English as a Lingua Franca, and Office-Visiting.

Through our program, the student has a chance for his manuscript to be looked over by a bilingual EIGOP instructor, and the instructor can consult with the student (in both English and Japanese) to ensure that the student’s message is being conveyed properly in English. The manuscript is then fixed, and the student can then rehearse and practice the presentation beforehand. During an EIGOP session, the instructor will focus not only on pronunciation and speaking pace, but also, and most importantly, tips for improving presentation skills.

According to a professor of Intelligence, Science, and Technology; Affective Engineering; and Human-Computer Interaction, Hiroko Shoji, of the Faculty of Science and Engineering at Chuo University, “Japanese students don’t have many opportunities to give presentations in front of people, and it has been said that students have poor presentation skills…this trend still continues today.”⁵ According to Andy Goodman, a communications consultant, he explains that presentations are poor and fail when they contain one or more of “The Fatal Five” common presenting problems: “Reading the slides,” “Too long, too much information,” “Lack of interaction,” “Lifeless presenters,” and “Room/technical problems.”⁶ Although the fifth is bound to happen to any good presenter, the first three unfortunately, and more often-

5 Apr 11, 2013, Yomiuri Shimbun—Chuo Online, “Presentations and documentation by science and engineering students.”

6 Goodman, Andy. “Why Bad Presentations Happen to Good Causes.” Published by Cause Communications, 2006; p. 10-11.

than-not, plague Japanese presenters.

Mike Handford, a linguistics professor at the University of Tokyo, specifically points out the first three of these bad skills in the presentations of Japanese presenters: “It is quite acceptable in Japan to put a lot of the information on one slide, in companies or in universities, and the justification is that the slides are also the official record of what is presented···yet in the U.K., Japanese presenters would be criticized for reading off the slides without much eye contact, even if their language skills are perfect.”⁷ Thus, through practicing beforehand and receiving presentation skill guidance, EIGOP hopes to avoid or rectify the above presentation problems.

Concerning the type of English teaching style, our program has opted away from “English as a Foreign Language” (EFL), which focuses more on reaching a near-native English-speaking level, and opted for teaching “English as a Lingua Franca” (ELF). EFL is for those students who will continue to live in their home countries, but will use English either at the university level or at their place of work. By contrast, “English as a Second Language” (ESL) is for students who will live, study, or work abroad for a long-term period in an English speaking country. A majority of our students at OECU, as well as many students throughout Japan, will not live abroad and are planning to find jobs, live, and work in Japan. Thus, near native-level proficiency, which is the goal of ESL and EFL, is both difficult to achieve let alone maintain and simply unnecessary.

According to Education First, a global language education company, they found in their 2013 English Proficiency Index that “In the past six years, Japanese adults have not improved their English. If anything, their skills have declined slightly. During the same period, other Asian countries, most notably Indonesia and Vietnam, have made enormous progress.”⁸ “Since the ranking is always a comparison to other countries, it indicates that other Asian countries have changed their education system,” Education First Japan President Junnosuke Nakamura explains.⁹ Meaning, many other Asian countries have pulled away from EFL, which focuses more on Reading and Grammar, and have moved toward ELF, which focuses more on Speaking and Listening for communication purposes.

Nakamura reasons that, “Japanese people···do not need to reach native level, with perfect English, in order to communicate··· To communicate is the most important thing, so we need to get rid of this barrier, especially in the workplace. Trying to communicate trying to say what you think—not speaking perfect English—that is most important.”¹⁰ Thus, EIGOP has adopted the EFL-centric teaching method to improve communication as is advised by linguistic

7 Aug 17, 2014, The Japan Times, “Could lingua franca approach to learning break Japan’s English curse?”

8 Ibid

9 Ibid

10 Ibid

experts and as is required by the global trend.

Like all English programs, we of course focus on helping students to become more fluent in the various aspects of English: reading, grammar, speaking, and listening. We differ from other programs in that we wish to focus more on the conveyance of the students' thoughts and ideas. For this reason we focus more on Speaking and Listening and less on Reading and Grammar. Thus, by combining good presentation techniques with an emphasis on communication, we hope to make the student feel more comfortable and confident in his overall presentation skills.

4-2. EIGOP—Office-Visiting

Our program at OECU is particularly unique from any other English program at Japanese universities due to its "Office-Visiting" aspect. This essentially means that "we go to them." At Japanese universities, more often than not, native English teachers are underutilized. In spite of having office hours twice a week (as is the case with OECU), students will rarely, if ever, visit the native teacher to ask questions, have a paper looked at, or simply to chat for English practice.

