

日 本 言 語 テ ス ト 学 会 (JLTA)
第 18 回 (2014 年 度) 全 国 研 究 大 会 発 表 要 綱
Handbook
of
the 18th Annual Conference
of
the Japan Language Testing Association

Conference Theme:

Enhancing the Validity and Practicality of Speaking Assessment

日時：2014 年 9 月 20 日 (土) 9:30-18:00 ～ 9 月 21 日 (日) 9:30-12:30

会場：立命館大学 びわこくさつキャンパス (BKC) (フォレストハウス、AC11)
〒525-8577 滋賀県草津市野路東1-1-1
http://www.ritsumei.jp/accessmap/accessmap_bkc_j.html

主 催：日本言語テスト学会 事務局
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TEL: 0476-98-1001 (代表) FAX: 0476-98-1011(代表)
<https://jlta.ac/>

協賛校：立命館大学 言語教育情報研究科
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Conference Venue:
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http://www.ritsumei.jp/accessmap/accessmap_bkc_j.html

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1 . Conference Schedule Overview

September 19, 2014 (Friday)

| | | |
|-------------|---------------|------------------------------|
| 16:30—18:30 | Board Meeting | (Urban Hotel Minami-Kusatsu) |
|-------------|---------------|------------------------------|

September 20, 2014 (Saturday), 1st and 2nd floors, FOREST HOUSE, BKC, Ritsumeikan University

| | | |
|-------------|-------------------------------|--|
| 8:50— | Registration | (First Floor Lobby) |
| 9:30—9:45 | Opening Ceremony | (F204) |
| 9:45—11:00 | Keynote Speech | (F204) |
| 11:10—11:40 | Presentation I | |
| 11:45—12:15 | Presentation II | |
| 12:15—13:45 | Lunch Break | (JLTA Committee Meetings: F108) |
| 13:45—14:15 | Presentation III | |
| 14:20—14:50 | Presentation IV | |
| 14:55—15:25 | Presentation V | (Institutional Member Presentations) |
| 15:25—15:45 | Break | (F101) |
| 15:45—17:15 | Symposium | (F204) |
| 17:20—17:40 | Closing Ceremony | (F204) |
| 17:40—18:00 | JLTA General Business Meeting | (F204) |
| 18:30—20:30 | Banquet | (3rd floor, <i>Epoch Ritsumei 21</i>) |

Commercial Exhibits: 1st floor hallway

Lunch Room for Participants & Participants' Lounges:

F101 (Please use only this room for lunch.)
(Free refreshments are available in Room F101)

Headquarters: F107

September 21, 2014 (Sunday)

| | |
|------------|---|
| 9:30—12:30 | Post-Conference Workshop (Conducted in Japanese) Theory and Practice of Computer Adaptive Test —J-CAT (Japanese Computerized Adaptive Test) Shingo IMAI (University of Tsukuba) Youichi NAKAMURA (Seisen Jogakuin College) (AC11, 1st floor, ACROSS WING, Biwako Kusatsu Campus, Ritsumeikan University) |
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Program of the 18th JLTA Annual Conference

September 20, 2014 (Saturday)

| | |
|-----------|--|
| 8:50— | Registration (First Floor Lobby, FOREST HOUSE) Conference Attendance Fee: JLTA Members: ¥1,000 Non-members: ¥3,000 (Students: ¥1,000) |
| 9:30—9:45 | Opening Ceremony (F204, 2nd floor, FOREST HOUSE) Coordinator: Emiko KANEKO (University of Aizu) Greetings: Yoshinori WATANABE (JLTA President; Sophia University) Yu HIRATA (Graduate School of Language Education and Information Science [LEIS], Ritsumeikan University) |

