

*Case Study:*

# Setsunan, Kobe Gakuin and Kobe International

“It felt more like I was  
tackling a game than taking  
a test. It was really fun.”

*University student, Japan on taking the new  
GSE Progress test*



## Background

Several universities in Japan have adopted the GSE to keep their students motivated in improving their English throughout the year.

## Challenges

A number of universities in Japan - Setsunan, Kobe Gakuin and Kobe International - have been facing related issues with respect to teaching English and measuring the progress of their students. For example, the assessments used by Kobe International University didn't measure all of the four skills (listening, reading, writing, speaking) or the enabling skills of vocabulary and grammar. Setsunan University reported difficulty identifying student weaknesses and measuring English progress in general, all of which led to motivation issues with students. Kobe Gakuin University found that students had difficulty integrating all of these four skills in English to make communication successful. In general, these universities found that students weren't necessarily motivated or trained in basic study skills to successfully learn English, and existing assessments often didn't cover all skills sets, such as speaking and writing.

## Adoption of GSE

The universities all adopted the automated, online GSE *Progress* test three times per year for students. The *Progress* tests covered all of the four major skills as well as vocabulary and grammar. The fact that it can be taken in or out of the classroom offered significant flexibility for students and teachers. The instant score report gave detailed feedback in seven categories, enabling teachers to quickly build a study plan and students to quickly focus on what to improve. The GSE test gave the schools, teachers, and students a very granular scale so as to learn exactly where students needed to improve and how learning can be customized.

## Benefits

A recent survey of learners was conducted after receiving Progress tests: **95.5%** of the students agreed that they would be motivated to continue learning English after receiving the detailed information about their English ability in 7 skills areas.

**86.6%** of the students agreed that taking multiple tests and receiving detailed scores about the improvements in the different skill areas motivated them to study English.

**85.4%** of the students agreed that they used the *Progress* test scores to determine how they studied English.

**80.9%** of the students agreed that the *Progress* test helped them achieve their English learning goals in this class.

Students immediately realized where they were making progress and where they were falling short, therefore knowing where to concentrate their efforts. At Kobe Gakuin University, the use of *Progress* tests not only became checkpoints of students' learning, the *Progress* benchmarks – and the clarity of students' learning status that it brought – became a successful motivator for students to improve their learning of the English language. The universities reported that GSE and *Progress* really transformed their previously passive learning approach into an active and engaged one.

