

# TOEIC® Newsletter

— Digest Version —

[Special Feature]

## Universities Aim to Foster Globally Capable Graduates

As the world becomes “flatter” through the mind-boggling advance of information technology, businesses are increasingly required to compete globally instead of just locally. In this new era, every business sector requires personnel capable of functioning in a global environment; and universities are seeking to meet this need by offering education focused on fostering a globally capable workforce.

In this issue, we look at three universities which are striving to improve English education and produce graduates with the wherewithal to work in a global setting, through measures that include implementing unique curricula and educational programs.

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The TOEIC® Newsletter is published quarterly by the Institute for International Business Communication (IIBC) in Japanese. It features how the TOEIC program is used effectively within companies, universities and other institutions. We offer the latest case studies of TOEIC program usage to our clients, so they can take full advantage of the TOEIC program within their organization. In this journal, we also introduce a trend of global human resources development and the globalization movement in Japan.

This issue is a summary of the TOEIC Newsletter No.111 (issued: June 2011) translated into English by IIBC for its readers around the world.

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# IIBC's 1<sup>st</sup> Forum for Global Human Resource Development

The Institute for International Business Communication (IIBC) held its 1<sup>st</sup> Forum for Global Human Resource Development on March 2, 2011.

As the world becomes increasingly globalized, Japan urgently needs to develop a workforce with world-class capabilities if it hopes to remain an international leader. The forum, held to address this issue, featured a keynote address and a panel discussion on the subject of how Japan can foster a workforce better able to function on the global stage.

The keynote speaker was none other than Heizo Takenaka, a former cabinet minister with a long and proven global track record. Drawing on his expert perspective, he delivered a highly informative speech about Japan's current situation and the challenges it faces.

The panel discussion focused on learning from groundbreaking precedents to overcome the challenges involved in nurturing global leaders. A lively debate ensued between highly knowledgeable participants from the realms of government, industry, and education.

Another factor behind the resounding success of the event was the audience of more than 500 people (selected from over 3,000 applications), which included company employees and recruiters as well as university faculty members.

See the following page for a summary of Mr. Takenaka's keynote address.

\*The Abridged Keynote Address has been omitted from our website.



## Program

### Welcome address

**Takayuki Murofushi** President, Institute for International Business Communication

### Committee Chairman's address

**Takamichi Hamada** Chairman of the Global Human Resource Development Program Committee, IIBC

### Keynote address

#### How Can Japanese Adapt to an Increasingly Globalized World?

**Heizo Takenaka** Professor at Keio University Faculty of Policy Management, Director of Keio University Global Security Research Institute, Senior Research Fellow at the Japan Center for Economic Research, Director of Academyhills, and Chairman of Pasona Group Inc.

### Panel discussion

#### Learning from Groundbreaking Precedents to Overcome the Challenges Involved in Nurturing Global Leaders

##### Panelists

**Takumi Shibata** Group COO of Nomura Holdings, Inc.

**Kazunori Takeda** Senior Executive Officer and Director of Rakuten, Inc.

**Grant R. Pogosyan** Dean of International Christian University Graduate School, Professor of Mathematics and Computer Science

**Yotetsu Hayashi** Director of Human Resources Policy Office of Economic and Industrial Policy Bureau at the Ministry of Economy, Trade and Industry

##### Facilitator

**Seiichi Yamamoto** Director of Deloitte Tohmatsu Consulting Co., Ltd.

# Nurturing a globally capable workforce through new ideas such as CALL-based English education and early university enrollment

## Chiba University

### University-Wide Innovations in English Education

#### CALL system fosters vocabulary and listening comprehension—the basis of communicative ability

Chiba University has implemented a Computer-Assisted Language Learning (CALL) system to bolster its unique English curriculum.

We spoke to Professor Hideo Takahashi of the Center for Language Education and Graduate School of Engineering, who helped develop the CALL system, to better understand its objectives.

