日 本 言 語 テ ス ト 学 会 (JLTA)

第 14 回（2010 年度）全 国 研 究 大 会 発 表 要 綱

Handbook

of

the 14th Annual Conference

of

the Japan Language Testing Association

大会テーマ (Conference Theme): Diagnostic Testing in Language Teaching

日時： 2010 年 9 月 11 日（土）8:15－17:00

会場： 豊橋技術科学大学　A棟　1階・2階
(〒441-8580　愛知県豊橋市天伯町雲雀ヶ丘1-1, TEL（代表）0532-47-0111)

主催：日本言語テスト学会
事務局　〒389-0813　長野県千曲市若宮758　　TEL: 026-275-1964　FAX: 026-275-1970

THE JAPAN LANGUAGE TESTING ASSOCIATON
758, Wakamiya, Chikuma, Nagano 389-0813, Japan
Telephone: +81-26-275-1964　Fax: +81-26-275-1970
https://e-learning.ac/jlta.ac/
E-mail: youichi@avis.ne.jp

Conference Venue:
TOYOHASHI UNIVERSITY OF TECHNOLOGY

1-1 Hibarigaoka, Tempaku, Toyohashi, Aichi 441-8580, Japan
Telephone and Fax: +81-532-47-0111
http://www.tut.ac.jp

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島田 勝正	(桃山学院大学)
伊藤 彰浩	(西南学院大学)

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Overall Conference Schedule

Timetable

September 10, 2010 (Friday)

15:00－17:00	Pre-Conference Workshop　"Analysis of Variance: Focusing on three-way designs" 　　　　Akiyo Hirai (University of Tsukuba) 　　　　Naoko Ito (Graduate School, University of Tsukuba) 　　　　　　　　(conducted in Japanese; Room A207, 2nd floor, Building A)
16:00－17: 30	Board Meeting　　　　　　　　　　　　　　　　(Toyohashi Green Hotel, Lounge)

September 11, 2010 (Saturday)

8:15－	Registration	(In front of Room A105)
8:45－9:00	Opening Ceremony	(Room A101)
9:05－9:45	Presentation Part I	
9:50－10:30	Presentation Part II	
10:35－11:15	Presentation Part III	
11:20－12:00	Presentation Part IV	
12:00－13:00	Lunch Break	(Committee Meetings: Room A109)
13:00－13:40	Presentation Part V	
13:50－14:50	Keynote Speech	(Room A101)
15:00－16:35	Symposium	(Room A101)
16:40－16:55	General Business Meeting	(Room A101)
16:55－17:00	Closing Ceremony	(Room A101)
18:00－20:00	Banquet	(Toyohashi Green Hotel, Lounge)

Commercial Exhibits:　　In front of Room A105
Participants' Lounge:　　Room A105　(Drinks are available for free.)
Headquarter:　　　　　Room A109

大会日程表

2010 年 9 月 10 日（金)

15:00－17:00	ワークショップ　「分散分析―3 元配置デザインを中心に」 　　　　講師：平井　明代（筑波大学)・伊藤　尚子（筑波大学大学院生)（A207 教室）
16:00－17:30	理事会　　　　　　　　　　　　　　　（豊橋グリーンホテル　ラウンジ）

2010 年 9 月 11 日（土)

8:15－	受付	(A105 教室前)
8:45－9:00	開会行事	(A101 教室)
9:05－9:45	研究発表 Part I	
9:50－10:30	研究発表 Part II	
10:35－11:15	研究発表 Part III	
11:20－12:00	研究発表 Part IV	
12:00－13:00	昼食	(役員会：A109 教室)
13:00－13:40	研究発表 Part V	
13:50－14:50	基調講演	(A101 教室)
15:00－16:35	シンポジウム	(A101 教室)
16:40－16:55	総会	(A101 教室)
16:55－17:00	閉会行事	(A101 教室)
18:00－20:00	懇親会	(豊橋グリーンホテル　ラウンジ)

協賛企業展示：　　A105 教室前
参加者休憩室：　　A105 教室（飲み物がございます（無料))
大会本部：　　　　A109 教室

Program of the 14th JLTA Annual Conference

September 11 (Saturday)

8:15－   Registration (In front of Room A105)

                 (During this time period, presenters can check the connection between the PC and the projector.)

                 Conference Attendance Fee: Members: ¥1,000; Non-members: ¥3,000 (except Students: ¥1,000)

8:45－9:00   Opening Ceremony (Room A101)

                 Coordinator   Yo In'nami

                   (Conference Organizing Committee Chair, Toyohashi University of Technology)

                 Greetings   Kiyokatsu Jinno (Vice President, Toyohashi University of Technology)

                 Greetings   Katsunosuke Namita (Emeritus Professor, Hokkaido University)

9:05－12:00   Presentation 1 (Presentation: 30 mins; Discussion: 10 mins)   Part I   9:05－9:45

                                                                Part II   9:50－10:30

                                                                Part III   10:35－11:15

                                                                 Part IV   11:20－12:00

12:00－13:00   Lunch

                 (Committee Meetings: Room A109;   Participants' Lounge: Room A105)

13:00－13:40   Presentation 2 (Presentation 30 min; Discussion 10 min)   Part V   13:00－13:40

13:50－14:50   Keynote Speech (Room A101)

                 Coordinator   Kazuhiko Katagiri (Senshu University)

                 Introduction of the lecturer   Katsunosuke Namita

                                         (Emeritus Professor, Hokkaido University)

                 Theme: Issues in the assessment of academic vocabulary

                 Lecturer   John Read (University of Auckland)

15:00－16:35   Symposium (Room A101)

                 Theme: Diagnostic testing in language teaching

                 Coordinator & Panelist   Yasuyo Sawaki (Waseda University)

                 Panelist   Hideki Sakai (Shinshu University)

                                       Rie Koizumi (Tokiwa University)

                                       Tomoko Ishii (Rikkyo University)

                 Discussant   John Read (University of Auckland)

16:40－16:55   General Business Meeting (Room A101)

                 Selection of the chair

                 Reporter   Youichi Nakamura

                                       (JLTA Secretary General, Seisen Jogakuin Junior College)

16:55－17:00   Closing Ceremony (Room A101)

18:00－20:00   Banquet (Toyohashi Green Hotel, Lounge)

                 Coordinator   Katsumasa Shimada (Momoyama Gakuin University)

日本言語テスト学会第 14 回全国大会プログラム

9 月 11 日（土）

8:15－　　　　　**受 付**（A105 教室前）
　　　　　　　　（PC 利用発表者：発表教室で機器接続確認）
　　　　　　　　　学会参加費：会員 1,000 円、非会員 3,000 円（ただし学生は 1,000 円）

8:45－9:00　　**開会行事**（A101 教室）
　　　　　　　　総合司会　印南　洋（研究大会実行委員長・豊橋技術科学大学）
　　　　　　　　挨　　拶　神野　清勝（豊橋技術科学大学副学長）
　　　　　　　　挨　　拶　浪田　克之介（北海道大学名誉教授）

9:05－12:00　**研究発表 1**（発表 30 分, 質疑応答 10 分）　　Part I　　9:05－9:45
　　　　　　　　　　　　　　　　　　　　　　　　　　　　Part II　　9:50－10:30
　　　　　　　　　　　　　　　　　　　　　　　　　　　　Part III　10:35－11:15
　　　　　　　　　　　　　　　　　　　　　　　　　　　　Part IV　11:20－12:00

12:00－13:00　**昼　　食**
　　　　　　　　（役員会：A109 教室　　　休憩室：A105 教室）

13:00－13:40　**研究発表 2**（発表 30 分, 質疑応答 10 分）　　Part V　13:00－13:40

13:50－14:50　**基調講演**（A101 教室）
　　　　　　　　司会　片桐　一彦（専修大学）
　　　　　　　　紹介　浪田　克之介（北海道大学名誉教授）
　　　　　　　　演題：　Issues in the assessment of academic vocabulary
　　　　　　　　講師：　John Read (University of Auckland)

15:00－16:35　**シンポジウム**（A101 教室）
　　　　　　　　テーマ：　Diagnostic testing in language teaching
　　　　　　　　コーディネーター兼パネリスト：Yasuyo Sawaki (Waseda University)
　　　　　　　　パネリスト：　　　　　　　　　Hideki Sakai (Shinshu University)
　　　　　　　　　　　　　　　　　　　　　　　Rie Koizumi (Tokiwa University)
　　　　　　　　　　　　　　　　　　　　　　　Tomoko Ishii (Rikkyo University)
　　　　　　　　討論者：　　　　　　　　　　　John Read (University of Auckland)

16:40－16:55　**総　　会**（A101 教室）
　　　　　　　　議長選出
　　　　　　　　報告　中村　洋一（JLTA 事務局長・清泉女学院短期大学）

16:55－17:00　**閉会行事**（A101 教室）

18:00－20:00　**懇親会**（豊橋グリーンホテル　ラウンジ）
　　　　　　　　司会　島田　勝正（桃山学院大学）

Presentation Overview

Part	Time	第1室 (A114 教室)	第2室 (A106 教室)	第3室 (A108 教室)	第4室 (A110 教室)	第5室 (A111 教室)
I	9:05 — 9:45	Dunlea	Takanami	Sato	法月・伊藤・島谷	秋山
II	9:50 — 10:30	Shiotsu & Read	Alavinia	Lee	大年・金志・久留・正木・山西	高木
III	10:35 — 11:15	Imao	Kwon	Suzuki	長橋	深澤
IV	11:20 — 12:00	Huhta & Alderson	Yanagawa	Saito	長沼・工藤・吉冨	--
	Lunch					
V	13:00 — 13:40	Zhao	Kim	--	--	--

Presentation Details

The 1st Room (Room A114)

Chair   Part I   Yukie Koyama (Nagoya Institute of Technology)
          Part II   Katsumasa Shimada (Momoyama Gakuin University)
          Part III   Tomoyasu Akiyama (Bunkyo University)
          Part IV   Yoshinori Watanabe (Sophia University)
          Part V   Yosuke Yanase (Hiroshima University)

Part	Presenter (Affiliation)	Title
I	Jamie Dunlea (Researcher, Society for Testing English Proficiency [STEP])	Using word frequency lists to investigate the vocabulary used in a pilot version of a new university entrance exam
II	Toshihiko Shiotsu (Kurume University) John Read (University of Auckland)	Modality and context effects in estimating the lexical knowledge of the tertiary-level Japanese learners of English with the yes/no test format
III	Yasuhiro Imao (University of California, Los Angeles)	Investigating the construct of lexico-grammatical knowledge in an academic ESL writing test
IV	Ari Huhta (University of Jyväskylä) J. Charles Alderson (Lancaster University)	Diagnosing reading and writing in a second or foreign language
V	Zhongbao Zhao (Shanghai Jiao Tong University)	Diagnosing the English speaking ability of college students in China--Development and validation of the College English Diagnostic Speaking Test

The 2nd Room (Room A106)

Chair   Part I   Randy Thrasher (Okinawa Christian University)
          Part II   Kozo Yanagawa (Graduate School, University of Bedfordshire)
          Part III   Jeffery K. Hubbell (Hosei University)
          Part IV   Jamie Dunlea (Researcher, Society for Testing English Proficiency [STEP])
          Part V   Hideki Iimura (Tokiwa University)