- 9:45—11:00 **Keynote Speech** (F204, 2nd floor, FOREST HOUSE)
 Coordinator: Yoshinori WATANABE (Sophia University)
 Title: Validity, Validation and Development: Building and Operationalizing a Comprehensive Model
 Lecturer: Barry O’SULLIVAN (British Council)
- 11:15—12:20 **Presentations I and II**
 (Presentation: 20 minutes; Discussion: 10 minutes) (F102-105, F109-F111)
- 12:20—13:45 **Lunch**
 Lunch Room for Participants: F101
 JLTA Committee Meetings: F108
- 13:45—15:25 **Presentations III and IV and Institutional Member Presentations (V)**
 (Presentation: 20 minutes; Discussion: 10 minutes) (F102-105, F109-F110)
- 15:25—15:45 **Break** (F101)
- 15:45—17:15 **Symposium** (F204, 2nd floor, FOREST HOUSE)
 Theme: Speaking Assessment for EFL Learners: How Can it Encourage Them to Speak?
 Coordinator: Akiyo HIRAI (University of Tsukuba)
 Panelist: Tomoyasu AKIYAMA (Bunkyo University)
 The Possibility of Introducing Speaking Tests Into Senior High School Entrance Examinations
 Panelist: Emiko KANEKO (University of Aizu)
 Validity and Practicality of Using ACTFL-Related Speaking Tests for Japanese EFL Learners
 Panelist: Akiyo HIRAI (University of Tsukuba)
 Toward a Practical Speaking Assessment to Facilitate Learning in the Classroom
 Discussant: Barry O’SULLIVAN (British Council)
- 17:20—17:40 **Closing Ceremony** (F204, 2nd floor, FOREST HOUSE)
 Coordinator: Yo IN’NAMI (Shibaura Institute of Technology)
- 17:40—18:00 **JLTA General Business Meeting** (F204, 2nd floor, FOREST HOUSE)
 Selection of the chair
 Reporter: Rie KOIZUMI (JLTA Secretary General; Juntendo University)
- 18:30—20:30 **Banquet** (3rd floor, *Epoch Ritsumei 21*)
 Coordinator: Yuko SHIMIZU (Ritsumeikan University), Hideki IIMURA (Prefectural University of Kumamoto)

大会日程表

2014年9月19日（金）

| | | |
|-------------|-----|--------------|
| 16:30－18:30 | 役員会 | （アーバンホテル南草津） |
|-------------|-----|--------------|

2014年9月20日（土）立命館大学びわこくさつキャンパス（BKC）フォレストハウス 1・2階

| | | |
|-------------|---------------|--------------------|
| 8:50－ | 受付 | （入口ホール） |
| 9:30－9:45 | 開会行事 | （F204） |
| 9:45－11:00 | 基調講演 | （F204） |
| 11:10－11:40 | 研究発表Ⅰ | |
| 11:45－12:15 | 研究発表Ⅱ | |
| 12:15－13:45 | 昼食 | （委員会：F108） |
| 13:45－14:15 | 研究発表Ⅲ | |
| 14:20－14:50 | 研究発表Ⅳ | |
| 14:55－15:25 | 研究発表Ⅴ（賛助会員発表） | |
| 15:25－15:45 | 休憩 | （F101） |
| 15:45－17:15 | シンポジウム | （F204） |
| 17:20－17:40 | 閉会行事 | （F204） |
| 17:40－18:00 | JLTA 総会 | （F204） |
| 18:30－20:30 | 懇親会 | （エポック立命 21、3階ラウンジ） |

協賛企業展示： 1階廊下（無料の飲み物等がF101にあります。）
 一般参加者昼食・休憩室： F101（昼食はこの部屋でお願いいたします。）
 大会本部： F107

2014年9月21日（日）立命館大学びわこくさつキャンパス、アクロスウィング1階、AC11

| | |
|------------|---|
| 9:30－12:30 | ワークショップ「コンピュータアダプティブテストの理論と実際：J-CAT (Japanese Computerized Adaptive Test) を例に」 講師：今井 新悟（筑波大学）、中村 洋一（清泉女学院短期大学） |
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日本言語テスト学会第18回全国大会プログラム