“We at Chiba University felt that the CALL system was the most effective way to improve the efficiency of our instruction by making the most of the available learning hours,” Professor Takahashi explains. “Based on this view, we decided to use the system as a basis for developing teaching materials focused on the foundation of English communication, which is vocabulary and listening comprehension.”

The development of CALL-based teaching materials is based on the Three-Step Auditory Comprehension Approach pioneered by Yukio Takefuta, professor emeritus at Chiba University. Learning under this system follows three steps: anticipation of topics, detailed understanding, and understanding of a speaker’s intent.

Professor Takahashi explains the benefits of this approach: “Providing the appropriate information, at the right time and amount for each of the three steps, makes it possible for students to complete all their assignments without overtaxing themselves. Because the program does not rely on multiple choice tests, and instead encourages students to find answers themselves by providing them hints along the way, students gain the satisfaction of that *Aha!* moment where they realize they have truly understood something.”

Courses using CALL teaching materials place a premium on self-study. For instance, to ensure that students in the first- and second-year CALL English courses engage in at least 90 minutes of appropriate self-study per week, classes feature mini-tests to gauge students’ progress and level of understanding. This enables instructors to point students in a direction that contributes to their subsequent fields of study. In class, students are also introduced to various cultures of the world as a way of boosting their motivation to learn English.

The CALL system was initially developed as an offline application, but since then has evolved into an integrated online system. But whether online or offline, the CALL system of instruction has proven to be effective. For instance, TOEIC tests administered before and after a CALL-based half-semester, 30-session class (two sessions per week for 15 weeks) revealed showed that the average test score of participating students rose by about 55 points. A questionnaire given to the students also revealed that they favorably viewed the system of instruction.

The CALL system is not limited for use by first- and second-year undergraduates; it is also used to compile teaching materials for third- and fourth-year students and even post-graduate students—all of whom concentrate on specialized courses. At present, 52 CALL-based teaching materials are available for use at Chiba University.

#### TOEIC test held six times a year Score of 500+ needed for higher-level classes

The university also uses the TOEIC test as a means of supporting students’ English study.

Every spring, the university administers the TOEIC test at its own cost for first-year students in every department. In addition, students who want to take the test voluntarily have five opportunities every



**Hideo Takahashi**  
Professor  
Center for Language  
Education  
Graduate School of  
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Chiba University



**Mitsuru Doi**  
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Center for Language  
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Graduate School of  
Humanities and Social  
Sciences  
Chiba University

year to do so on campus.

Associate Professor Mitsuru Doi, of the Center for Language Education and the Graduate School of Humanities and Social Sciences, spoke about why Chiba University holds the TOEIC test.

“The TOEIC test is a way for us to gauge students’ English abilities and motivate them to study. We have no official target scores. Students set their own target according to the level of ability they wish to attain. We encourage students to use their TOEIC scores as a guide when making a goal-based study plan that enables them to study in a gradual, deliberate manner.”

At Chiba University, TOEIC scores are used to award students credits, and those who score 500 or more may elect to take higher-level classes based on TOEIC scores, which have a smaller student-to-teacher ratio. Moreover, any student who scores 860 or more is awarded the Award for TOEIC Excellence.

Associate professor Doi notes the following regarding the examinees: “The average score for first-year students is around 500. Ever since the test became compulsory for all freshmen in 2007 there has been a marked increase in the number of students progressing to intermediate and advanced level English courses. And I recommend those who score highly on the TOEIC test to also take the TOEIC Speaking and Writing tests.”

## Innovation at the Center for Frontier Science

### World-class research facility seeks to foster global-minded researchers

Alongside the university-wide effort to boost English education, Chiba University is also actively seeking to foster future researchers with the ability to

function well in a global setting. To that end, the university established the Frontier Science Program in 1998.

In keeping with its aim of identifying students with outstanding potential at an early age, the program was the first in Japan to introduce a system allowing early university enrollment, starting as young as seventeen (second year of high school). Students are sought for four courses (Physics, Physical Chemistry, Frontier Technology, and Human-related Information Science), with around five students entering the program each year.