Part	Presenter (Affiliation)	Title
I	Sachiyo Takanami (Graduate School, University of Tsukuba)	A comparison of four types of spelling tests among Japanese EFL learners: Focusing on sound-letter correspondences
II	Parviz Alavinia (Urmia University)	Learner adapted testing: An individualistic approach to language assessment
III	Oryang Kwon (Seoul National University)	The National English Ability Test of Korea
IV	Kozo Yanagawa (Graduate School, University of Bedfordshire)	Validation of the listening comprehension component of the Centre Test in Japan: Listening in the real world, in the Course of Study, and in the Centre Test
V	Junghyun Kim (Sookmyung Women's University)	Effects of note-taking strategy Training in listening comprehension tests

The 3rd Room (Room A108)

Chair   Part I   Katsuyuki Konno (Graduate School, University of Tsukuba)
          Part II   Hidetoshi Saito (Ibaraki University)
          Part III   Haruhiko Shiokawa (Teikyo University of Science)
          Part IV   Atsushi Mizumoto (Kansai University)

Part	Presenter (Affiliation)	Title
I	Takanori Sato (Graduate School, Sophia University)	Comparison of Japanese and native English-speaking raters' perspectives on oral English performance
II	Ji Eun Lee (University of Illinois at Urbana Champaign)	Native and non-native raters' judgment of English pronunciation at a placement test
III	Masanori Suzuki (Pearson Knowledge Technologies)	Oral reading fluency as an assessment instrument
IV	Hidetoshi Saito (Ibaraki University)	Do test practice and keyword list help oral summary test performance?
V	--	--

第4室（A110 教室）

司会　Part I　　谷誠司 (常葉学園大学)
　　　Part II　　松本佳穂子 (東海大学)
　　　Part III　　村上京子 (名古屋大学)
　　　Part IV　　髙波幸代 (筑波大学大学院生)

Part	Presenter (Affiliation)	Title
I	法月健（静岡産業大学） 伊藤彰浩（西南学院大学） 島谷浩（熊本大学）	新旧 TOEIC®テストの比較検証--4テスト・セット 800問の受験データ分析
II	大年順子（岡山大学） 金志佳代子（兵庫県立大学） 久留友紀子（愛知医科大学） 正木美知子（大阪国際大学） 山西博之（関西外国語大学）	EFL ライティング・ルーブリックの信頼性と妥当性の検証
III	長橋雅俊（筑波大学大学院生）	英語エッセイの評価に求められる教師の特性とは—指導経験，環境，及び言語能力を背景に—
IV	長沼君主（東京外国語大学） 工藤洋路（東京学国語大学） 吉冨朝子（東京外国語大学大学院）	英語Can-Do調査分析に基づくTUFS 言語フレームワーク構築の試み
V	--	--

第5室（A111 教室）

司会　Part I　　服部環 (筑波大学)
　　　Part II　　Soo-im Lee (龍谷大学)
　　　Part III　　佐藤敬典 (上智大学大学院生)

Part	Presenter (Affiliation)	Title
I	秋山實（東北大学大学院教育情報学教育部／株式会社 e ラーニングサービス）	インハウス CAT の設計手法－実施済みテストデータを利用したシミュレーション－
II	高木修一 (筑波大学大学院生)	日本人EFL 学習者におけるワーキングメモリ容量と記憶表象との関係：動詞分類課題による検証
III	深澤真（茨城県立竹園高等学校）	スピーチにおける自己評価の妥当性：質的観点から
IV	--	--
V	--	--

Conference Committee Information

<u>To All Participants</u>

Going to the Venue

University car parks are not available for this conference. Please use public transportation to come to the venue.

Registration

1. The conference registration site is located in front of Room A105 (1st floor, Building A).

2. The conference attendance fee is ¥1,000 for members (including institutional members) and ¥3,000 for non-members (¥1,000 for non-member students). If non-members apply for membership at the registration desk, the conference attendance fee will be ¥1,000. (The JLTA annual fee is ¥10,000 and the admission fee is ¥1,000.)

3. Please wear your conference name card throughout the conference.

4. The banquet fee is ¥3,000. The banquet registration is conducted at the the registration desk. The banquet will be held in the lounge of the Toyohashi Green Hotel, which is at a two-minute walking distance from the east gate of JR (Japan Railway) Toyohashi Station. After the conference, the shuttle bus will take you to the hotel free of charge.

5. The conference handbook is available at the registration desk.

Lunch and Participants' Lounge

1. Lunch can be purchased at a nearby convenience store. The store is 100 meters from the university main entrance gate.

2. Complimentary drinks are available in Room A106.

3. No smoking is permitted on campus.

Accommodation

We are afraid that we provide no accommodation services through our association. Please make the arrangements by yourself.

Emergency Contact E-Mail Address: koizumir@tokiwa.ac.jp   (Rie Koizumi).

<u>To Presenters</u>

1. Presenters will have 30 minutes to present their paper, followed by 10 minutes for discussion.

2. Please register at the registration desk first. Please go to the designated room 10 minutes prior to the starting time of the presentation.

3. If you are not a member and have not paid the ¥3,000 "Presentation fee" (different from "Attendance fee") before the conference, please pay it at the registration desk. This rule applies to every presenter on the program.

4. You are expected to connect your computer to the projector and operate it yourself. The projector and connector cable can be found in the room. There is no sound system and as such you cannot play sounds from the computer. LAN internet access is not available. During the registration period, the presenters can check the connection between the PC and the projector.

5. Please bring your handouts in case the PC or the projector does not work.

6. If a letter of invitation is required, please send an e-mail message to Rie Koizumi at koizumir@tokiwa.ac.jp

<u>To Chairs</u>

1. One chair is assigned to each presentation.

2. Please make sure that the presentation does not exceed the allotted time.

3. Please start the presentation at the time designated in the program. Please do not change the starting time and the order of the presentations.

学会事務局からのお知らせ

大会参加者へのご案内

■駐車場
学会用に駐車場は準備しておりません。公共の交通手段をお使いください。

■受付
1. A 棟 1 階の A105 教室前で行います。
2. 学会参加費は、会員 1,000 円（個人・賛助会員を含む）、非会員 3,000 円（ただし学生は 1,000 円）です。非会員の方でも、受付で入会手続きを行えば学会参加費は 1,000 円となります。JLTA 年会費は 10,000 円、入会費は 1,000 円です。
3. 学会中は、名札をお付けください。
4. 懇親会費は 3,000 円です。受付でお支払いください。懇親会は豊橋グリーンホテルのラウンジにて開かれます。ホテルは JR 豊橋駅東口より徒歩 2 分の場所にあります。大会終了後、懇親会場まで、無料の貸し切りバスを用意いたしましたのでご利用下さい。
5. 『JLTA 第 14 回（2010 年度）全国研究大会発表要綱』は受付で配布します。

■昼食・休憩室
1. 昼食は受付では販売いたしません。会場から徒歩 5 分（正門から 100 メートル先）の場所にミニストップがあります。
2. 飲み物は A106 教室にございます（無料）。
3. 大学内はすべて禁煙です。

■宿泊
宿泊の斡旋はいたしておりません。

■緊急連絡先の E メールアドレス koizumir@tokiwa.ac.jp　（小泉利恵）

発表者へのご案内

1. 30 分の発表と 10 分の質疑応答の時間があります。
2. 受付を済まされ、発表開始 10 分前には、発表会場にお越しください。
3. 非会員で、「研究発表費（参加費とは別）」の 3,000 円を事前に支払われていない方は、受付時に支払いをお願いいたします。これは、プログラムに掲載する共同研究者すべてに適用されます。
4. ご発表にプロジェクタを使われる方は、PC との接続作業は各自で行ってください。発表会場にはプロジェクタとともに接続ケーブルもございます。PC からの音声を会場のスピーカーから出すことはできません。インターネットへの直接接続はできません。朝の受付時に接続を確認できます。
5. 予測できない不具合に備え、ハンドアウトのご持参をお勧めします。
6. 出張依頼状などが必要な方は、事務局までご連絡ください。

司会の方へのご案内

1. 1 発表につき 1 人の司会をお願いしています。
2. 時間オーバーにならないようにお気をつけください。
3. 決められた時間に発表を始めてください。発表時間や順番を変えないでください。

Abstracts

Keynote Speech   (Room A101)

ISSUES IN THE ASSESSMENT OF ACADEMIC VOCABULARY

John Read (University of Auckland)

There are two basic issues that need to be addressed in the design of any vocabulary test. The first is how to select the lexical units that will be the target items for the test, and the other is the type of test format to use in determining whether the learners have acquired the target items. I will discuss these two issues in relation to the assessment of vocabulary size, and academic vocabulary in particular. Coxhead's (2000) Academic Word List (AWL) is now well established as the standard reference for high frequency word families in academic texts and the conventional means of testing those words is by the use of relatively decontextualized formats such as multiple-choice, gap-filling, matching and translation. However, the AWL is not above criticism. Read and Chapelle (2001) argue that the construct of academic vocabulary should be defined from an interactionalist perspective, taking account of learner knowledge of vocabulary within particular disciplinary areas. In a more comprehensive critique, Hyland and Tse (2007) present evidence that the AWL does not adequately cover the range of academic disciplines, but they also argue that no general academic vocabulary list can satisfactorily represent the various uses of lexical items across academic fields. Thus, we need to consider whether a different approach is required to the selection and testing of academic vocabulary items, one which takes more account of the contexts in which words are used. Another dimension to the question is how to deal with the collocations and formulaic expressions that occur frequently in academic discourse. Vlach-Simpson and Ellis (2010) have recently published an Academic Formulas List (AFL), which is designed to complement the AWL, but which raises fresh questions about whether the formulas can simply be treated as another kind of lexical item for assessment purposes, using the conventional test items, or whether new kinds of test format should be developed. In keeping with the conference theme, I will discuss these matters from the standpoint of diagnostic language testing.

Symposium (Room A101)

Diagnostic testing in language teaching

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Introduction
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Diagnosing second language (L2) ability aims at identifying strengths and weaknesses of language learners, so that the results can inform instruction and learners' self studies. Despite the well-recognized importance of this topic for effective second language instruction, historically, diagnostic assessment was a largely ignored area in the field of language assessment (Alderson, 2005). Recently, however, interests in this topic are growing rapidly in the field, and this movement appears to have been propelled by the development of DIALANG, a web-based diagnostic self-assessment instrument in 14 different European languages, during the last decade.

This symposium provides an introduction to the topic of diagnosing L2 ability in general and presents illustrative examples of recent efforts toward extracting diagnostic information from learner test performance on the assessment of four skills as well as grammar and vocabulary, both in international and Japanese contexts. The first paper by Sawaki provides a general overview of recent developments in L2 learner diagnosis in the field and describes recent works on related topics in the assessment of reading, listening, speaking, and writing skills in large-scale international assessment contexts. The other two papers focus specifically on diagnosing language ability of Japanese learners of English. The second paper by Sakai and Kiozumi focuses on the development effort of a diagnostic grammar assessment for Japanese secondary school students, while the third paper by Ishii proposes a new approach to assessing different aspects of Japanese English learners' vocabulary knowledge. After the presentation of these three papers, issues that emerge from those studies and future directions in diagnosing second language ability in the Japanese context will be discussed.

