

# Arranging a really quick and flexible lunchbreak speech contest

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**Chubu Expo Sugiyama Jogakuen University (Nagoya)**

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2. A really quick and flexible lunchbreak speech contest

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Location  
at the corner of the student lounge

## English Support Lounge

in Yokkaichi University, Mie



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ESL

- Let's enjoy English -

YOKKAICHI UNIVERSITY

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ESL

English Support Lounge

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スピーチコンテスト2017を行いました

2017/10/20

TOEIC団体受験の募集を開始しました(11月)

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ESL後期説明会を開催しました

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2017/09/15

2017年度後期開館時間を公開しました

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サマー・ゲームパーティーを実施しました

2017/06/30

「サマー・ゲーム・パーティー」を開催します

ファイル(F) 編集(E) 表示(V) お気に入り(A) ツール(T) ヘルプ(H)

四日市大学 | 在学生の方へ

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スピーチコンテスト2017を行いました(2017/11/02)

2017年11月1日、恒例の英語スピーチコンテストを実施しました。今年は8人の学生さんが参加し、そのうち4人は2年連続の出場で、昨年度からの進歩も感じることが出来ました。大学側としても、素晴らしい結果でしたが、事前準備や練習に熱心に取り組まれ、コンテスト直前まで指導を受ける様子も見られました。

内容は「ネコの飼い方」など興味を生かした身近な話題や、「ニューヨークの友人」「オーストラリア訪問記」と自らの経験が主体。また、時事・内閣がなせぬもの、など社会的問題に真剣に向き合ったスピーチもありました。日本のホームレスの人々をテーマにしたスピーチでは、実際にホームレスの人が住んでいる場所の写真を添えて、自分の考えを述べられました。どれも大変面白い内容でした。

審査は、本学教員であるダイク・英語学専攻教授、プレイ環境情報学部教授に任せ、この10月にニュージーランドから来日したばかりのホスティング研究員も加わりました。11月4日(水)に表彰式を予定しています。

\*参加者のリストは [こちら](#)

## ESL website

<<http://www.yokkaichi-u.ac.jp/esl/index.html>>  
Yokkaichi University -> 附属施設Facility -> ESL

## The English Support Lounge (ESL)

- History
- Management Organization
- Visitors
- Regular activities
- Events

## History of the ESL

- Established in 2006
- Got a subsidy from Mie prefecture (2006-2009) (about ¥1,000,000) for books, workshop activities, and others things
- Facility place built by the university (about ¥700,000)

## Management of the ESL

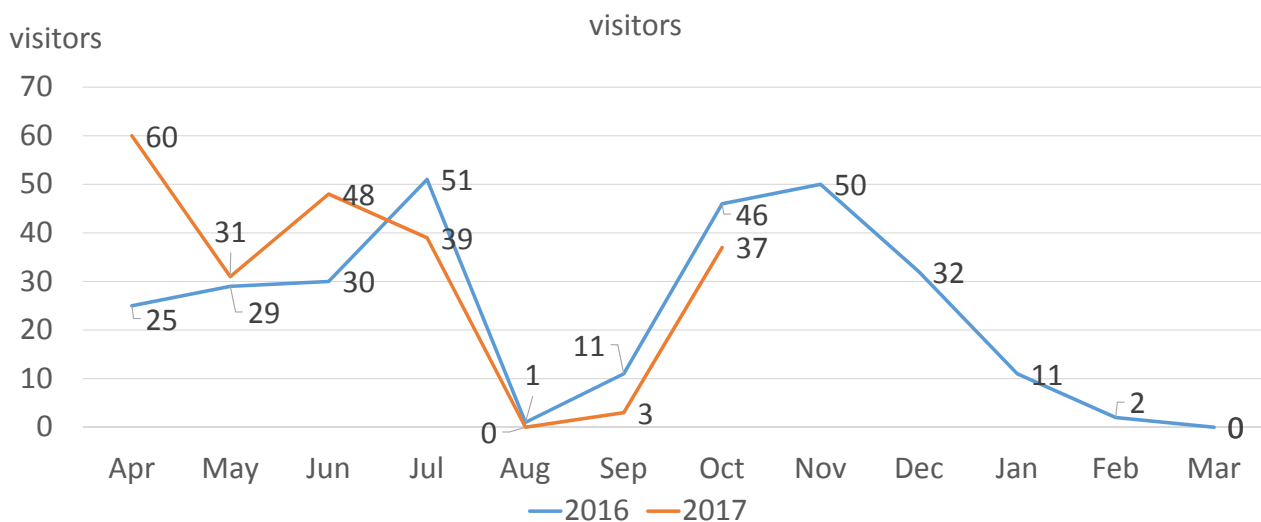
- Project members (volunteers) (2006-2009)
  - English native teachers (5)
    - ... some were stably involved, some less so
  - Japanese native teacher (1) (volunteer)
  - Japanese native clerical staff member(1)
    - (partly in work time, partly volunteer)
- Since April 2009, OFFICIALLY managed under the educational affairs section
- Opening time is mainly LUNCHTIME