Once they have been accepted by the Center, students take a range of seminars in addition to the regular courses of their academic departments. The seminars, which are conducted by outstanding faculty members at the cutting-edge of international research, offer students an ideal opportunity to acquire the skills and ways of thinking necessary for researchers active on the globally level.

To find out more about the aims of the Center for Frontier Science we spoke to its director Kazuhiro Kudo, who is also a professor of the Graduate School of Engineering, which runs the Center’s program.

“We want to give high school students the chance to advance their studies in their chosen fields in a university setting early on, rather than spending their entire third year of high school studying for university entrance exams,” he explains. “Also, we want to help students who are struggling to decide on their university major by giving them a taste of actual university study. These are the main reasons we launched the Frontier Science Program.”

There is also an overseas training program where first-year students spend a month of their summer vacation studying mainly English at San Jose State University. While there, students take



**Kazuhiro Kudo**  
 Director of Center for  
 Frontier Science  
 Professor  
 Graduate School of  
 Engineering  
 Chiba University



**Hisao Ishii**  
 Professor  
 Center for Frontier Science  
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 Advanced Integration  
 Science, Division of  
 Nanoscience  
 Faculty of Science,  
 Department of  
 Nanoscience  
 Chiba University

classes designed to develop their English communication and discussion skills, as well as other classes that suit their own personal interests.

Professor Kudo explains the rationale of the overseas training program: “An overseas experience at a young age changes people’s impressions of the outside world and gives them a more positive attitude towards living or traveling overseas. That change of attitude is one of the objectives of our program, which allows students to visit corporate research facilities during their time overseas so they have an opportunity to get a feel for actual research workplaces.”

Regarding the change in students upon their return to Japan, Hisao Ishii, a professor of the Faculty of Science, Department of Nanoscience and the Center for Frontier Science, notes the following: “Students who lacked confidence in English and were quiet before they left for overseas training speak with great confidence on their return. These days, researchers make their first presentations to academic societies much earlier than before, so I hope the students’ overseas experience will serve them well in this regard.”

The university also holds the TOEIC Speaking and Writing tests for students returning from overseas training. Knowing that researchers are required to speak and write English, holding the test immediately after their return from overseas study, when their confidence is high, helps keep students motivated.

### **Increase in foreign students and international joint research projects make graduate schools more global**

In addition to its Frontier Science Program,

Chiba University is proactive in its development of creative young researchers with the wherewithal to work in a global setting. In recent years, as professor Ishii explains, the university’s graduate schools have steadily become more global in nature: “In the past few years, we have seen a marked rise in the number of our international students, particularly from Asia. We are eager to take on international joint research programs, accept young foreign researchers, and send our researchers overseas. For this reason, English, as the international language, is taking on an increasingly important role; and we have implemented English programs to enable post-graduate students to adapt to the evolving circumstances by instructing them on how to write academic papers and make presentations to international conferences.”

In the many ways described above, Chiba University is contributing to the creation of a globally functional workforce by providing a progressive, multifaceted curriculum. The university has high hopes that its graduates will play an active role on the international stage.

#### **University Overview**

Name : Chiba University  
 Founded : 1949  
 Student Body : 14,422 (as of May 1, 2010)

Founded in 1949 unifying several regional former national colleges and schools, Chiba University had five faculties and one graduate school. This has grown into nine faculties and eleven graduate schools, making it one of the highly regarded national universities in Japan for its size and quality of education. The university’s philosophy, enshrined in its charter, is “Always Aim Higher”.

# Liberal arts education in English and a year abroad enhances students' international prowess

Waseda University, School of International Liberal Studies

## Boosting English education and support services to help students adapt to immersed learning

Waseda University opened its School of International Liberal Studies (SILS) in 2004.