At OECU, there seems to be two main reasons as to why this phenomenon occurs: one, students are usually shy about speaking English, particularly one-on-one, and, two, students are too busy and their schedules conflict with the office-hour times. To solve this problem and to better utilize the time of our native staff, we came up with the idea of "Office-Visiting."

Through "Office-Visiting," students and teachers are able to arrange appointments to meet with a native instructor, and have the instructor visit the office or laboratory of the students or teachers seeking English assistance. First, this system requires that the native teacher be flexible in his schedule and have "floating" office hours. For example, he would be available to meet Wednesdays and Thursdays during 2nd, 3rd, or 4th period. Next, an appointment system is put in place, restricting his meetings to two 60-minute appointments per week, thus enabling him to maintain his twice a week office hour obligation. In addition, so as not to be overwhelmed with sudden appointments and tight deadlines, appointments must be made two weeks in advance. Also, rather than first-come-first-serve, appointments will be confirmed on an as-needed basis. For example, if there is one group that would simply like to practice their English and another group that needs to give an upcoming presentation soon, then the group with the presentation will be prioritized.

To help EIGOP be more beneficial for the users, we also suggest the following in order to receive the maximum results and certain success desired: make at least two appointments before any scheduled presentations; look up technical words beforehand; practice before the appointment; and use the program as often as possible to maintain English ability.

Through this novel method, OECU has found that, during the 13-week EIGOP period (the first two weeks of each semester being excluded) and of the possible 26 meeting times, appointments have been made almost once a week and fluctuate between 12 and 18 meetings, or 49% to 69%. (See to Appendix A, 「EIGOP 実践報告」. These figures are of course influenced by yearly changes made to the EIGOP instructor's regular teaching-schedule). Since group sessions are welcome, more students are willing to participate because studying with peers helps to create a relaxed learning environment. Because of our program's one-of-a-kind "Office-Visiting" style, EIGOP has been able to reach out to more students who would have otherwise gone unaided.

4-3. EIGOP—Globalization

When presentation practice or academic paper proof-reading is not required, which usually calls for specific subjects such as electronics, chemistry, or engineering, a wide range of topics are discussed during a conversation-focused EIGOP session. Topics can span from the abovementioned scientific, mechanical, and biological categories to more every-day topics that deal with social, environmental, or historical problems. For example, one recent topic was about global warming and its possible solutions, while another was about the declining birthrate and aging population of Japan.

Although it is good to be aware of one's own country, its place in the international community, and how to express those opinions, it is also very important to learn about other countries. Thus, different cultures are discussed to raise global awareness. This is not only important for overall general knowledge but also for our students who hope to give presentations at academic conferences abroad. It's always good to research or study the country you will visit beforehand, so as not to make social gaffes or blunders afterwards.

When studying other cultures, we also make comparisons between Japan and the country at the head of our topic. Comparative studies are an excellent form of teaching method that helps to create a stronger understanding of the two subjects in question. For example, in a recent EIGOP session, we discussed Japan's fondness of paperback planners compared to Europe's affinity for electronic (smartphone) planners. The students are thus able to learn a lot about their own culture, which is essential when travelling abroad. Being unable to answer a question about your own country or culture can be an embarrassing experience.

Sharing ideas and expressing opinions on various topics also helps the students to broaden their vocabulary, in addition to making them more conversational. Through the wide range of topics that is brought up during each discussion session, the students find that their vocabulary naturally becomes well-rounded. This, in turn, boosts confidence even more.

4-4. EIGOP—English Improvement

It goes without saying, but from the above points under “Program,” “Office-Visiting,” and “Globalization,” EIGOP most definitely helps to improve the English levels of its participants. As was mentioned, this improvement isn’t on speaking with perfect grammar, rather being able to communicate with greater confidence.

English has become the universal language amongst the international community. Thus, if Japan is not to be left behind, then English is essential for the future of Japan. OECU’s EIGOP sessions encourage discussion and communication. During discussions, emphasis on continual communication is the key. We always try to “keep the conversation going” as long as possible. Students are discouraged from forming overly difficult sentences and are encouraged to use the English words and grammatical patterns they know and are familiar with at first. Later, as sessions progress, more words and useful expressions are introduced and used during ensuing discussions in the hopes that they will become internalized.