## Visitors to the ESL

- Any Student who wants to use English is free to come and go  
... inspiring "Autonomous Learning"
- Side Effects  
... new kinds of "exchanges"
- Our university students only

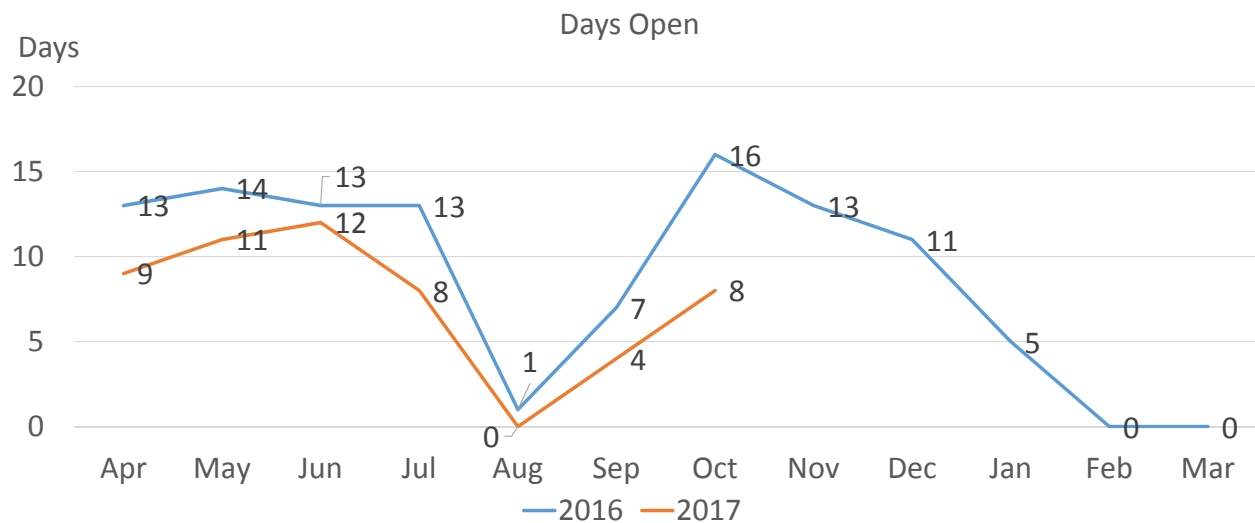
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## <Variation in the number of visitors >



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## < Days Open >



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## Regular activities

### <Staff weekly rotation>

- Free Conversation
- Music Activities
- Games (Cross Words)
- Reading Activities
- Skype
- Basic English lessons
- A small-scale borrowing library for readers, TOEIC training books, etc.