Paper 1: Current research on diagnosing second language ability: An overview
Yasuyo Sawaki (Waseda University)

The primary purpose of this presentation is to provide a general overview on recent developments in research on diagnostic assessment in the field of language assessment. An important aspect of diagnosing second language (L2) ability, or understanding L2 learners' strengths and weaknesses to inform instruction, is to provide learners with detailed performance feedback. This line of work has largely been proceeding in two directions in the field. One is to develop a new assessment designed specifically for diagnosis from scratch, as can be seen in the recent development of DIALANG (Alderson, 2005, Alderson & Huhta, 2005) in Europe. The other approach is to extract detailed information about examinee performance characteristics from an existing assessment that is not specifically designed for diagnosis. In this case, an important goal is to generate score reports containing detailed feedback on test results. So far, albeit the history is fairly short, previous research relevant to L2 ability diagnosis has focused primarily on the second approach, many of which have taken place in large-scale international language assessment contexts.

The first area of work for enhancing performance feedback in existing assessments represents techniques employed to provide group-level performance feedback, including scale anchoring (Beaton & Allen, 1992) and the can-do statement method. These approaches offer information about performance characteristics of examinees at different ability levels. However, a limitation of these approaches is that everyone in the same performance level receives the same feedback. Thus, the feedback does not necessarily reflect performance characteristics of a specific learner. In an attempt to address this issue, language testing researchers are exploring other approaches that allow extraction of performance feedback tailored to individual learners' needs. One is cognitive diagnosis (Lohman & Ippel, 1993), which combines cognitive psychology and educational measurement to extract learner's performance characteristics based on a detailed analysis of test tasks and learners' item response patterns. Cognitive diagnosis has been applied to analyses of examinee performance on selected-response reading and listening comprehension assessment items. Another relevant area of work is automated scoring of learner responses to performance-based speaking and writing assessments, where linguistic characteristics of speech samples and essays are analyzed from various perspectives to identify characteristics of learner responses that distinguish different levels of task performance.

In this presentation, illustrative examples of previous applications of the different areas of work above will be described. Challenges and issues emerging from the previous work and possible directions for future research will be discussed as well.

Paper 2: Diagnostic information from the ELPA English Diagnostic Test of Grammar
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The English Diagnostic Test of Grammar (EDiT Grammar) is a diagnostic grammar test mainly targeted at Japanese secondary school students. The purpose of the EDiT Grammar is to identify the grammatical weaknesses of learners that cannot be easily identified by teachers during teaching activities and to present information that will be useful for teaching in the future. It focuses on the students' knowledge of basic English noun phrases (NPs), especially their internal structures, because previous research has suggested the difficulty faced by Japanese learners of English in acquiring these phrases. An example is provided below.

Instruction: Choose the most appropriate English phrase for the underlined part of the Japanese sentence from 1 to 4.

丘の上の白い建物は、私の学校です。(NP Group 3)
(The white building on the hill is my school.)
  1. the hill on the white building (Japanese word order)
  2. the white building on the hill*
  3. the white on the hill building (Premodification)
  4. on the hill the white building (Postmodification)

The EDiT Grammar has two main characteristics. First, each test item belongs to one of the five NP groups: (a) Group 2 ([determiner] + premodifier + head noun; e.g., *my green sweater*), (b) Group 3 (NP + prepositional phrase; e.g., *a surprise party for my brother*), (c) Group 4 (NP + present/past participle phrase; e.g., *books written in English*), (d) Group 5 (NP + relative clause; e.g., *things I bought yesterday*), and (e) Group 6 (NP + *to*-infinitive phrase; e.g., *books to read*). The test was administered to 107 ninth-year students, of which only 30% to 67% could select correct answers in each NP group; the test items under Group 2 were the easiest, whereas those under Group 6 were the most difficult. The low percentages of correct answers support the claim that greater emphasis must be placed on the need for systematic teaching of NP internal structures in Japan.

The second characteristic of our diagnostic test lies in its distractors, each of which can indicate a test-taker's

error patterns, or tendencies of misunderstanding NP structures. Distractors were created on the basis of five error patterns: failure to correctly understand (a) premodification structures, (b) postmodification structures, (c) phrase structures, and (d) clause structures, and (f) errors of using the Japanese word order. The results showed that at least 10% of the learners selected all the distractor types, and that the highest percentage of errors made by them involved (a) premodification structures (27%). Since (a) distractors appear to be the easiest errors to detect, we argue that even a simple rule causes learning difficulties in Japanese learners of English.

Paper 3: Synthesizing vocabulary size and depth measures
Tomoko Ishii (Rikkyo University)

Over the last few decades, the importance of vocabulary in second language came to be well recognized and much research has been conducted in the area. One of the focused areas of research is how learners' vocabulary knowledge can be assessed. The research interests have lied not only in how many words learners know (vocabulary size), but also in how well they know those words (depth of knowledge), as knowing a single meaning for a word is not enough to use and understand the word in the actual language use. There are many things learners need to know about a word, such as grammatical behaviour, shade of meaning, collocation, restriction on the usage, and many more. Reflecting the complex nature of vocabulary knowledge, many researchers have devised various measures for depth of vocabulary knowledge in order to tap into different types of knowledge.

However, most of the depth measures in the past have addressed only a single depth aspect, and not many researchers have investigated how size and depth approaches can be combined in a test battery. As a consequence, it is sometimes difficult to interpret the learners' performance on one test of vocabulary depth, especially when they do not perform well – is it because they do not know the words well enough, or is it simply because the number of the words they know is limited? Looking at a single aspect never tells us an answer for this. Also, it seems the filed has shown more interest in research-focused assessment, and not much has been discussed about diagnosing vocabulary knowledge.

Addressing these issues, this paper describes how one size-depth vocabulary test battery was developed for a specific student group (Japanese university students), and proposes a scoring scheme that combines size and depth scores in a principled way. The test battery proposed in this paper taps into four aspects of vocabulary knowledge: vocabulary size, multiple meanings, derivatives, and lexical choice. By accumulating the data on these aspects from Japanese students, an attempt is made to capture their typical development of vocabulary knowledge, and to make diagnostic judgment.

Paper Presentation

Using word frequency lists to investigate the vocabulary used in a pilot version of a new university entrance exam

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Identifying relevant levels of vocabulary knowledge can improve the validity of a language test by allowing for comparison of the vocabulary included in the test with texts relevant to the TLU domain. This paper uses the Range vocabulary analysis tool to investigate the usefulness of analyzing vocabulary levels for a pilot version of a test of academic English proficiency. The test is intended for use as a university entrance exam for a Japanese university. The original version of the Range program defined three vocabulary levels based on the General Service List and the Academic Word List. Together, these lists represent a total of almost 3000 word families, and have been shown to cover more than 85% of running words in a variety of texts. However, Nation and others have claimed that up to 98% coverage of running words in a text is necessary for learners to be able to read unmodified texts without undue strain, and that the 3000 word families in the GSL/AWL are not sufficient to provide this coverage. To address this problem, Nation has developed a further list of 14 levels, each containing 1000 word families derived from the BNC spoken corpus. The present research used both the GSL/AWL version of Range and the BNC version.

In addition to the pilot test, the reading and vocabulary sections of the upper four grades of the EIKEN testing framework were also analyzed for comparison. While recognizing that the use of word families and frequency lists have many limitations, the paper will demonstrate that the analysis of vocabulary levels can help to improve the content validity of a pilot test by identifying similarities and differences in the vocabulary used compared to text types relevant to the TLU domain identified for the test. In addition, at a practical level, the analysis has also demonstrated that the Range software can be a useful and easy to manipulate source of information to help item writers identify relevant vocabulary targets and for identifying potentially problematic items in reading texts in advance.

Modality and Context Effects in Estimating the Lexical Knowledge of the Tertiary-Level Japanese Learners of English with the Yes/No Test Format

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Lexical measures have been shown to function well not only to produce estimates of vocabulary size but also as general indicators of proficiency level, for purposes such as placement of learners in a language program and for vocabulary acquisition research. The simplest kind of vocabulary measure is the Yes/No format, in which test-takers report whether they know each of a sample of target words.

The present study extends the Yes/No research in three ways. First, it presents the target words in spoken as well as written form (cf. Milton and Hopkins, 2005). Secondly, it explores how the addition of two types of sentence-based context influences performance on the Yes/No task. The third innovation is to investigate whether reaction time adds a significant dimension to the measurement of vocabulary knowledge with this test format. Two forms of an English Yes/No test were developed, based on samples of items from the British National Corpus word frequency lists compiled by Nation (n.d.). Thus, 12 Yes/No test versions varying in form (A vs. B), mode (oral vs. written) and context condition (none vs. syntactic vs. semantic) were produced.

A total of 270 Japanese university students contributed as participants, each taking both forms of the Yes/No test under contrasting mode or context condition, along with a listening and a reading comprehension test. Performance data from further 45 students taking the two Yes/No forms under the same mode and context conditions provided links in the dataset for a Rasch-based comparisons of the modality and context effects on item difficulty.

The presentation will outline the overall design of the study and present a selection of the results. With the given sample of learners, the Yes/No test proved to be a reliable measure in both the oral and written modes, although the same words appeared to become more difficult under the oral mode. In terms of the context effect, the results indicated that a richer semantic context produced more consistent measures and better correlations with the listening and reading tests than a bare syntactic context or the no-context condition. The reaction time data showed that the participants were consistently slowest in responding to the syntactic contexts, whereas the latencies for the no-context and semantic conditions were quite similar. Contrary to expectation, there was no clear association between the oral Yes/No test and listening comprehension on the one hand, or the written mode and reading comprehension on the other.

Investigating the construct of lexico-grammatical knowledge in an academic ESL writing test

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Grammar has played an important role in language education and has been tested in various formats. However, a theoretical framework on which grammatical ability is based did not exist until recently. In addition, lexico-grammar as a construct in performance assessments is often operationalized as impressionistic evaluation of language samples rather than comprehensive analyses of them. Based on the definitions of lexico-grammatical knowledge by Purpura (2004) and Rimmer (2006), this study attempts to model the construct of lexico-grammatical knowledge in an academic ESL writing test. It employs a corpus-based analyses approach to analyze written language samples to examine the relationships between the construct and human ratings of the samples.

Two hundred writing samples taken from the University of California, Los Angeles (UCLA) English as a Second Language Placement Examination (ESLPE) were analyzed for errors, inappropriate uses, and range of uses, based on past studies of written academic discourse. The frequencies of identified elements were standardized and bundled into groups (parcels) to be hypothesized as indicators of three factors (accuracy, appropriateness, and range) in confirmatory factor analysis (CFA). The results showed that the accuracy and the range factors were moderately correlated while the correlations between these two and the appropriateness factor were non-significant. The findings suggest that accuracy and range may be two components of the same construct, whereas appropriateness is related but a somewhat different construct.

The analytic lexico-grammar human ratings (accuracy, appropriateness, and range) were judged by experienced ESL instructors, who had been trained for the study. The relationships between the lexico-grammatical knowledge based on language elements and analytic lexico-grammar human ratings were also examined by CFA to investigate how the three factors would affect human ratings. The results revealed that three lexico-grammar factors not only had effects on associated analytic ratings, but also on other ratings. The findings suggest that raters may not have been able to clearly differentiate the three constructs.