These discussions during the sessions are essentially practice for our participants. They are to practice while under the guidance of the instructor so that they can make the mistakes they need to make “in class,” learn from their mistakes, and consequently they will be able to avoid them “out of class.” Thus, we do our best to eliminate the fear of making mistakes. Often times under the Japanese education system, students are so afraid of being wrong, or teaching the teacher something new, that they end up not speaking. This is the biggest bane of conversation and communication. So, making mistakes is most definitely encouraged.

This also helps the instructor to identify the problematic grammar or tricky pronunciations of the students and to correct them by focusing on those weak points. Through repetition of problematic phrases and reminders of words being mispronounced, the students eventually are able to catch their own mistakes. Auto-correction is an invaluable skill for communication and a definite sign that one’s English ability is improving. Ultimately, our program boosts confidence through eliminating the fear of making mistakes and encouraging the students to actively engage in discussion.

5. Follow-up English Speaking Evaluation

At the end of each semester, after the students are done making appointments for EIGOP sessions, our program isn’t quite finished with them yet. We are working with ALC Inc. to do follow-up English speaking evaluations. The type of test we use is called the ALC Telephone Standard Speaking Test (TSST).

The reason we’ve chosen this test as opposed to TOEIC, or other similar English tests, is because we believe the following statement to be true: “...it is now a well-known fact that the

result of a paper test does not necessarily reflect one's speaking ability accurately.”¹¹ Research shows that TOEIC scores do not reflect actual speaking ability. In a study by ALC Inc., it is shown that even those who have attained a high TOEIC score, their average speaking ability rated much lower on the TSST. (See appendix B, “The Correlation between TOEIC Scores and the TSST.”) The main reason is because TOEIC is “grammar-centric.” Too often do people brag about having attained a high TOEIC score, yet can't have a basic conversation with a native speaker. Therefore, because EIGOP focuses more on communication, we thought it would be best to check the speaking and listening abilities of our students with the TSST.

The way the test works is that we arrange for the students to have a TSST appointment. The students are then able to call during the scheduled time, which is accessible for 24 hours anywhere within Japan. The test is automated and lasts about 15 minutes. They are asked 10 questions and have 45 seconds to answer each. To get higher scores, test-takers are encouraged to follow five points: avoid silence; instead of a direct answer, similar situations are welcome; don't make up stories, tell the truth; speak as if speaking to a foreigner; and talk for as long as possible.

During the test, each individual test-taker's answers are recorded on a server. Afterwards, three certified raters assess the test-taker's English proficiency. Finally, Score Reports become available through a password-accessible website, which can then be printed out if so desired. The TSST Score Report evaluates each test-taker by giving them a “speaking level” rank. There are nine levels, from Level 1 (Novice) to Level 9 (Advanced). The ratings are based on the following four criteria: “Function-Based Ability,” which is what the test-taker can do using English; “Text-Type Ability,” which is what kinds of sentences and speech patterns the test-taker can use; “Accuracy,” which covers vocabulary, grammar, pronunciation, and fluency; and “Content / Context,” which is the range of topics (from personal issues to social issues) the test-taker can respond to.¹² The Score Report has comments on each category and lets the test-taker know what they are capable of, what they seem to have trouble with, and gives advice on how to improve. We, at OECU, then use the TSST data for checking the English speaking progress of our EIGOP participants. In addition, we also use the information as “feedback” for the improvement of EIGOP.

6. EIGOP Survey

In addition to using the TSST results to improve our program, we also rely on a survey given directly to our participants. We ask a series of questions about the program, and ask the participants to point out good points as well as areas where they think improvement is needed.

11 ALC Press Inc., https://tsst.alc.co.jp/tsst/e_index.html

12 ALC Press Inc., https://tsst.alc.co.jp/tsst/e_assessment.html

The survey was conducted and the results were compiled by Ikuko Kashiwabara, an English Language professor at OECU. The survey questions are listed here (in English):
(Refer to Appendix A, 「アンケートによる評価」 for results.)