### <As needed>

- Coaching & Consultation
  - TOEIC/TOEFL/IELTS/EIKEN
  - Graduate School Exams
  - English homework
- Consultation
  - Travel abroad
  - Study abroad

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# Events

- Small Introduction Party (2 times in a year)
- “Summer Party” (Game Party)
- TOEIC(R) IP (2 times in a year)
- Speech Contest
- “Karaoke” Contest (English Song Contest)
- Short Term English House (English Trip)

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## English Trip

in March, Kashikojima, Mie



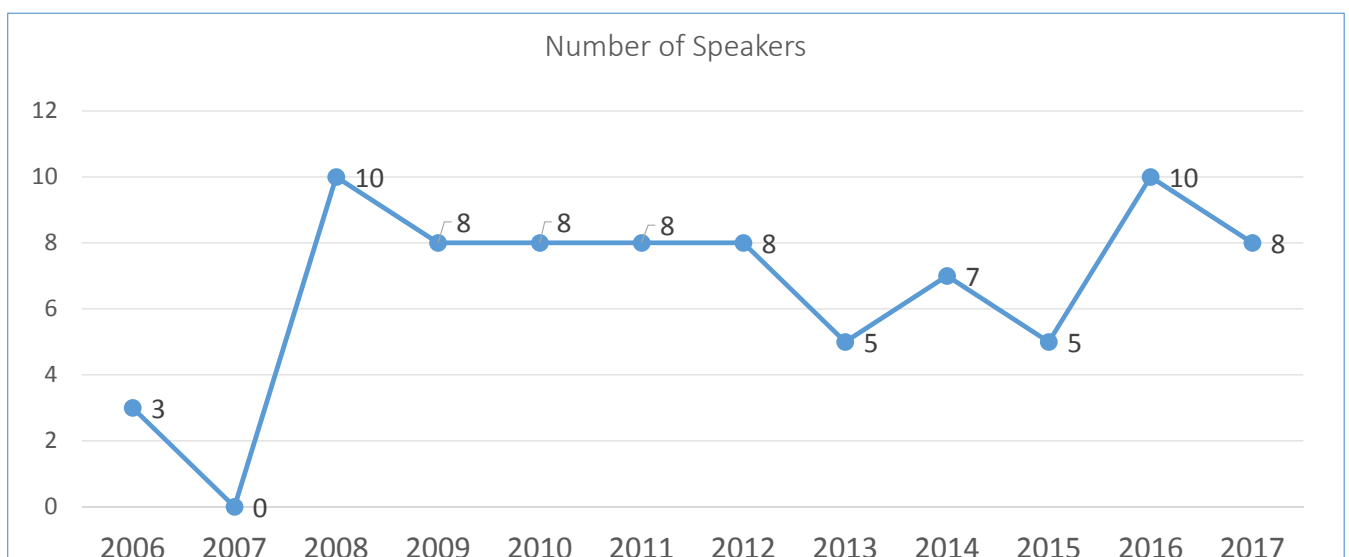
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## the 12<sup>th</sup>. Speech Contest

## Number of speakers in the Speech Contest





# Second Part

## A really quick and flexible lunchbreak speech contest

1. The planning and running cycle
2. The contest
3. The follow-up and publicity cycle
4. Reflections

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### 1. The planning and running cycle

Date	Planning / running stage	Remarks
Sep. 27	Planning meeting 1	Mainly to decide timing and publicity
Oct. 11	Planning meeting 2	Mainly to decide judging and prizes
Oct. 3	Start of recruiting	Website, posters, flyers
Oct. 27	Close of recruiting	Nine entries (2008-2016 average: eight)
Nov. 1	Contest, 12:25-12:55 About twelve audience four judges	One speaker didn't show, leaving eight. Two judges with afternoon classes had to miss the conferring and verify later.
Nov. 6	Results up on ESL door	Because this way of posting is exciting.
Nov. 8	Prize giving, 12:25-12:45 Small book token prizes Everyone got something	News article and results posted on ESL website by Nov. 9, Fair copies of most speeches posted by late November.

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This year's poster / flyer  
was quite cross-lingual



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## 2. The contest: eight speakers, four Japanese, four international

	Initials	Title
1	K. B. B. (Int.)	Why Japanese language is difficult for International Students
2	S. T. (J.)	My Friends in New York
3	N. E. (J.)	How Studying English Can Improve My Life
4	P. L. (Int.)	Japan Surprised Me
5	T. K. (J.)	The Advice to Keep a Cat
6	D. K. C. (Int.)	WAR and my THOUGHT
7	S. H. (J.)	When I Went to Australia
8	T. T. (Int.)	Homeless People in Japan

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## Half of the speakers are international students

Yokkaichi University is a tiny local university, but surprisingly ranks in the national top ten for its care efforts for International Students.