Diagnosing reading and writing in a second or foreign language

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Diagnostic language testing is a growing area of language test development and research. However, what are claimed to be diagnostic tests are often little more than placement tests, and are very rarely based on a theory of language learning, or a theory of diagnosis. Moreoever, several recent studies have merely attempted to retrofit diagnostic information to tests that have been developed as proficiency tests - see, for example, the special issue of Language Assessment Quarterly, 2009, Volume 6 (3). Whilst useful Q Matrices and procedures for statistical analysis have been developed, they remain uninformative unless the tests being analysed are solidly based on relevant applied linguistic theory.

In this paper, we report on an international 4-year (2010-2013) research project into the diagnosis of reading and writing abilities in L2. The project, entitled DIALUKI – Diagnosing reading and writing in a second or foreign language - seeks to identify the cognitive and linguistic features which predict a learner's strengths and weaknesses in those areas. The project brings together scholars from applied linguistics, psychology and assessment to engage in multidisciplinary work and to develop innovative ways of diagnosing the development of L2 abilities.

This paper will describe the three main studies which are planned for the duration of the project. Study One explores a range of potential diagnostic measures, and Studies Two and Three will involve longitudinal studies of L2 development and experimental learning trials. We present details of the instruments being used in Study One, where several hundred learners of English as a foreign language and Finnish as a second language will be studied cross-sectionally in Finland; the learners' ages range from 10 to 18. The study explores the diagnostic potential of a range of cognitive and psycholinguistic measures (e.g., working memory, phonological processing, ability to process non-words) in informants' first language (Finnish or Russian) as well as diagnostic tools for detecting L1 dyslexia, in order to examine their applicability for L2 diagnosis. We also include measures of L2 vocabulary, motivation and background information on the informants, and examine the relationship of all variables to measures of first and second / foreign language reading and writing abilities.

It is expected that this project, being firmly based on theories of first and second language reading and writing, will make a major contribution to understanding how to develop and validate diagnostic instruments and procedures.

Diagnosing the English speaking ability of college students in China--Development and validation of the College English Diagnostic Speaking Test

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This paper reports the development and validation of the College English Diagnostic Speaking Test (CEDST) designed in the context of EFL teaching and learning at the tertiary level in China. The process of developing and validating the CEDST is expected to demonstrate the usefulness of such kind of test as a tool for identifying the strengths and weaknesses of students' English speaking ability. And it is also hoped that the study would yield a procedural framework to be used by college English teachers to design their own diagnostic oral English language tests. The CEDST is designed as a 15-minute face-to-face interview test, which employs three task types: reading aloud, presentation and role-play. A checklist is designed for the examiner to record each test-taker's performance with respect to the following six categories of criteria: intelligibility, vocabulary range and accuracy, grammatical accuracy and complexity, fluency, communicative effectiveness, use of communicative strategies, and coherence and cohesion. The score report form is designed to include a composite grade and individualized feedback detailing students' strengths and weaknesses.   As part of the a posteriori validation of the CEDST, a case study was conducted with 14 sophomore students from a national key university in Shanghai. The participants were engaged in five sets of CEDST tests within a time span of three months. For each test, they got a detailed score report form. At the end of the tests, a questionnaire survey and a follow-up face-to-face interview were conducted to collect test-takers' opinions on the usefulness of the test. The data reported in the paper include 14 self-assessment checklists, 5 sets of CEDST scores, and 14 questionnaires and interviews. Analyses of the data indicate that the self-assessment results correlate very well with the test scores. The majority of the students consider the individualized feedback accurate, appropriate and useful. It is therefore concluded tentatively that the CEDST is quite effective and useful in detecting the strengths and weaknesses of students' speaking English ability. Limitations of the current study and suggestions for further study are presented at the end of the paper.

A comparison of four types of spelling tests among Japanese EFL learners: Focusing on sound-letter correspondences

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The purpose of this study is to compare and to determine the difficulties of four types of the written form spelling tests among Japanese learners of English. Relationships between English spellings and sounds (i.e., pronunciations) are quite difficult for learners of English to acquire due to their complicated orthographic system. Yet spelling and reading are important aspects of literacy that cannot be disregarded in language competence. Nortyby (1936) compared five forms of spelling tests—namely, story form (i.e., fill in the appropriate words in a given passage), timed dictation (i.e., write whole sentences in a limited time), list form (i.e., write the words as pronounced), multiple-choice (choose the correct spelling from among several choices), and oral form (spell the word orally)—for diagnostic purposes and investigated the variability of student performance and found that the multiple-choice form was the easiest while the timed dictation form was the most difficult. Focusing on the written form, Moore (1937) determined that the multiple-choice form was useful for measuring learners' spelling ability. Yet it remains unclear which type of spelling test is the most appropriate for EFL learners. Twenty words were used in both Northby's and Moore's study (i.e., ninety, succeeded, similar, nickel, admission, carnival, appearance, excitement, planned, finally, orchestra, occasionally, convenience, exhibition, schedule, arriving, various, humor, Saturday, and island).

The current study compares the four types of written spelling tests (i.e., story form, timed dictation, list form, and multiple-choice) among 80 mid-level high school Japanese learners of English. Participants completed a pre-test of approximately 90 regular words (i.e., with sound-letter correspondences; Mori, 2007) to determine their knowledge of English spelling rules. Participants subsequently completed the four types of spelling tests (randomly administered); answers were carefully analyzed using for example Cook's (1997) categorization for L1 and L2 spelling errors (i.e., insertion, omission, substitution, transposition, grapheme substitution, and other) to classify participants' misspellings. The materials which were used in this study were based on the previous findings (Northby, 1936; Moore, 1937). However, to determine the levels of the target words, Gakken's corpus data and JACET 8000's vocabulary lists were considered as a standard. The spelling tests are effective tools to examine learners' level of proficiency in writing mechanics. Thus, the results of this research will be beneficial and helpful for Japanese teachers of English to decide which form to use in his or her English lessons.

The 2nd Room (Room A106)   Part II
Learner Adapted Testing: An Individualistic Approach to Language Assessment

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Half a century of stringent theorizing and practice in the testing enterprise, principally triggered by the publication of Lado's seminal book entitled Language Testing, has engendered a wide-ranging assortment of myriad breakthroughs in various facets of language assessment. Though testing now enjoys an unprecedented glorious status, there still seem to exist some notions which are in urgent need of reconsideration, among which a reference can be made to the focal (yet partly neglected) role of individuals, particularly when it comes to considering their desires and preferences, in bringing about more beneficial backwash effects. As most of the time it is the case that test designers tend to be unaware of minute individual differences (IDs) both in terms of possessing varied personality-induced inclinations and holding disparate views of the whole testing context, the results gained through the administration of most current tests are thought to underrepresent the testees' true abilities in the areas under scrutiny. Thus, in an attempt to bring these learner IDs and preferences into the foreground of attention, the researcher in the present study has opted for a more individualistic approach to assessment, materialized through his devised method and coined terminology LAT (Learner Adapted Testing). In effect, LAT differs from other similar assessment theories in that it seeks to set about a thoroughgoing reappraisal of the paramount role of individuals in the tortuous process of test development and implementation. To put it in a nutshell, the outstanding results of the study with several groups of learners unanimously point toward the fruitfulness and success of the researcher's individualistic approach (LAT) vis-à-vis the commonplace practice of testing.

The 2nd Room (Room A106)   Part III
The National English Ability Test of Korea

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The Korean Ministry of Education, Science and Technology (MEST) has been developing a new National English Ability Test (NEAT) for past several years. The new test consists of three levels: Level 1 for college students and adults, Level 2 for high-school graduates, and Level 3 for high school students. Level 1 is being developed by a consortium composed of some major universities in Seoul and the Chamber of Commerce of Korea; Levels 2 and 3 are being developed by a project team sponsored and supervised by the Korea Institute for Curriculum and Evaluation (KICE). The Level 2 and Level 3 tests are of great importance because they may replace, from 2016, the College Scholastic Ability Test (CSAT), which is the current national college entrance examination. As the new test is going to include all four skills of listening, speaking, reading and writing, its washback effect on secondary and even elementary schools will be significant, and this will eventually improve the overall English competence of Korean students. Recently, the KICE team had a public hearing on the test framework, item writing, rating, and administration of the Level 2 and Level 3 tests. This paper will introduce these two level tests at the current state of development.

The 2nd Room (Room A106)   Part IV

Validation of the Listening Comprehension Component of the Centre Test in Japan: Listening in the real world, in the Course of Study, and in the Centre Test

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Validation is an attempt to investigate whether or not or to what extent a test measures what it is meant to measure. The validity of the Listening Comprehension Test of the Centre Test in Japan (henceforth J-NCT [L]), developed and administered by the Daigaku Nyushi Centre (National Centre of University Entrance Examination), is still open to question.　This is a key issue: If the test is not measuring listening ability appropriately, then how could we expect the listening ability of Japanese learners of EFL at high schools to be enhanced?　The purpose of this study is, therefore, to investigate the validity of the J-NCT [L], specifically in terms of two critical criteria for validations, that is contextual validity and cognitive (theory-based) validity (Weir 2005), and aims to highlight aspects of the J-NCT [L] that might be reformed to enhance its validity and so lead to further improvements in the listening ability of Japanese learners of EFL at high school.

The 2nd Room (Room A106)   Part V

Effects of Note-taking Strategy Training in Listening Comprehension Tests

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This paper investigates how students' test performance would be influenced after receiving the training of note-taking skills in TOEFL listening tests. Three different groups of 107 Korean university students were compared: (1) a previously untrained group that was not allowed to take notes during the listening test, (2) a previously untrained group that was allowed to take notes during the listening test, and (3) a previously trained group (i.e., the experimental group) that was allowed to take notes during the listening test. The researcher had given the experimental group two lectures on effective note-taking strategies of iBT TOEFL listening comprehension tests employing the contents of the test preparation book by Lee (2006): the common expressions used in lectures, and the specific note-taking strategies such as summarizing, note-taking process, symbols, and abbreviations. The research question of the study was, "How would performance be affected given note-taking allowed conditions after the students' taking lectures on effective note-taking strategies?" Two hypotheses were made; (1) the learners will perform better when they are simply allowed to take notes given the typical academic listening situation (Zara, 2005 ; the pilot study by the researcher in 2007), and (2) the learners will perform better or feel comfortable when they are allowed to use both L1 and L2 (Barbier et al., 2006; Dunkel, 1988). To analyze the main effects of the study, a one-way ANOVA was conducted. Surveys and interviews were also done to examine the research question. The results of this study were somewhat mixed. First, as hypothesized, the groups that were allowed to take notes performed better in listening comprehension tests than the group that was not allowed. Second, even after receiving note-taking training, students did not show significant improvement of the test performance. Furthermore, some memories or habits of note-taking training impaired their test scores. Even though many participants admitted the benefits of note-taking strategies, lack of practice time of note-taking skills or insufficient time for taking notes while testing was the main cause for the absence of its positive effect. Because the current iBT TOEFL allows note-taking throughout the entire test session, the note-taking skill which was not important in the past now assumes a greater importance. Future research will need to investigate the effects of more systemic training and more training time. The present research can contribute not only to test preparation but also to actual academic environments for English learners, especially in EFL contexts.