1. What was the purpose of your EIGOP session?
a. presentation b. proof-reading c. English practice d. other
2. Concerning question #1, what was your confidence level **before** your EIGOP session?
a. none at all b. low c. somewhat high d. very high
3. Concerning question #1, what was your confidence level **after** your EIGOP session?
a. none at all b. low c. somewhat high d. very high
4. Did you feel the guidance of the EIGOP instructor was helpful?
a. not at all b. somewhat useful c. it was useful d. very useful
5. Do you think your Speaking ability and Pronunciation have improved?
a. not at all b. a little c. yes d. a lot
6. Do you think your Listening ability improved?
a. not at all b. a little c. yes d. a lot
7. Do you think EIGOP's flexible-appointment system made the program easier to use?
a. not at all b. a little c. yes d. very much
8. Do you think EIGOP's "Office-Visiting" style made the program easier to use?
a. not at all b. a little c. yes d. very much
9. Do you think you will continue to use EIGOP?
a. not at all b. maybe not c. yes d. most definitely
10. Would you recommend EIGOP to others?
a. not at all b. maybe not c. yes d. most definitely
11. Would you use the EIGOP program even if the instructor were a non-native speaker?
a. not at all b. maybe c. yes d. most definitely
12. Was the EIGOP instructor's teaching-style easy-to-understand?
a. not at all b. maybe not c. yes d. most definitely
13. Please let us know the good points of EIGOP.
14. Please let us know areas of EIGOP that need improvement.

For the results of question #13, "Please let us know the good points of EIGOP," the comments are as follows ¹³:

- "I'm thankful for EIGOP because my pronunciation used to send the wrong meaning of what I wanted to say. Also, I was able to learn a lot from the corrections of my written sentence structures."
- "I used EIGOP to prepare for an academic presentation. It helped to better organize the

13 Comments were translated from Japanese. Refer to Appendix A, 「アンケートによる評価」 for the original Japanese comments.

look of my slides and to perfect my pronunciation. I was grateful that all of the written English of my slides was checked even after the EIGOP session was over!”

- “My grammar and pronunciation were thoroughly pointed out and corrected during the session. Even during our free talking time, my grammatical mistakes and unnatural expressions were corrected immediately after I said them, which helped me to easily recognize my own mistakes and learn from my mistakes without struggling.”
- “Thanks to Prof. Carmona’s explanation of how to give presentations, it really helped me during my academic presentation, and I am very grateful for his guidance!”

For the results of question #14, “Please let us know areas of EIGOP that need improvement,” the comments are as follows :

- “Because of the limited number of days, it was difficult to make an appointment with the only teacher performing EIGOP. So, I would suggest that more teachers are added to the program.”
- “The (one hour) session time is too short for all the students to have enough time to practice and gain confidence.”

7. Conclusion

OECU’s “English Improvement and Office-Visiting Program,” EIGOP, is new, fresh, and innovative. It was designed to meet the English-speaking needs of our students in the ever-growing, ever-competitive international community. It was created to give our students the linguistic advantage that they will ultimately need for their future careers.

We’ve taken into account the background of the global trend for English; we’ve learned from the mistakes of Japanese companies unwilling to adapt to this trend; and we’ve heeded the advice of experts and the most up-to-date statistics calling for improvement and change in English education in Japan. Thus, we have been able to create a program that we are confident will meet the needs of our students.

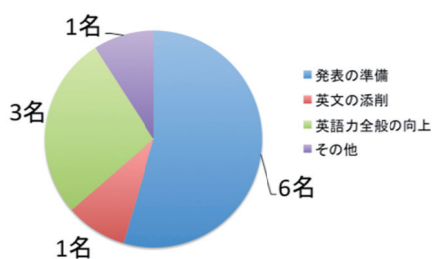
Our focus on Speaking and Listening skills is specifically aimed at improving the Communication skills of our program’s participants. In addition, our aide in discussion, our encouragement of expressing opinions, and our guidance in good presentation-giving skills has helped to diminish the fear of making mistakes and has helped our students to feel more confident when speaking, or presenting, in English.

From our survey results, we can see that EIGOP has been able to positively and effectively help our students. Particularly because of our program’s unique “Office-Visiting” style, EIGOP has been able to accommodate more students and faculty despite their busy study and work schedules. Also, our follow-up English proficiency checks help to ensure that we are

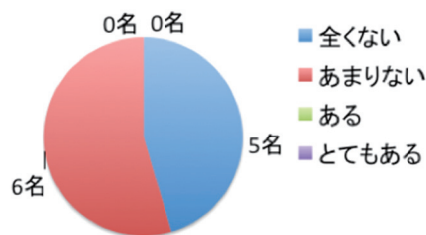
able to maintain our students' English ability. As with any invention, not only is production important but also maintenance and aftercare.

We, at OECU, will continue to strive to improve our program, changing and adapting it based on the survey results collected as well as the TSST data gathered. We hope to help and produce confident English speakers, able to communicate in and a variety of situations. We will never lose sight of the ultimate goal of EIGOP: Communication.