One of the ESL volunteer staff was earlier attached to the International Students Support Room, and one keen concern in the ESL is how to support Japanese and International students together.

## No speech entries this time from the Nursing University next door



Our two universities occupy the same campus space, and share an English Circle which borrows the ESL for some activities. This is one of the very few human ties between the two institutions. A Nursing Uni. student once won the speech contest (in 2008).



This October, two nursing students led the ESL start-of-semester party with reports of their study tour of health facilities in California.

We hope for joint participation in our winter karaoke contest.

## Eight speeches in 30 minutes a race against time

Yet the pressure seems to help. There were no real breakdowns. The most serious failures — though not for the speaker here — were poor eye contact and too much reading from papers.



Keeping to time is a challenge, with afternoon classes only minutes away.

Just time for a photo line-up  
before everyone scatters.

The score sheets are handed in, and the ESL staff without classes total them up and find solutions for speakers on near equal points. After class, the others drop back round again to verify the results.



## Judging, posting results, and prize giving

After the Wednesday contest, conferring went on by e-mail. Results were settled by Thursday and posted on the ESL door on Monday. Prize-giving was the following Wednesday.



At the prize giving, judges and speakers exchanged impressions, and speakers were invited to make fair copies of their speeches to post up on the ESL website — if that was their wish.

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## 3. Follow-up and publicity

### Keeping records

We used to make souvenir booklets, sometimes videos, of speech contests. Here is the first booklet from 2008. More recently, electronic storage is so versatile that other media no longer seem needed. Our website keeps open-access records back to 2008.

<http://www.yokkaichi-u.ac.jp/esl/news/>



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Depending on your vision for a contest, keeping records may help you to

- (1) Do no worse than the time before
- (2) Find ways to achieve the same faster
- (3) Identify pitfalls and guard against them
- (4) Build up a database of past achievement
- (5) Provide speakers with models to outperform
- (6) Postpone judging / feedback to a less busy time
- (7) Fit eight speeches into a forty-minute lunchbreak

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## 4. Reflections

The fixed content of this presentation ends here.  
Here are some points that may be worth reflecting on.

- 1) Judging criteria for a very mixed entry field
- 2) How much help to give with writing /rehearsing
- 3) How clear should the competitive purpose be?
- 4) Should English Support aim at more students?

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# Speech contest judging criteria as confirmed at Oct. 11 ESL meeting

Judging criteria (in English)	
(1) The speech as a structure	
① Logical	
② Clear introduction, body, conclusion	etc.
(2) The level of English	
① Clarity	
② Grammar	
③ Fluency	etc.
(3) The audience connection	
① Eye contact	
② Body language	
③ Support materials	etc.
(4) The speech content	
① Thoughtful	
② Convincing	
③ Interesting	etc.

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# 10 / 11のESL打ち合わせで確認された 2017年度スピーチコンテスト用の審査事項

審査事項（日本語で）	
(1) スピーチの構造	
① 論理的であるか	
② 明快な構造(主張 ⇒ 論拠、事例 ⇒ まとめ)ができているか	その他
(2) 英語力	
① 明瞭さ	
② 文法	
③ 流暢さ	その他
(3) 聴衆へのアピール	
① 視線	
② 身振り	
③ 資料	その他
(4) スピーチの内容	
① よく考えられているか	
② 説得力があるか	
③ 興味深いか	その他

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In practice the judges' point scores also reflect personal scales and priorities

	Speech	Judge 1	Judge 2	Judge 3	Judge 4	Total
1	Japanese language	30	30	29	24	113
2	My friends in NY	28	29	30	25	112
3	Studying English	31 	31	35 	30 	127 
4	Japan surprised me	32 	33 	33	29	127 
5	To keep a cat	29	30	31	26	116
6	War & my thought	35 	35 	37 	31 	138 
7	I went to Australia	27	30	31	23	111
8	Homeless people	30	33 	35 	35 	133 
	Average points:	30.25	31.38	32.63	27.88	122.13

In addition, at the conferring stage, a concern for inclusiveness comes into play:  
As 6, 8 and 4 were all International students, pressure can arise to award a third-equal prize to a Japanese student on a small point difference.  
As it happens, the third-place points were genuinely level.