The 3rd Room (Room A108)   Part I

Comparison of Japanese and native English-speaking raters' perspectives on oral English performance

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In oral English performance assessment, it is not uncommon for native English-speaking (NS) and non-native English-speaking teachers to act as raters. In this context, it is important and necessary to understand the difference in their perspectives on learners' oral performance so that test administrators can choose appropriate raters according to the intended purposes.

The present study examined how Japanese and NS English teachers assess the overall effectiveness of Japanese students' oral English performance. In particular, the study aimed to explore what performance aspects each group of raters mainly focuses on when judging learners' overall performance. Four Japanese teachers and four NS teachers were asked to rate three monologs of 30 undergraduate college students; then, their scores and written comments were analyzed and compared. First, the raters were asked to assign a single score (1 to 6) for each monolog on the basis of their intuitive judgment of the performance (labeled as overall communicative effectiveness). Following this, the teachers were provided with five analytic rating criteria—grammatical accuracy, fluency, vocabulary range, pronunciation, and content elaboration/development—and asked to assign scores for all the monologs. Finally, they were requested to write what aspects they focused on most when assessing overall communicative effectiveness. The scores and comments elicited from the two groups of raters were analyzed to identify the differences in scoring and to examine what aspects contribute to the overall judgments.

The results showed that the Japanese raters assigned significantly higher scores for all the analytic criteria with the exception of content elaboration/development, although their overall judgment of the monologs was almost the same and not significantly different. The scores assigned by the Japanese raters showed that only fluency and content elaboration/development significantly predicted overall communicative effectiveness. The scores assigned by the NS raters, on the other hand, revealed that all the five criteria significantly predicted the overall score, although fluency and content elaboration/development were relatively strong predictors. The raters' written comments also showed differences: the Japanese raters paid more attention to aspects that were not directly assessed by the given criteria.

These results suggest that Japanese raters may prioritize fluency and content when assessing Japanese learners' overall oral performance and that NS raters may be more sensitive to linguistic aspects (i.e., grammar, pronunciation, and vocabulary) and take these constructs into consideration in their overall judgment. Thus, the results of this study contribute to an understanding of the difference in the Japanese and NS English teachers' perspectives on learners' oral performance.

The 3rd Room (Room A108)   Part II

Native and non-native raters' judgment of English pronunciation at a placement test

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This study investigated EPT (ESL placement test) raters' judgments of test takers' pronunciation, and how their various teaching experiences and different native language affected on their judgments. The EPT is administered to international incoming students whose TOEFL score does not meet the campus or departmental cutoff scores in the University of Illinois at Urbana Champaign. The oral section of EPT is designed to measure students' pronunciation, and employs the group discussion format. 8 raters with different teaching experience and native language were interviewed, and their responses were analyzed qualitatively. Results showed that native speaker of English were more severe than non-native speakers of English even though teaching experience had more effect on their different judgment of test takers' pronunciation. Among raters, there is no agreed definition of intelligibility, and factors the raters feel contribute most to intelligibility varied. Therefore, raters' comments manifested different constructs of underlying intelligibility and resulted in different rating scales. In addition, it was shown that raters had different perspective of group discussion format, and how to use group discussion format efficiently in order to measure students' pronunciation and intelligibility was suggested.

The 3rd Room (Room A108)　　Part III
Oral Reading Fluency as an Assessment Instrument

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Oral reading, or reading aloud, has a long history in teaching and learning in Japan as a classroom teaching practice or self-learning method. A number of recent studies (e.g. brain activation studies) have suggested that reading aloud stimulates parts of the brain important for language development and helps improve general memory functions. These recent experimental findings have help gain a wider acceptance of oral reading as a teaching or self-learning method. However, oral reading is rarely used as an assessment tool in Japan.

This presentation argues that oral reading can also be an effective assessment instrument. In the US, oral reading fluency (ORF) is defined as "the ability to read a text quickly, accurately, and with proper expression" (National Reading Panel, 2000). Reading passages out loud fluently with proper expression involves the reader's ability to recognize whole words rapidly and effortlessly and to express the meaning of the passage using appropriate pausing, intonation, and phrasing. Three measurable aspects of oral reading ability that contribute to ORF are reading rate (words correct per minute), reading accuracy (words correct/words attempted), and expressiveness (appropriate pausing, intonation, and phrasing). Together, these provide a barometer of a student's literacy, and can provide an early warning if the student begins to fall behind.

Traditional ORF assessment requires individualized testing using "pencil and paper" in which a teacher follows along with a student who reads a passage. However, this is very time-consuming. A computerized oral reading fluency testing system has been developed to automatically and efficiently evaluate the reader's oral reading performance. The automated scoring system uses speech processing technologies and can report on the three measurable aspects of the performance: reading rate, reading accuracy, and expressiveness and pausing.

The presentation describes a validation and usability study which involved the test development team together with a US local school district and then demonstrates how the assessment tool saved teacher time, gave feedback and encouragement to students, created a digital portfolio of students' reading performances, and could potentially involve parents in the process of reading together with their children. It will also report on the relation between ORF and language learning progress, in the context of an assessment taken annually by up to 4 million children in the US alone.

The presentation concludes with suggestions for using such an automated ORF test in the context of Japan to create a standard for English education in Japan.

Do Test Practice and Keyword List Help Oral Summary Test Performance?

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The purpose of this cross-sectional study is to compare participants' performance on an oral summary task (story retelling based on reading a passage) and to test the viability of predictions derived from two hypotheses, the test practice effect hypothesis—test practice improves test performance (e.g., Bygate, 2001)—and the robust testing context hypothesis—test performance resists influences from manipulations of test task features (e.g. Iwashita et al., 2001).

Eighty-two university students registered in three EFL classes participated in the study. All participants took a speaking proficiency test (TSST) approximately two weeks before oral summary test task. Participants practiced the oral summary task in class, and it was part of their final tests. The participants were divided into two groups. Each group was instructed to perform three summaries in a quiet room. All participants orally summarized one passage given on the spot (the impromptu condition) and another passage that they practiced at home using a self-selected keyword list (the fully-assisted condition). Moreover, when summarizing an additional passage that participants practiced at home, group 1 participants was not allowed to use the keyword list (the practiced condition). Group 2 participants summarized a new passage using keywords created on the spot (the keyword-assisted condition). Three passages used for summary were counterbalanced across candidates.

Three trained raters rated audio-recorded performances for fluency, accuracy, and content using a three-item rating scale. The four-facet measures assessing participant's ability, item difficulty, rater severity, and passage difficulty were constructed using the Rasch analyses. Two mixed-design repeated ANOVAs (3 conditions x proficiency levels) were run for testing differences between the performances of participants across the four conditions.

The results indicate that although there were no differences in two contrasts of conditions (the keyword-assisted vs. the impromptu and the practiced vs. the keyword-assisted), other four contrasts were statistically significantly different. Proficiency was also statistically significant but no interaction was found. What this means is that the findings support some predictions derived from each of the two hypotheses and that neither of the hypotheses is superior in explaining all the results. One notable finding is that the use of keyword list positively influences performance /only/ when accompanied by practice. In other words, without practice, keyword list does not seem to benefit the oral summary test performance; it merely seems to provide psychological security.

新旧 TOEIC®テストの比較検証-- 4テスト・セット 800 問の受験データ分析

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2006 年 5 月に Test of English for International Communication®（以下、TOEIC®）は新しい様式に改定された。法月・伊藤・島谷・木下（2009）における分析（以下、分析 1）結果から、新旧 TOEIC®の難易度には有意差があり、表面上は従来通りの問題形式の部分にも、項目やテキストの特性に顕著な差が存在する可能性が示唆された。しかしながら、分析 1 で使用された TOEIC®は新旧それぞれ 1 テストずつで、すべての被験者に対して、旧→新の同一順でテストが実施されたため、その結果は、1) 個別 TOEIC®の素点レベルでの難易度差、2) 各 TOEIC®の実施順に影響された可能性は否定できない。そこで、1)、2)の問題点を解消するために、本研究では、異なる新旧 TOEIC®を 1 テストずつ分析に加えた。分析 1 で使用された新 TOEIC®を係留テスト(anchor test)として実施し、分析 1 の旧テストを含めて新旧それぞれ 2 テスト・セット（計 4 テスト・セットの 800 問）を比較する。2010 年 3 月〜6 月にかけて、日本の 3 大学の学生に、旧 TOEIC® (OT)、新 TOEIC® (NT)、係留テスト(AT)の 3 種類のテストを、A グループについては、OT→NT→AT の順で、B グループには、NT→OT→AT の順で実施した。まず、OT と NT を共通に受験した 93 名のデータを基に各テストの難易度を比較し、次に OT、NT、AT を共通に受験した 83 名のデータと上記の分析 1 で使用した 136 名のデータを使って、4 テスト・セットの TOEIC®の難易度を共通の尺度に位置付け、テスト項目やテキストの特性と対比しながら、TOEIC®が日本の大学生にどのように機能しているかについて、議論していく。

第4室（A110教室）　　**Part Ⅱ**
ＥＦＬライティング・ルーブリックの信頼性と妥当性の検証

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ライティングの評価時にルーブリックを使用することは、公平で信頼性のある評価のために欠くことはできないと考えられるが、実際のルーブリックの信頼性・妥当性の検証についての研究事例は少ない。本研究は、当研究グループが開発した分析的なライティング評価表であるルーブリック 2009 の量的及び質的な検証報告である。関東地方の公立大学の英語専攻の学生 30 人のパラグラフライティングを、まず日本人教員 5 名が、5 つの項目（dimensions：内容・展開、構成、文法、語彙、綴り・句読点）からなるルーブリック 2009 を用いて 4 段階で評価した。全体スコアと項目間の、項目− 全体相関分析の結果、「綴り・句読点」においては高い相関は見られなかったものの、他の 4 項目については高い相関が見られた。次に、上記と同一のパラグラフライティングに対してネイティブ教員が総合的に評価した結果と、ルーブリック 2009 を用いて日本人教員が分析的に評価した結果を用いて、両者の相関分析を行った。これはネイティブ教員の総合的な評価結果を用いた、ルーブリック 2009 の併存的妥当性検証である。その結果、ネイティブ教員の総合的評価と「内容・展開」、「文法」、及び「語彙」は中程度の統計的に有意な相関が示されたものの、「構成」と「綴り・句読点」においては有意な相関は認められなかった。「綴り・句読点」の評価については、上述の項目− 全体相関分析の結果と併せ、見直しが求められる項目であると判断された。一方、「構成」に関する日本人教員の項目− 全体相関は高かったことから、ネイティブ教員と日本人教員では「構成」の認識に差異がある可能性が示唆された。なお、日本人教員、ネイティブ教員とも、どのように評価を行ったかに関する回顧的なコメントを記述しており、そのコメントを質的な分析方法である KJ 法を用いて分析することで、量的な分析結果と合わせた検証を行っていく。

英語エッセイの評価に求められる教師の特性とは―指導経験，環境，及び言語能力を背景に―

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新学習指導要領（文部科学省, 2009）によると，高校英語の主要科目は「コミュニケーション英語」と「英語表現」に移行し，前者では4領域（読解，聴解，作文，発話）の学習が統合され，後者から生徒の英語発信力の育成が重視される。今後，現場教師は語彙や文構造だけでなく内容や構成を助言し，自己表現への発想と態度の育成が一層求められるだろう。先行研究（例. Weigle, 1998; Wolfe, 1997）では，評価者の学習や指導経験から作文採点の信頼や一貫性への影響を指摘しているが，経験の質的な違いや，資質充分と思しき量的な指標は言及されていない。