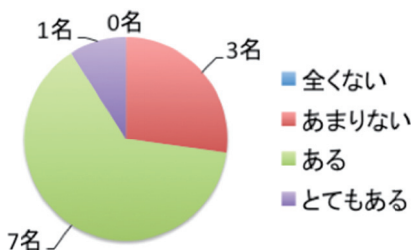
Appendix A



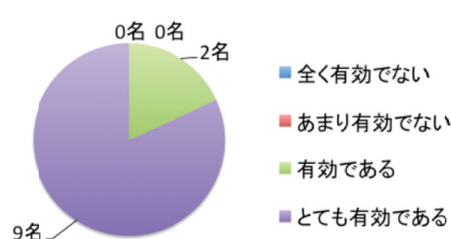
1. EIGOPを活用された目的は何ですか？



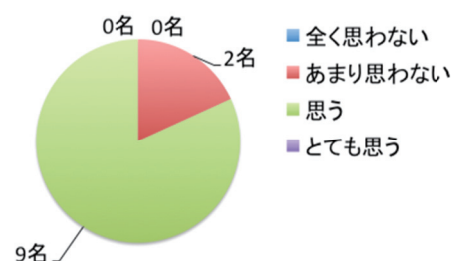
2. 1の目的に対し、参加学生のEIGOP実施前の自信度はどの程度でしたか。



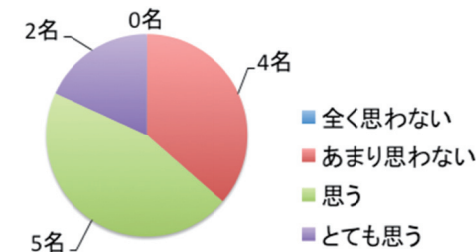
3. 1の目的に対し、参加学生のEIGOP実施後の自信度はどの程度でしたか。



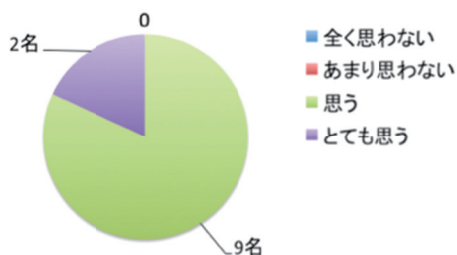
4. カルモナ先生の指導は有効だと感じましたか。



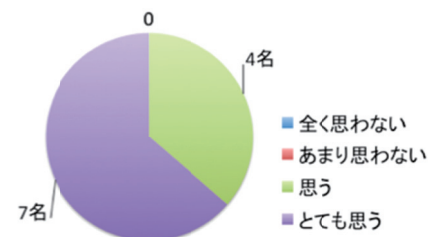
5. 英会話力または英語発音が上達したと思われましたか。



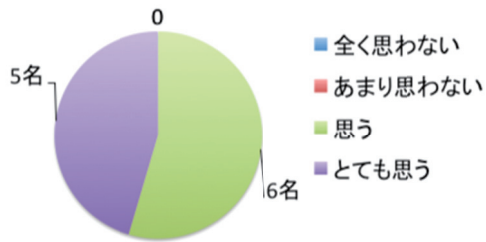
6. 英語リスニング力が伸びたと思われましたか。



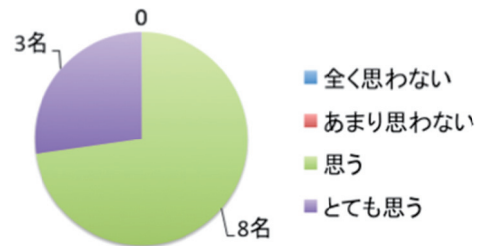
7. 複数の曜限から予約できるシステムによって、EIGOPが利用し易いと思いましたか



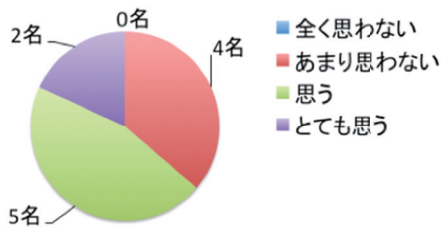
8. 教員が研究室を訪問するというスタイルによって、EIGOPが利用し易いと思いましたか。



