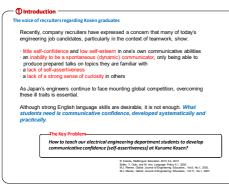
積極的コミュニケーション能力向上を目的とした英語ディベートによる指導

- Facilitating assertive communication skills development through English debating -

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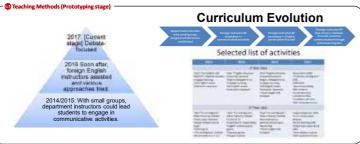


 How to teach communicative confidence, particularly to generally shy engineering students? How to measure it?
 What is the most effective way to teach it given: 1) large class sizes 2) scheduling problems 3) curriculum conflicts · Even if learners can gain communicative confidence, how can they sustain or improve Our main objective is to produce engineers who recruiters can perceive as global-ready communicators with these personality traits: A dynamic communicator who listens carefully and can respond appropriately without canned responses. Self-confident not only in expressing one's, but also in defending them Capable of communicating logically, as well as own ideasin evaluating the opinions of others Able to express a strong sense of curtosity in people as well as in ideas Respectful of the opinion of others, but keen to seek the clearest answers, even if that means admitting one's

n is inferior nable team communicator who is strongly aware of their missions and knows how to lead as well as when to

Another goal of our training program was to design it so that students would find greater motivation to study their regular English courses more diligently.







Our Top 10 Teaching Ideals





1st year students yelling to the facilitator to call on them so that they can ask a creative question about a very strange picture ... just so that they may sit down!



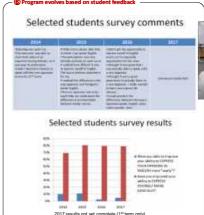


Communicative Advice Nuggets













- Even beginners found debate engaging—Most programs teach debate only to advanced learners. But by focusing on just escential activities, we found debate possible and fun for all!

 Debate training is effective—Our objective is not to create competition-level debates. but after to instill the self-assertive communicative abilities which competition-level debates or proceedings of the processes. We found that among our various approaches, a long-term larget of learning how to debate has brought the best

- problems and quickly resolve them. It also kept the students focused and alert

 Students need to know WHY—It is essential to explain WHY We have high expectations of our learners and to express the reasons behind the activities we choose.

 Less lecture, more practice—Antimizing lecture time while providing a lot of practical activities along with concise feedback has been important in realizing our objectives. We strive for a 5/85/10 ratio (rationale/practice/feedback).

 Learning from a non-Japanese facilitator motivated many learners—Regardless of the curriculum-focus, a large majority of students each year commended that having a non-native instructor as part of the facilitating tandem motivated them to learn.

- How to encourage students to take the initiative in communications, to be proactive, not reactive communicators?
 How can we measure improvements in communicative assert/weness?
 How can we measure the efficacy of our training methods?
 How to help hypers-thy students? With clinical ASID?
 How to help students master CDW (claim, data, warrant), the logical reasoning block?
 How to get learners to be quicker when giving responses?

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- How can we have better inter-departmental cooperation to address the true communication needs of our students?
 How can learners continue to improve after our training?
 How can we expand this program to more Kosen students?

- In four years' time, we've created a communications program for engineering students which aims to help them build communicative confidence through teaching them the basics of debating and giving them practice to build those stills. confidence levels of the results: 2"4 year stilled
- confidence levels.

 3. The key to success, we have found, are: 1) small class sizes; 2) having a teaching ideology; 3) student & video feedback ⇔ continuous improvement cycle; 4) solid teamwork and planning; 5) creating an learning environment in which failure is fun; 6) giving instant and constructive feedback; 7) founting on language they know already and more on "substance than form".

 4. The biggest challenges are: 1) measuring our objectives; 2) helping ASD learners; 3) scaling the program school-wide; 4) others.

- Improving the curriculum to adapt communicative skills to engineering-related situations and problems.
- Devising means to evaluate self-assertiveness and communicativeness.