本研究では現職教師による英語作文の評価信頼性を分析し，一貫性と配点の異なる原因を①指導経験年数，②勤務校による指導の実態，③言語判断力の3点から調べた。対象は経験年数と勤務校の生徒習熟度が異なる高校の教師10名と，教職未経験で英語専攻の大学生14名であり，前後半25編ずつの生徒作文を6段階の分析的評価法（内容展開，構成，正確さ，全体）で採点した。また2回の採点セッションの間には誤文訂正，パラグラフ整合性などを問う訓練タスクを設け，評価者個々で言語判断力を測定した。

訓練タスクの応答と採点セッションの配点状況からラッシュモデル分析を行った結果，現職教師は3名を除き言語判断力が平均以上で，その測定値が高い教師からは判断の揺らぎを検出しなかった（infit MS < 1.30）。一方，大学生の言語判断力は比較的低く，特に測定値の低い者から infit MS の危険値を観測した。また，前後半で一貫性に欠ける評価者（mis-fit raters）は7名から3名に減り，訓練効果はみられたが，配点のきびしさにも勤務校の生徒習熟度や評価者の言語判断力が作用している可能性がみられた。当発表においては，データ採取及び分析の過程，そして上記結果の詳細を報告する。

第4室（A110教室） **Part IV**
英語 Can-Do 調査分析に基づく TUFS 言語フレームワーク構築の試み

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2008年度に設立された東京外国語大学英語学習支援センター(ELC)では、全学学生の英語学習支援のため、「英語自律学習支援プログラム」の提供を行っている。プログラムでは e ラーニングによるインプット学習に加えて、スピーキングやライティングなどのアウトプット学習機会も設け、総合的な学習サポートを行っている。入学時、1年次末、2年次末には TOEIC-IP テストを実施し、とりわけ、英語を主専攻語または副専攻語として履修している学習者には、一定量の授業外学習課題をレベルに応じて課している。

昨年度末には、2008年度入学者を対象として、2年次末までの2年間の学習成果を組み込んだポートフォリオ評価により、CEFR に準拠した「TUFS 言語パスポート」の発行を行った。パスポートには TOEIC テストスコアを参照としたリスニングとリーディングの CEFR のレベルが記載された他、ライティング評価テストおよびスピーキング評価テストも、CEFR の基準に基づいて実施され、スピーキング・セッションやライティング・セッションの記録とともに記載された。

本研究ではこのような背景のもと、CEFR に準拠しつつも本学独自の言語フレームワークを開発するための基礎資料として、TOEIC-IP テストとともに実施された英語アカデミック Can-Do 調査(長沼・宮嶋、2006)の結果を分析し、より大学英語教育の文脈に適したフレームワークの開発への示唆を得ることを目的とする。Can-Do 調査結果は IRT を用い困難度の分析を行い、TOEIC テストスコアやライティング評価テストおよびスピーキング評価テスト結果とともに、CERF レベルとの関連が分析された。こうした情報をもとに今後「TUFS 言語フレームワーク」の開発を行い、評価テストや自律学習支援プログラムの改善につなげていきたい。

インハウス **CAT** の設計手法－実施済みテストデータを利用したシミュレーション－

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アダプティブテスト（Computerized Adaptive Test）は、全員が同じ問題セットを受験する従来のテストに比べ、半分以下の時間で同程度の誤差で能力を測定でき、受験者の能力に近い問題が多く出題されるという点で優れている。

しかし、大規模な利用例が多く、個々の教育機関が独自に運用する CAT は実現しにくいと考えられてきた。筆者は、項目応答理論に基づいた CAT を、そのモデル（1/2/3 パラメータロジスティックモデル）、初期条件、項目選択基準、能力推定法、終了条件、アイテムバンクの規模、受験者集団の能力分布など、CAT の動作に影響を与える条件をシミュレーションによって決定し、最適な条件で設計することができるシミュレーションツールを開発した。

既に実施したテストの問題と受験データを利用してシミュレーションを行うことにより、現有リソースを生かしてどの程度の能力測定が可能かを知ることができる。これにより、インハウスの CAT を無理なく構築し、徐々にアイテムバンクを充実させ、CAT の能力を強化することが可能となる。

本シミュレーションツールは、教育機関に公開するので、CAT の設計およびテスト理論の理解に活用できる。

日本人 **EFL** 学習者におけるワーキングメモリ容量と記憶表象との関係：動詞分類課題による検証

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読解プロセスにおいて、読み手はテキストに基づいた心的表象を構築することが求められる。心的表象は、単なるテキストの表面的な記憶ではなく、読み手が自らの背景知識を活用したり推論を働かせたりすることによって作られる (Zwaan & Radvansky, 1998)。心的表象はワーキングメモリ (WM) 内で構築され、既存の表象に新しい情報が統合される。そのため、読み手の WM 容量は心的表象を構築するプロセスにおいて重要な役割を担うと考えられる。イベント索引化モデルによると、心的表象には登場人物、時間、空間、因果関係、目的関係に関する 5 つの側面が含まれる。L1 と L2 の心的表象を比較した Zwaan and Brown (1996) において、L1 の心的表象の方がより精緻であり、多くの側面が保持されていることがわかった。すると、同じ EFL 学習者においても WM 容量が大きい学習者の方が、より精緻な表象が構築されるのではないかと考えられる。

そこで、本研究ではイベント索引化モデルの枠組みで使用されている動詞分類課題を使用し、日本人 EFL 学習者のワーキングメモリと心的表象の関係性を検証した。動詞分類課題とは、テキストを読解させた後にテキスト中に登場した動詞の原形を分類させる課題である。動詞は記憶の手がかりとしての役割を果たし、同じカテゴリとして分類された動詞が示す情報は読み手の心的表象の中で強く結びついているとされる (井関・川﨑,2006)。
　協力者は英語版のリーディングスパンテスト (RST) に取り組んだ後、テキストを読み動詞分類課題に解答した。RST によって測定された WM により協力者を 2 群に分類した。先行研究に従って動詞分類課題の結果をコード化し、協力者群ごとに重回帰分析を行った (Zwaan & Brown, 1996)。その結果、読み手の WM が記憶表象に与える影響が明らかになった。

スピーチにおける自己評価の妥当性：質的観点から

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本研究の目的は，スピーチにおける日本人高校生の自己評価の妥当性について質的観点よりその特徴を検証することである。深澤（2010）では，Messick（1996）の妥当性の枠組みに基づき，スピーチにおける自己評価の妥当性の検証を行った。その結果，量的観点からは，教員評価や相互評価ほどではないものの，自己評価にもある程度の妥当性が認められた。本研究はその結果に基づき，1）自己評価においてラッシュ・モデルで予想されない評価をした生徒には共通の特徴は見られるか，2）自己評価の妥当性について生徒はどのような意識を持っているか，3）生徒は，自己評価にはどのような影響があると考えているか，の3点について検証を行う。

　実験は日本人高校生 52 名を対象に実施され，スピーチを行った後に発表者は自己評価，その他の生徒は相互評価，教員は教員評価を行った。全てのスピーチと評価の終了後，アンケート調査も実施した。主な分析方法としてラッシュ・モデル分析とアンケート分析を行った。

その結果，1）について，モデルで予期されない評価をした生徒は5名おり，それらの生徒には，熟達度の高い生徒は自己評価を低くつけ，熟達度の低い生徒は自己評価を高くつける傾向が見られた。またアンケートから，自己評価の客観性や成績に考慮されるかどうかなど，予期せぬ評価をした生徒は何らかの点において自己評価の妥当性に不安を持っていたこともわかった。2）については，自己評価をどちらかというと妥当な評価と考えている生徒が多いものの，評価が主観的であることや緊張のため妥当な評価が難しいと考えている生徒像も明らかとなった。3）については，自己評価を自分のスピーチの分析や次回に向けての反省材料として活用したり，自己評価をとおして英語力の必要性を再確認する機会としたりする傾向が見られた。

<u>Workshop Information（ワークショップの情報）</u>

<u>A207 教室（A 棟 2 階）</u>
分散分析―3 元配置デザインを中心に

<div align="right">

司　会　　印南　洋　（豊橋技術科学大学）
講　師　　平井　明代　　　　（筑波大学）
　　　　　伊藤　尚子（筑波大学大学院生）

</div>

日時：2010 年 9 月 10 日（金）15:00－17:00
場所：豊橋技術科学大学　A207 教室（A 棟 2 階）
参加費：500 円
定員：30 名 (申し込み順)
参加条件：SPSS で 1 元配置分散分析を行ったことがある方が望ましい

形式：
　コンピュータのない教室で、講師のコンピュータを映したスクリーンを見ながら手順を学びます。
　SPSS を使った実習の時間もありますので、SPSS をお持ちの方はそのコンピュータをご持参ください。お持ちでない方は、コンピュータを持参された方の隣に座っていただくか、前のスクリーンを見て手順を見ていただくことになります。

概要：
　1．3 元配置分散分析の種類
　2．3 元配置の下位検定方法
　3．分析実習
　　（1）対応あり×対応あり×対応なしの分析
　　（2）対応あり×対応なし×対応なしの分析
　　（一部、シンタックスを利用する方法を紹介する）
　4．3 元配置分散分析の報告の仕方と効果量
　5．質疑応答

申し込み：
　参加希望の方は、以下の情報とともに、8 月 29 日 (日) までに小泉宛にご連絡ください。ただし、定員に達していない場合には当日参加も可能です。
　早めにご質問をいただきますと、ワークショップの内容に反映しやすくなります。たくさんのお申し込みをお待ちしております。