The focus of the school's curriculum is a broad-based, non-specialized education in liberal arts spread across four years. Around a third of students and faculty are from overseas and almost all courses are conducted in English. In addition, the school focuses on small-class education. The overriding aim is to thoroughly instill in students the ability to think logically, consider things from a multifaceted perspective, and foster a world-class communicative ability. In addition, students whose native language is Japanese are required to study overseas for a year, thereby further developing a broad international perspective.

Graham Law, a professor of the School of International Liberal Studies, told us more about the aims of the innovative curriculum: "A broad base of knowledge and flexible thinking are vital if we are to understand the diverse problems of modern society and resolve them through communication between people of different fields. Furthermore, a globally functional workforce must have outstanding language skills and an international sensibility.

"Here at SILS, around a third of the 600 student intake is foreign nationals, and we host some 250 exchange students every year, too. As a result, we have a diverse mix of students and faculty from around fifty countries creating a multilingual, multicultural collective. This provides the ideal foundation for offering a broad and rounded education, and for developing in students new ways of thinking and seeing things, logical thinking ability, and an international outlook."

The SILS year is divided into two semesters;

thus, students study for eight semesters over four years. Semesters one through three feature special programs designed to get students whose native language is Japanese up to the level where they are able to keep up with lectures conducted in English.

Students take the TOEFL test and SILS's own writing test as placement tests upon enrollment. They then undergo the following three training courses using original texts compiled in accordance with the content of subjects they will take subsequently.

English I: Intensive English (Listening & Reading) is divided into two sections dedicated to listening and reading, respectively. In this course, students learn the major points of listening needed to pick up the gist of lectures conducted in English and how to skim through large amounts of literature to identify the relevant information.

Victoria Muehleisen, associate dean and associate professor of the School of International Liberal Studies, told us about the content of the course.

"Each class is limited to 20 students. Classes incorporate group exercises such as listening to an audio sample, taking notes, and discussing what they heard in groups of five before making a summary. The course is designed to foster students' ability to think and express themselves in English."

English II: Tutorial English (Speaking) is compulsory for all students university-wide. Characterized by a very low student-to-teacher ratio, this course provides English conversation lessons in groups of no more than four students for every teacher. Lessons incorporate role playing and pair work to accustom students to hearing and speaking natural English.

In English III: English Academic Writing, students learn about composition and the rules of citation necessary when writing essays in English.



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School of International  
Liberal Studies  
Waseda University



**Victoria Muehleisen**  
Associate dean  
Associate professor  
School of International  
Liberal Studies  
Waseda University

Armed with these tools, students practice writing English designed to convince the reader of one's argument. At the same time, there is instruction to help students improve their grammar and vocabulary.

English I and II are held over the first two semesters, although students who score 550 or more on TOEFL-ITP are exempted. Starting this year, TOEIC scores have also been approved for deciding on exemptions for those two courses, with a score of 750 as the cut-off point.

Meanwhile, English III is held over the first three semesters, and is compulsory for all students—including foreign nationals. Associate Professor Muehleisen explains why: "An inability to write logical sentences is common among foreign students as well as Japanese. English III is therefore a compulsory subject and we use it to instill the skills needed to write essays at the university level. Classes are divided by ability, with students placed in one of three levels based on the writing tests they take upon enrollment. Students continue taking English III until they reach the upper level."

Around 40 percent of students apparently qualified for an exemption from English I and II when SILS was launched. The skill level among new entrants has risen in recent years, and now a majority of students achieve a TOEFL-ITP score of 550 or higher. Currently, approximately 65 percent of students are exempt from the two courses, allowing them to elect English courses or other foreign language courses instead.

Courses conducted in English from students' very first year, even while students are still taking the courses aimed at boosting their English ability described above. But the SILS curriculum is not limited to lectures; seminars are held from the first year as well.

Some seminars are conducted in Japanese, and students whose English abilities have not yet fully developed are required to take seminars in both English and Japanese. This enables students to improve their ability to speak out and express themselves in English for highly interactive seminars, while also using Japanese. The aim is for students to gradually accustom themselves to all-English learning environment.