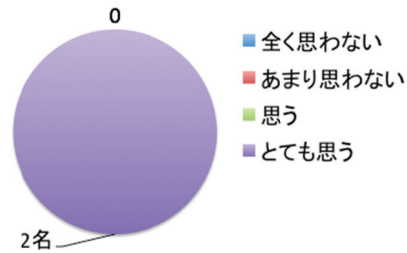
9. 今後もEIGOPを利用したいと思いますか。



10. 他の研究室にもこのEIGOPを薦めたいと思いますか。



11. 英語の学習指導をしてくれる日本人教員のEIGOPなどがあれば利用したいと思いますか。



12. カルモナ先生の指導は、先生ご自身の語学力・指導力の向上にも有効でしたか。

13. EIGOPを利用して、良かったと思われる点

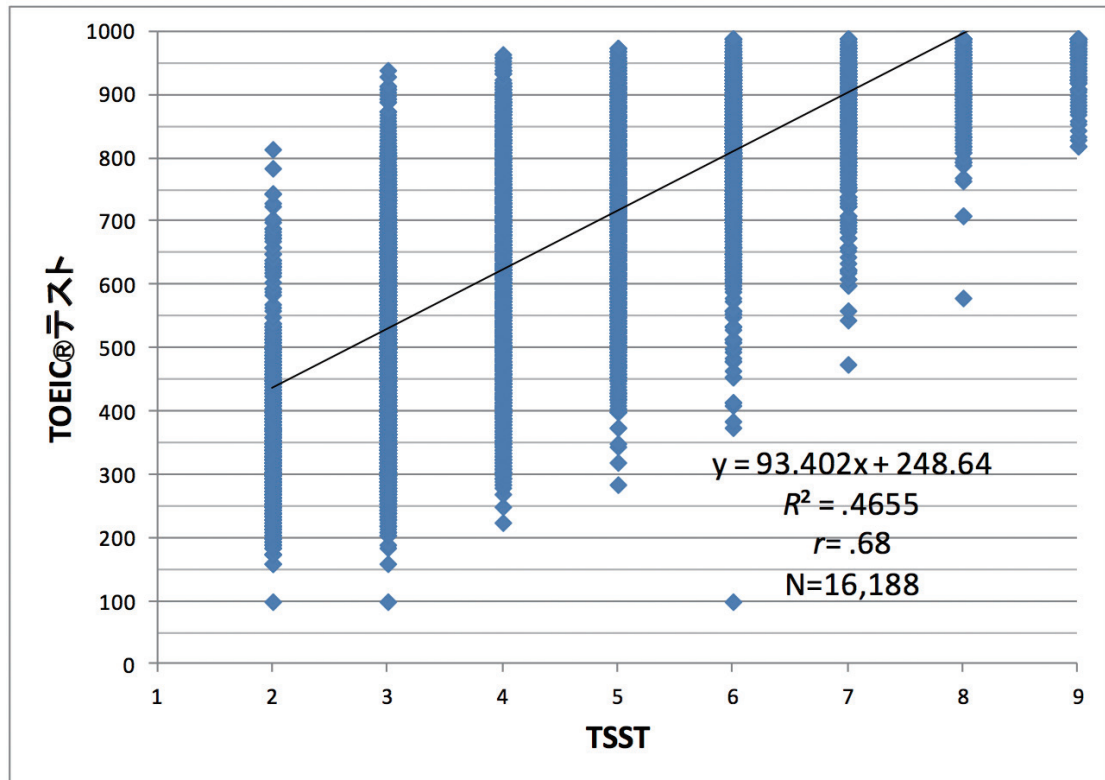
- ・発音のしかたで、全く別の意味になってしまうので、教えて頂けたことに感謝しています。文章構成のしかたも勉強になりました。
- ・学会発表のために利用したのですが、スライドの文字の配置から英語での言い回し、発音など教えてもらい、講習時間外でもスライドの修正を最後までしてもらいました。
- ・文法などの指導中に発音の指導を適宜して頂いたり、フリートーク中でも文法・発音・表現方法などの指導を自分が話した後にすぐに受けられるので、自分の誤りに気づきやすく、文法をあまり苦なく学べる事ができた。
- ・カルモナ先生によるプレゼン指導は発表会で有効であり、ご指導いただけたことに感謝しています。

14. EIGOPで改善したほうがいいと思われる点

- ・予約で曜限が埋まっていることがあるため、教員数の増加等の改善をお願いします。
- ・指導時間が短く、学生が自信をつけるまでの練習ができなかった。

Appendix B

Reference: ALC Inc.



TSSTレベル	1	2	3	4	5	6	7	8	9
TOEIC平均	N/A	368	513	637	729	815	871	910	947

	平均	標準偏差	相関係数
TSST	4.23	1.22	0.68
TOEIC	643	167.62	

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