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## How much help to give with writing / rehearsing

As a Support Lounge, we try to respond to students' requests.  
But should that include requests for help with preparations for our speech contest?

Some of the speeches this year began as seminar assignments. Others grew out of shapeless first draughts transformed on advice from ESL staff. Help was received from other places, too.



A last finishing touch.

Judging speeches prepared in these ways isn't a "fair" contest, at least not in the sense of "equally fair". Does that matter?

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## Example of assisted improvement in a part of a speech draught (1)

Before help from ESL staff	Changes directly proposed
The big reason people became homeless in japan is when they lose large amount a money in gambling like horse riding bit, pachiko slot etc. and other criminal who want to hide their identity so they became the homeless life.	The big reason people be <u>come</u> homeless in <u>J</u> apan is when they lose <u>a</u> large amount a money in gambling like horse <u>racing</u> bit, pachiko slot etc. <u>and other criminal</u> who want to hide their identity so they <u>become homeless</u> .

The corrections here are confined to points of detail and two idiom improvements (<horse racing> and <become homeless>).  
One hard-to-fix misfit (<and other criminal>) is left as it was.

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## Example of assisted improvement in a part of a speech draught (2)

Before help from ESL staff	Changes directly proposed
Today, I will talking about foreign friends. It was when I was five that I met them. They name is giaviali Reyes Rey Reyes. I often talked them and play something when I was kindergarten we often got angry. 幼稚園のころ私たちは砂場でよく一緒に泥遊びをして先生に怒られました。	Today, I will ta <u>lk</u> about <u>my</u> foreign friends. It was when I was five that I met them. <u>Their names are</u> giavalli Reyes <u>and Ray</u> Reyes. I often talked <u>to</u> them and play <u>ed together</u> when I was <u>in</u> kindergarten <u>the teacher</u> often got angry <u>at us</u> . <u>We often played in the sand box and made a mess.</u>

The corrections here more extensive, including a translation of one difficult passage. Stress marks for reading are added (↗).

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## How clear should the competitive purpose be?

The answer to this will depend on your institution, and on the situation of the students you are supporting.

Most of our efforts are to boost the confidence of students who never shone in high school and need to be shown, beyond the wall of grammar hazards, that they can do more than they expect.



Hey, I talked to an audience!

Yokkaichi University also does a Japanese Speech Contest, with eliminating rounds and a Final sponsored by the Rotary Club. Winners go on to regional and national contests and win prizes. That's their level and purpose. But ours is important, too.

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## Should English Support aim at more students?

But compared with a support facility in a large institution, such as the Meijo University Nagoya Dome campus I saw recently, our response to student's requests has to be small-scale. A big facility has a budget and fixed staff. Ours runs in spare time on 200,000 yen a year.



Some English support  
is better small-scale

In these respects, our model may offer more for a conscientious language school to adopt or improve on than for most universities.

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## English Support Lounge with 14 chairs



Six easy chairs, six study chairs, two swivel office chairs — if we bring in more from outside our event capacity is 20.



On non-event days, we may get one caller an hour. But not so often none at all. An empty room attracts people. The handful who come regularly. Someone who turns up for help for some application or song lyrics. A fourth-year wanting coaching for getting into graduate school. One student last year requested help with publicity designs for a start-up Vietnamese sandwich bar.



In education, people matter individually. If you support them on that assumption, even the ones you don't help still notice and appreciate.



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For more, or for future news

English Support Lounge  
Yokkaichi University

[http://www.yokkaichi-u.ac.jp/  
guidance/institution/esl.html](http://www.yokkaichi-u.ac.jp/guidance/institution/esl.html)

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