In addition to the main curriculum, SILS offers generous support to help students get used to learning in English. One example is the Writing Center, where students receive one-to-one guidance on how to logically write about academic subjects for reports required in lectures and practical classes. The Center was initially launched by SILS, but has since grown to be operated on a university-wide basis, making its benefits available to all students.

### **Studying overseas enhances students' maturity. Returning students take the TOEIC test to gear up for job hunting**

Starting in the fourth semester, SILS students spend a year studying overseas. Drawing on advice from faculty members, the students have until summer vacation of their first-year summer to decide where their destination from among more than 600 universities and other institutions in various countries worldwide.

Overseas study is compulsory for all students whose native language is Japanese. However, they are free to choose from a wide range of countries—not limited to English-speaking countries. Still, 70 percent of all Japanese students decide to study in a country where English is spoken.

Professor Law explained how students change over the course of their time spent on a study

abroad program: “I feel studying overseas is a great experience for students. It’s not just about raising their level of English ability; the experience of exchanging views and debating issues with local students helps them grow as people.”

Associate Professor Muehleisen continues: “There is a considerable range of English ability among students when they first enter SILS. But the gaps in ability are largely eliminated by the time the students reach their fourth year, and all of them have attained a very high level of communicative skills.”

SILS students take the TOEFL test starting in the first year, ahead of their overseas study, but it is the TOEIC test which SILS encourages students to take (at the university’s expense) upon their return to Japan to gauge English ability and support students’ job-hunting activities.

TOEIC test is held overseas as well as in Japan, and SILS uses TOEIC score in one of its three kinds of entrance examinations as well. SILS allows the use of TOEIC scores as a documentary proof of English proficiency under the AO system\* of admissions, which approximately 60 percent of students use. There are no set criteria for English ability; SILS judges students’ aptitude based on an overall evaluation of academic ability, thinking skills, and expressive ability. Nonetheless, English skills are given considerable weight. There is also a 150-minute Critical Writing test used to gauge examinees’ ability to understand and analyze materials, and to express their own thoughts on the topic; as well as an interview test conducted in English.

In addition, English is given greater weight than other subjects, regardless of whether prospective students take the regular entrance examination or the National Center Test for University Admissions.

The use of these examinations is intended to convey to high schools the need for students to have at least a certain level of linguistic ability.

### **Employers seek students with English skills and the ability to work effectively on the global stage**

By the time they graduate, SILS students have completed four years of study in an environment where students and faculty from a diverse range of backgrounds debate matters freely in English and strive for mutual understanding. Given this experience, the graduates have been positively evaluated by employers for their strong

communicative skills, global mindset, and personal magnetism.

Graduates have found employment at the international affairs divisions of many companies, and recently a number of former SILS students have been hired to work in human resources departments where they help hire and train employees to fashion a globally capable workforce.

Around 20 percent of SILS students later pursue post-graduate study at institutes throughout Japan and the world, of whom some have gone on to work at the United Nations and other international organizations.

“Since 2009, students have been able to obtain teaching qualifications at SILS,” explains professor Law. “I look forward to seeing many SILS students graduate with a high level of communicative skills and an international sensibility, and become competent English teachers. I hope they go on to change the way English is taught in Japan.”

Now in its eighth year, the Waseda University School of International Liberal Studies has evolved into an outstanding institution where Japanese and foreign students learn together in an English environment. The school’s faculty has great expectations of SILS’ expanding network of alumni, which is beginning to take root in Japan and throughout the world. The faculty eagerly anticipates the day when SILS graduates fulfill their potential as key figures in a range of different fields, and draw on the benefits of the SILS network to maintain a strong and dynamic connection to each other and contribute to the development of the Japanese economy.

\*A special admissions procedure that uses Admissions Office (AO) documentary screening to identify students with special talents, experience, and leadership skills.