■ワークショップの申し込み時にお教えください。
(1) 氏名とご所属
(2) 当日 SPSS を持参されますか。　　　　　持参できる・できない

(3) 以下の分析を使ったことはありますか。あるものを挙げてください。
　　(a) 1 元配置分散分析　　　　　　　(b) 2 元配置分散分析
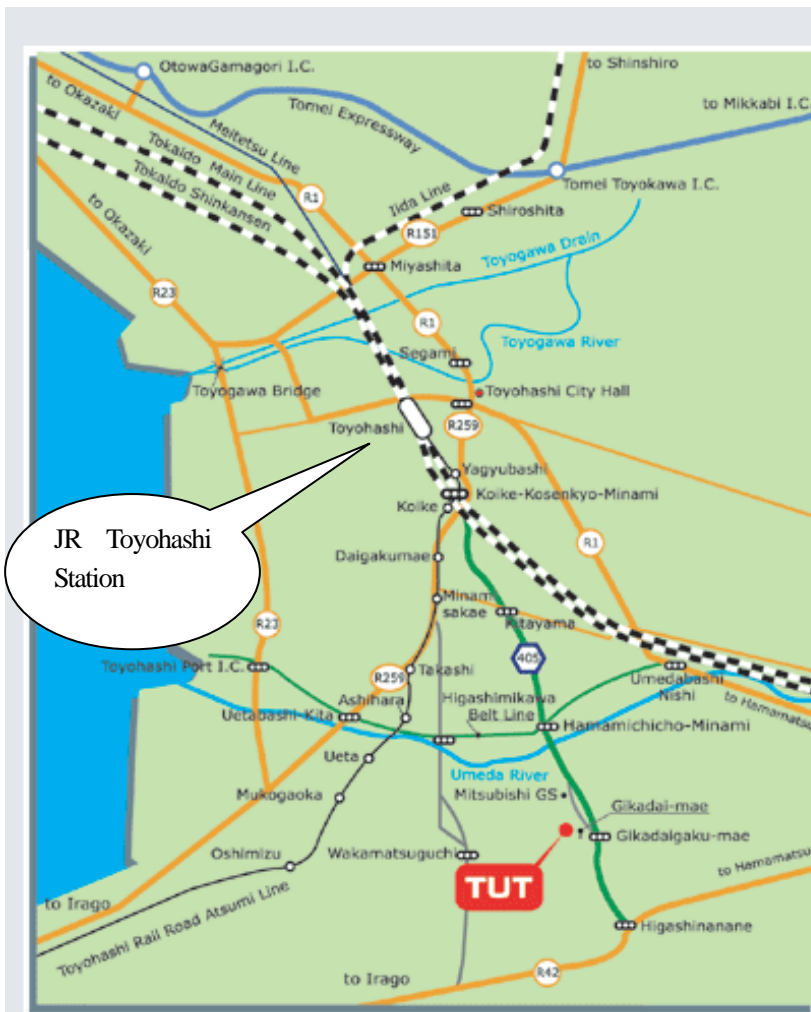　　(c) 3 元配置分散分析　　　　　　　(d) その他（分散分析に関係することで、具体的に）

(4) 何かご質問はありますか？
(5) ワークショップに対して何かご要望がありましたらお書きください。

申し込みの宛先 (可能な方は e-mail をお使いください)
小泉　利恵　e-mail: koizumir@tokiwa.ac.jp　〒310-8585　茨城県水戸市見和 1-430-1　常磐大学国際学部

Access to the Conference Venue (Toyohashi University of Technology [TUT])

To JR Toyohashi Station

Traffic Access

■ By railway
  * JR Tokaido Shinkansen, Toyohashi Station. (Tokyo - Toyohashi, 2 h 30 min.)
  * Meitetsu Line, Toyohashi Station. (Nagoya - Toyohashi, 60 min.)

■ By air
  * Chubu International Airport. (The airport - Toyohashi Station, Meitetsu Line, 86min.)(The airport - Toyohashi Station, Limousine Bus, 98 min.)

■ By bus
  * Tokyo Station - Toyohashi Station, 4 hours.
  * Toyotetsu Bus, Toyohashi Station. - GIKADAI-MAE (The University), No.2 bus stop, 25 min., 430 Yen. Time Table (in Japanese)

■ By car
  * Tomei Expressway Toyokawa I.C. - Toyohashi City, Route 151 and Route 1, 35min.
  * From Toyohashi City to The University, Routes 1 and 259, and Prefectural Highway 405, 25 min.

会場へのアクセス

豊橋駅まで

東海道新幹線	名古屋駅から豊橋駅まで約30分 東京駅から豊橋駅までひかりで約90分 こだまで約135分
東海道本線	名古屋駅から豊橋駅まで特別快速で約50分 浜松駅から豊橋駅まで約30分
名古屋鉄道	新名古屋駅から豊橋駅まで特急で約50分
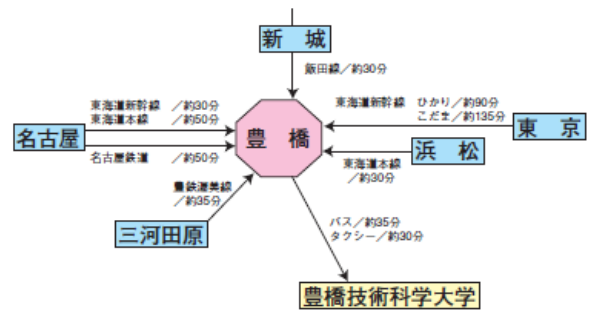
豊橋駅より

バ　ス	豊橋駅東口２番のりばから 豊鉄バス豊橋技科大線に乗車 『技科大前』で下車　所要時間約35分
タクシー	豊橋駅前から南へ8.2km　約30分 （豊橋駅～技科大　約3,000円）
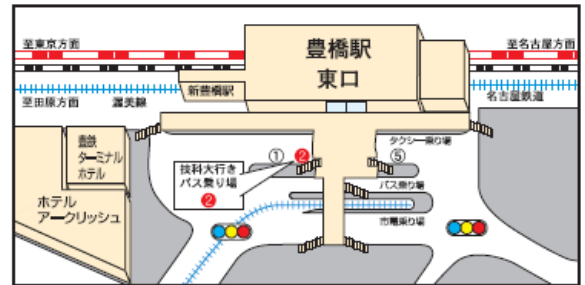
自家用車にて

東名高速道路	音羽蒲郡I.C.または豊川I.C.から約１時間

From JR Toyohashi Station to the Conference Venue (Toyohashi University of Technology)
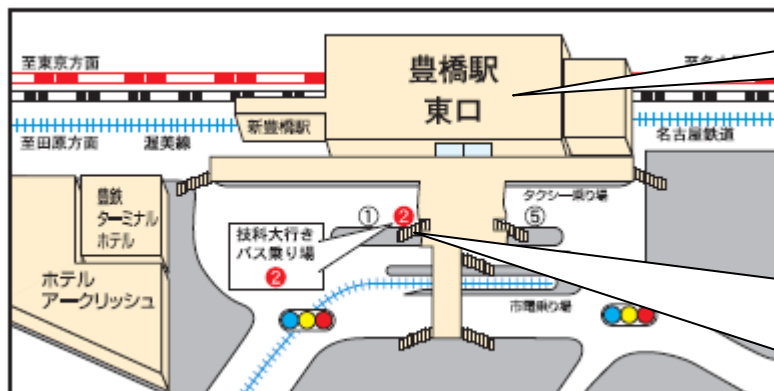
(1) Get out of Toyohashi Station from the east exit.

(2) Go downstairs and take a bus from Gate 2. All buses leaving from Gate 2 are bound for the university. Get off at "Gikadai-mae" or university. The trip takes around 35 minutes.

豊橋駅から会場の大学まで

豊橋駅東口を出て、階段を下ります。２番の乗り場でバスに乗ります。２番の乗り場からのバスならばすべて会場校を経由します。約35分で「技科大前」に着きます（430円）。

Bus Timetable（バス時刻表）

Toyohashi Station ⇒ University

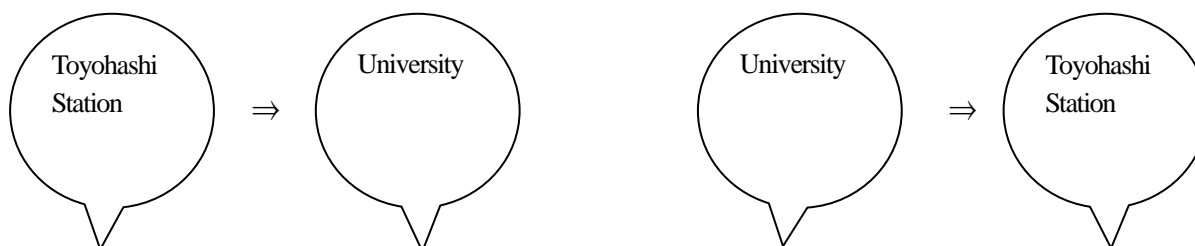| 豊橋駅前	西の原	北山	南消防署前	浜道	技科大前	りすば豊橋	福祉村
6:58	7:10	7:12	7:14	7:17	7:22		
7:30	7:43	7:45	7:47	7:50	7:55		
7:55	8:08	8:10	8:12	8:15	8:20	→→	8:25
8:15	8:28	8:30	8:32	8:35	8:40		
8:35	8:48	8:50	8:52	8:55	9:00	→→	9:05
8:59	9:12	9:14	9:16	9:19	9:24		
9:09	9:22	9:24	9:26	9:29	9:34	9:37	
9:29	9:42	9:44	9:46	9:49	9:54	9:57	10:02
9:49	10:02	10:04	10:06	10:09	10:14	10:17	
10:09	10:22	10:24	10:26	10:29	10:34	10:37	10:42
10:39	10:52	10:54	10:56	10:59	11:04	11:07	
11:09	11:22	11:24	11:26	11:29	11:34	11:37	11:42
11:39	11:52	11:54	11:56	11:59	12:04	12:07	
12:09	12:22	12:24	12:26	12:29	12:34	12:37	12:42
12:39	12:52	12:54	12:56	12:59	13:04	13:07	
13:09	13:22	13:24	13:26	13:29	13:34	13:37	13:42
13:39	13:52	13:54	13:56	13:59	14:04	14:07	
14:09	14:22	14:24	14:26	14:29	14:34	14:37	14:42
14:39	14:52	14:54	14:56	14:59	15:04	15:07	
15:09	15:22	15:24	15:26	15:29	15:34	15:37	15:42
15:39	15:52	15:54	15:56	15:59	16:04	16:07	
16:09	16:22	16:24	16:26	16:29	16:34	16:37	16:42
16:39	16:53	16:55	16:57	17:00	17:05	→→	17:10
17:19	17:33	17:35	17:37	17:40	17:45	17:48	
17:39	17:53	17:55	17:57	18:00	18:05	→→	18:10
17:59	18:13	18:15	18:17	18:20	18:25	18:28	
18:19	18:33	18:35	18:37	18:40	18:45		
18:39	18:53	18:55	18:57	19:00			
18:59	19:12	19:14	19:16	19:19	19:24		
19:19	19:32	19:34	19:36	19:39	19:44		
19:39	19:52	19:54	19:56	19:59	20:04		
20:05	20:17	20:19	20:21	20:24			
20:30	20:42	20:44	20:46	20:49	20:54		
21:05	21:17	21:19	21:21	21:24			

University ⇒ Toyohashi Station

福祉村	りすば豊橋	技科大前	浜道	南消防署前	北山	西の原	豊橋駅前
			6:34	6:36	6:39	6:41	6:53
			6:57	6:59	7:02	7:04	7:16
		7:12	7:17	7:19	7:22	7:24	7:37
		7:35	7:40	7:42	7:45	7:47	8:00
		8:02	8:07	8:09	8:12	8:14	8:27
			8:22	8:24	8:27	8:29	8:42
8:38	→→	8:43	8:48	8:50	8:53	8:55	9:08
		9:00	9:05	9:07	9:10	9:12	9:25
9:18	→→	9:23	9:28	9:30	9:33	9:35	9:48
		9:40	9:45	9:47	9:50	9:52	10:05
	9:54	9:57	10:02	10:04	10:07	10:09	10:22
10:18	10:23	10:26	10:31	10:33	10:36	10:38	10:51
	10:41	10:44	10:49	10:51	10:54	10:56	11:09
11:11	11:16	11:19	11:24	11:26	11:29	11:31	11:44
	11:41	11:44	11:49	11:51	11:54	11:56	12:09
12:11	12:16	12:19	12:24	12:26	12:29	12:31	12:44
	12:41	12:44	12:49	12:51	12:54	12:56	13:09
13:11	13:16	13:19	13:24	13:26	13:29	13:31	13:44
	13:41	13:44	13:49	13:51	13:54	13:56	14:09
14:11	14:16	14:19	14:24	14:26	14:29	14:31	14:44
	14:41	14:44	14:49	14:51	14:54	14:56	15:09
15:11	15:16	15:19	15:24	15:26	15:29	15:31	15:44
	15:41	15:44	15:49	15:51	15:54	15:56	16:09
16:11	16:16	16:19	16:24	16:26	16:29	16:31	16:44
	16:41	16:44	16:49	16:51	16:54	16:56	17:11
17:16	17:21	17:24	17:29	17:31	17:34	17:36	17:51
	17:41	17:44	17:49	17:51	17:54	17:56	18:10
17:58	→→	18:03	18:08	18:10	18:13	18:15	18:29
	18:21	18:24	18:29	18:31	18:34	18:36	18:50
18:38	→→	18:43	18:48	18:50	18:53	18:55	19:08
	19:11	19:14	19:19	19:21	19:24	19:26	19:39
		19:54	19:59	20:01	20:04	20:06	20:19
	20:15	20:18	20:23	20:25	20:28	20:30	20:43