#### **University Overview**

Name : Waseda University, School of International Liberal Studies

Founded : 2004

Student Body : 3,127 (as of April 2010)

SILS was launched as Waseda University’s tenth undergraduate school. Approximately a third of students are foreign nationals, and fifty countries are represented in the student body. The school’s multinational environment creates a fusion of cultures, while the curriculum focuses on developing thinking skills through an English-based program of liberal arts.

# Students learn about modern society's challenges while developing logical thinking skills and their ability to express thoughts in English

## Osaka Jogakuin College

### Integrates general and English education—**all specialized courses conducted in English**

Established in its current form as a women's university in 2004, Osaka Jogakuin College (OJC) traces its history back to 1884, when it was established as Wilmina Girls' School, a mission school.

English is regarded as one of the educational pillars of OJC, which strives to provide an integrated curriculum of general, specialized, and English education. This unique approach enables students to learn, in English, about the many problems facing modern society.

We talked to Tetsuro Chihara, acting president of OJC, to find out more about the college's educational system.

"Osaka Jogakuin, our parent organization, established a junior college in 1968," he explains. "We began just with an English department, but later began to question what really constitutes English education. It became apparent that the essential issue came down to what students were taught in English. This led to an overhaul of the curriculum, and the integration of general education and English education."

"Those developments," he continues, "led to the college incorporating a content-focused curriculum, largely based on that of the junior college. The result of this is an approach that offers students both general and specialized education in English."

Based on this philosophy, the college offers a program of Integrated Units, starting from students' first year. The program incorporates four "core topics" relating to global issues facing humanity: The Pursuit of Peace, Science & Religion, the Present Age & Human Rights, and the Crises of Life. A

team of teachers—comprising two foreign nationals and one Japanese—conducts classes over a period of five to six weeks per topic, with each class covering skills such as reading, discussion, and writing.

We talked to Eiko Kato, a professor of the Department of International and English Interdisciplinary Studies, to find out how the classes progress.

"Take for example a class focused on the Pursuit of Peace. Students read literature pertaining to major themes, such as a definition of peace actually and people who have contributed to it; but our aim is to have students comprehend the English literature without translating everything into Japanese. After that, there are discussions about what they've read and students express their ideas in English. During the discussions, we encourage students to keep in mind how to illustrate and develop an argument, because this is vital to a logical argument.

"In this way, our classes are designed so that students receive instruction for each topic in the four language skills of reading, writing, listening, and speaking. This is supplemented by our effort to provide a general education, with a distinctly international perspective, and to foster a communicative ability that enables students to think logically when expressing their ideas or writing essays in English."

These courses are supported and made possible by the classes OJC also provides on the basics of English, such as phonetics and grammar.

Once in their second year, students are given instruction to enable them to conduct research on the core topic which interests them most, and to present their findings (in English). They also take the Study of Current World Events course, in which they develop the skills of listening to news in English, understanding the content, and discussing



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Acting president  
Osaka Jogakuin College



**Eiko Kato**  
Professor  
Department of  
International and English  
Interdisciplinary Studies  
Osaka Jogakuin College

it. The course is aimed at fostering students' ability to consider things from a multifaceted perspective.

While around 60 percent of first-year and second-year classes are conducted in English, some general education courses are offered in Japanese in order to further students' understanding of the subjects.

Starting in their third year, students are divided into the following specialized areas: International Collaboration, International Management, or International Communication. And nearly all classes are conducted entirely in English in the third and fourth years.

Finally, in their fourth year, students conduct research projects as the culmination of their studies at OJC. They are required to submit a thesis in English, at least 20 pages in length, dealing with their chosen area of specialization.

### **Themed-based learning raises students' motivation—reflected in the 152 point TOEIC score increase on average over 2 years**

OJC's curriculum, in which classes are taught in English, has led to a significant improvement in the English skills of students.

The first group of students to study under the curriculum, who graduated in March 2008, scored 406 on average for the TOEIC test conducted in July of their first year. This leapt to 558 for the test held in February of their second year; and by the time they graduated, the average score had risen to 626.

This incredible improvement stems from the range of initiatives introduced by the college to improve students' motivation to learn.

The college has its own placement tests,

comprised of listening and reading tests (as well as grammar and dictation tests for second- to fourth-year students). Around 150 first-year students are divided into small-size classes (20-25 students per class), grouped according to ability. Adopting a team-teaching approach, instructors work in close cooperation with each other to improve the English skills of each student.

All classes incorporate the same teaching method, but original teaching materials are also compiled for each core topic. However, instead of creating separate teaching materials for each level of ability, the same materials are used for students of all skill levels. This, as Professor Chihara explains, helps keep students motivated.

"Schools have a tendency to use easy texts for lower-level classes. But if students are not challenged in the class, they might lose their motivation. Here at OJC, we believe that every student has the same potential aptitude for languages, so we use the same texts and tailor our teaching methods accordingly. We encourage our students by reassuring them that they will definitely improve in ability."

In addition to those teaching methods, explains Professor Kato, the content of the college's curriculum itself is a factor in raising students' ambitions.

"To take one example, child labor is a major theme of classes for the topic of the Present Age & Human Rights. It shocks our students to learn the truth about child labor and they are struck by their own lack of involvement in these issues. This sparks their interest in global issues and their desire to learn more. Having these sorts of topics that appeal to students' hearts and minds helps inspire them to bring a greater sense of purpose to their studies."

Professor Chihara continues: "It's not the



**Ken Hashimoto**  
University Education and  
Research Department  
Osaka Jogakuin College

influence of others that makes people change; it's when we realize something within ourselves that we change. Our approach to motivating students is to provide them as many opportunities as possible to gain this realization.”

The prevailing philosophy at OJC is that a steady day-to-day effort is essential. This is why credits are not awarded to any student who misses a third or more of classes. Each class features a mini-test, and students' scores are a criterion for their performance evaluation. Students are also assigned a considerable amount of homework, such as searching for sources and writing and reports; and they spend more than three hours per day at home for self-study.

### **Students take TOEIC test six times before graduation—Scores are as a criterion for study abroad programs**

At OJC, the TOEIC test is held on six occasions in the course of a student's academic career. The test is conducted at the end of each semester during the first and second years, and at the end of the academic year of the third and fourth years. The tests serve to motivate students, and TOEIC scores are also used for grouping some classes in the specialized programs of the third year and as a criterion for study abroad programs.

The college offers a program for students to spend a semester studying at one of its partner

institutions overseas. Under the program, each host institution has its own TOEIC score criterion for gauging English ability.

Ken Hashimoto of the University Education and Research Department, spoke to us about the overseas college's study programs.

“Students are able to participate in the study abroad program for a semester, starting in their third year. Roughly 10 to 20 students join this program each year. Other study programs overseas include internships, which are restricted to those who score 600 or more on the TOEIC test, and field study programs, where students get to participate in NPO and NGO activities. The field study programs are available to second- to fourth-year students who score at least 500 on the TOEIC test.”

According to Professor Chihara, the TOEIC test serves as a way to encourage students who want to participate in a study abroad program.

The college offers students TOEIC test preparation as elective subjects to assist their efforts to achieve the target score. Almost all students take the first-year preparation class in autumn, where the aim is to score at least 500 on the test. In subsequent years, there are classes to help students achieve a score of 500-600 and then over 600.

Osaka Jogakuin College provides an environment for students to set goals and study independently to achieve them. Graduates are highly regarded in the community for their communicative abilities and self-expression. As the business world becomes increasingly global, expectations are high that the college will continue to produce graduates with the comprehensive skills required today.

#### **University Overview**

Name : Osaka Jogakuin College  
Founded : 2004  
Student Body : 601 (as of May 1, 2010)

Osaka Jogakuin College's curriculum is underpinned by three pillars: Christian education, human rights education, and English education. Aiming to develop women with the wherewithal to make a real contribution to society, the college provides a unique curriculum that integrates general, specialized, and English education. The college is known as the first in the world to use the iPod as a teaching aid.



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