After the conference, the shuttle bus will take you free of charge to the Toyohashi Green Hotel, which is at a two-minute walking distance from the east gate of JR (Japan Railway) Toyohashi Station.
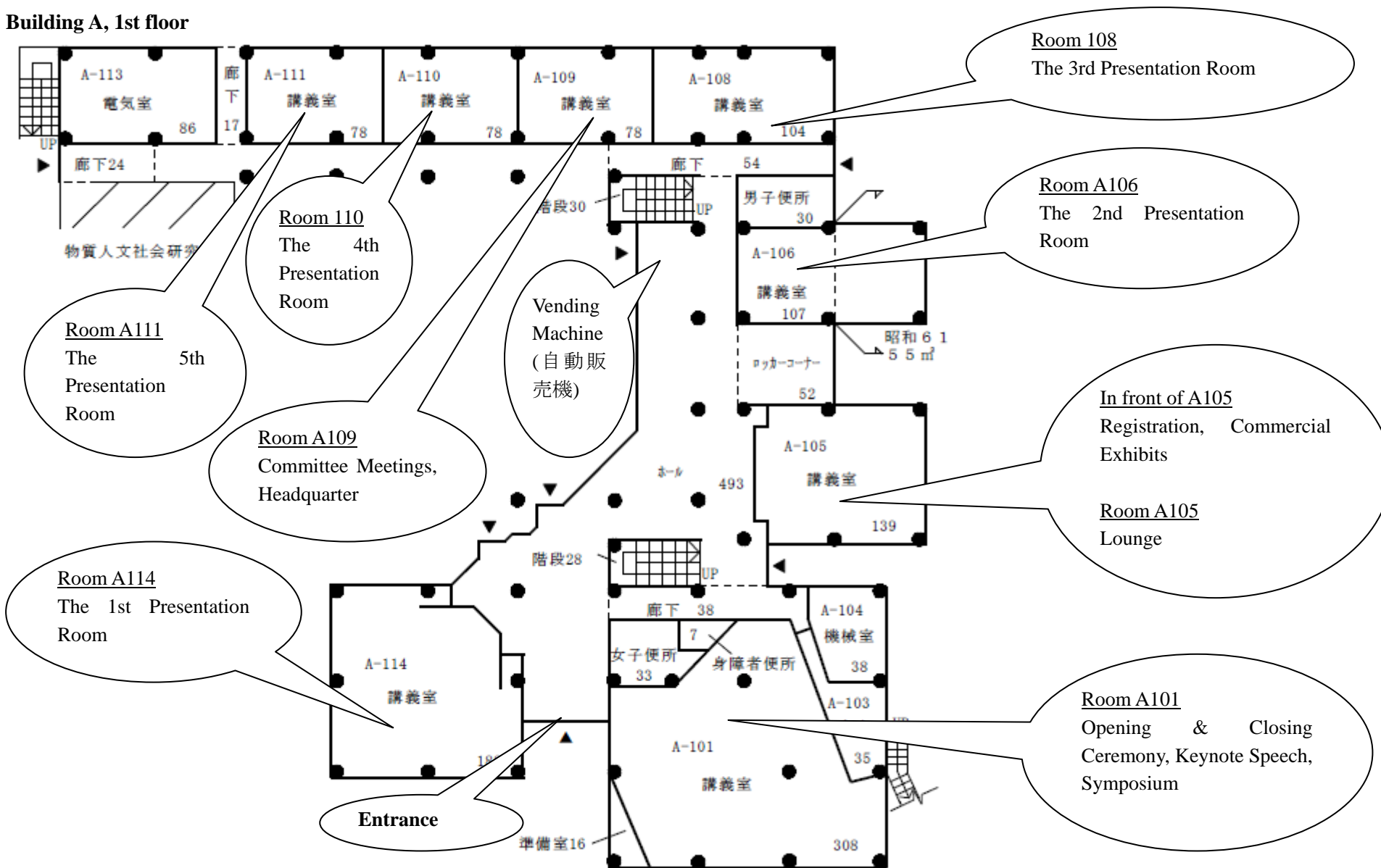大会終了後、懇親会場の豊橋グリーンホテル（JR 豊橋駅近く）まで、無料の貸し切りバスを用意いたしましたのでご利用下さい。

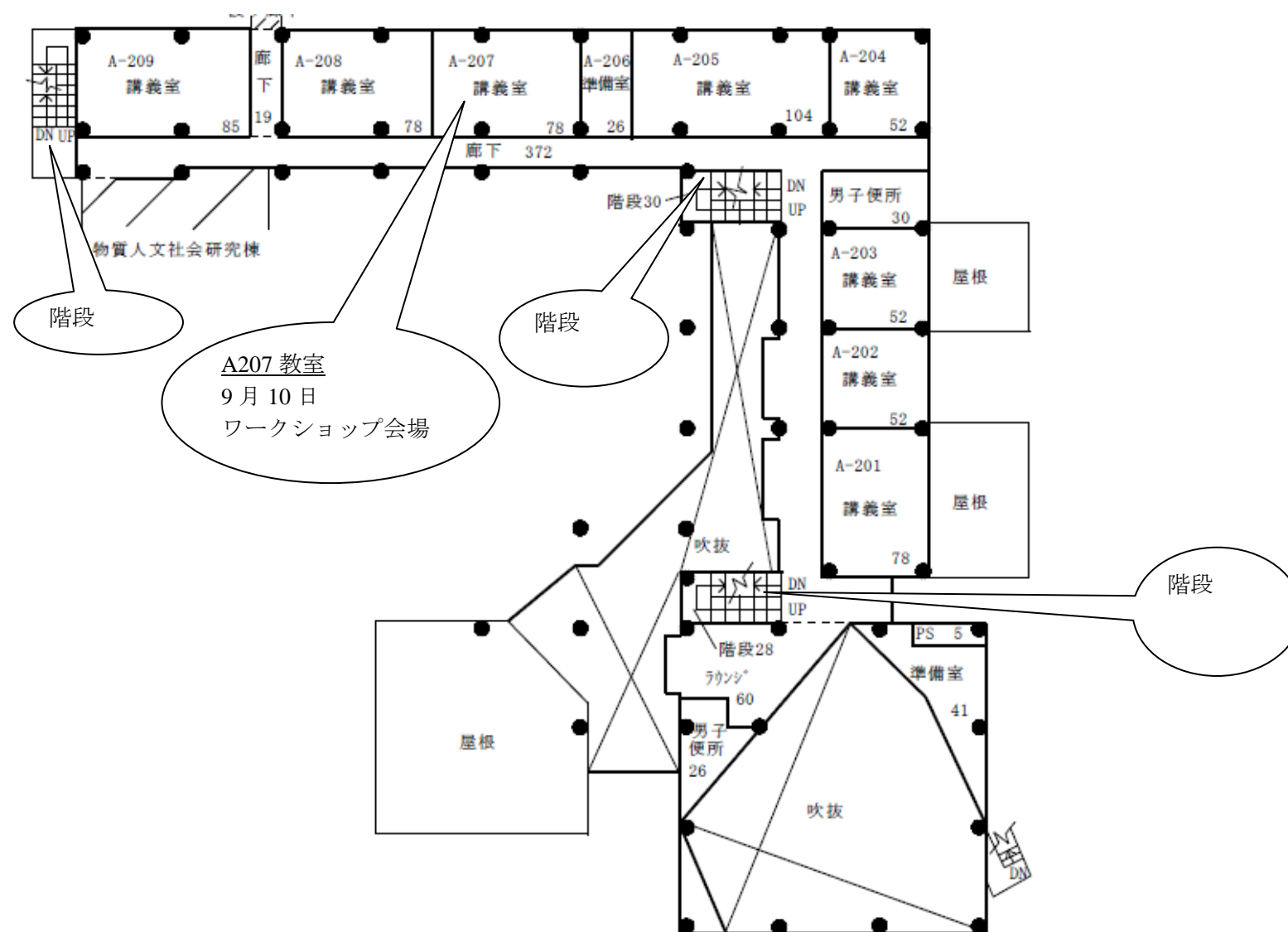**Direction from the Bus Stop to Building A（学会が開かれる A 棟まで）**
Follow the black arrow in the map. The venue is mere 100 meters away from the bus stop.（100 メートルほど、矢印どおりにお進みください。）

Building A, 1st floor

A-113 電気室 86

廊下 17

A-111 講義室 78

A-110 講義室 78

A-109 講義室 78

A-108 講義室 104

UP

廊下 24

物質人文社会研究

廊下 54

階段 30 UP

男子便所 30

A-106 講義室 107

昭和 6 1 5 5 ㎡

ロッカーコーナー 52

ホール 493

A-105 講義室 139

階段 28 UP

廊下 38

7

女子便所 33

身障者便所

A-104 機械室 38

A-103

A-114 講義室 19

A-101 講義室 308

35

準備室 16

Room 108
The 3rd Presentation Room

Room A106
The 2nd Presentation Room

Room 110
The 4th Presentation Room

Room A111
The 5th Presentation Room

Vending Machine (自動販売機)

Room A109
Committee Meetings, Headquarter

In front of A105
Registration, Commercial Exhibits

Room A105
Lounge

Room A114
The 1st Presentation Room

Room A101
Opening & Closing Ceremony, Keynote Speech, Symposium

Entrance

Building A, 2nd floor

階段

A207 教室
9 月 10 日
ワークショップ会場

階段

階段

A-209 講義室 85
廊下 19
A-208 講義室 78
A-207 講義室 78
A-206 準備室 26
A-205 講義室 104
A-204 講義室 52
廊下 372
物質人文社会研究棟
階段30
男子便所 30
A-203 講義室 52
屋根
A-202 講義室 52
A-201 講義室 78
屋根
吹抜
階段28
ラウンジ 60
男子便所 26
準備室 41
PS 5
屋根
吹抜

Commercial Exhibits（展示協賛企業）

株式会社　eラーニングサービス
e Learning Service

http://www.e-learning-service.co.jp/index.html

(Commercial exhibits can be found in front of Room A105.　A105 教室前で展示があります)