2014年9月20日（土）

8:50－ 受付（フォレストハウス1階 入口ホール）
 学会参加費：JLTA 会員 1,000 円、非会員 3,000 円（ただし学生は 1,000 円）

9:30－9:45 開会行事（フォレストハウス2階 F204）
 総合司会 金子 恵美子（会津大学）
 挨拶 渡部 良典（JLTA 会長・上智大学）
 平田 裕（協賛校・立命館大学言語教育情報研究科）

9:45－11:00 基調講演（F204）
 司会 渡部 良典（JLTA 会長・上智大学）
 演題 Validity, Validation and Development: Building and Operationalizing a Comprehensive Model
 講師 Barry O'SULLIVAN (British Council)

- 11:15－12:20 **研究発表Ⅰ・Ⅱ**（発表 20 分, 質疑応答 10 分）（F102-F105, F109-F111）
- 12:20－13:45 **昼 食**
（一般参加者昼食控室：F101、委員会：F108）
- 13:45－15:25 **研究発表Ⅲ・Ⅳ、賛助会員発表Ⅴ**（発表 20 分, 質疑応答 10 分）（F102-105, F109-F110）
- 15:25－15:45 **休憩**（F101）
- 15:45－17:15 **シンポジウム**（F204）（使用言語：英語）
テーマ Speaking Assessment for EFL Learners: How Can it Encourage Them to Speak?
（EFL学習者のためのスピーキング評価：如何に話すことを促進させることができるか？）
コーディネーター 平井 明代（筑波大学）
パネリスト 秋山 朝康（文教大学）
The Possibility of Introducing Speaking Tests Into Senior High School Entrance Examinations:
金子 恵美子（会津大学）
Validity and Practicality of Using ACTFL-Related Speaking Tests for Japanese EFL Learners
平井 明代（筑波大学）
Toward a Practical Speaking Assessment to Facilitate Learning in the Classroom
討論者 Barry O’SULLIVAN (British Council)
- 17:20－17:40 **閉会行事**（F204）
司会 印南 洋（芝浦工業大学）
- 17:40－18:00 **JLTA 総会**（F204）
議長選出
報告 小泉利恵（JLTA 事務局長・順天堂大学）
- 18:30－20:30 **懇親会**（エポック立命 21、3 階）
司会 清水 裕子（立命館大学）、飯村 英樹（熊本県立大学）

Presentation Overview

| Time | Part | (F204) | Room 1 (F102) | Room 2 (F103) | Room 3 (F104) | Room 4 (F105) | Room 5 (F109) | Room 6 (F110) | Room 7 (F111) |
|---------------------|----------------|--------|-------------------|---------------------------------------|---|----------------------------|----------------------------|---------------------------|---------------------|
| 9:45 — 11:00 | Keynote speech | | -- | -- | -- | -- | -- | -- | -- |
| 11:10 — 11:40 | I | -- | -- | 徳永 林 | HSU | BATTY STEWART | NAKAMURA | MCDONALD | 砂田 鈴木 |
| 11:45 — 12:15 | II | | SATO | 秋山 | THRASHER | DUNLEA | HOLSTER LAKE PELLOWE | GIBSON | 平田 |
| 13:45 — 14:15 | III | -- | TAKANAMI | IIMURA | SHIM* | 長沼 高野 ジョンソ 井ノ川 | 吉川 大場 | MCLEAN KRAMER | |
| 14:20 — 14:50 | IV | -- | KOIZUMI SAWAKI | LEE* | MERSIADES TAKAMURA YAMANOI KOBAYASHI | 横内 藤田 松岡 平井 仲村 | 宮崎 | KRAMER MCLEAN | |
| 14:55 — 15:25 | V | -- | -- | 国際教育 交換協議 会 (CIEE) 日本代表 部 | 株式会社 教育測定 研究所 | 公益財団 法人日本 英語検定 協会 | 株式会社 アルク 文教事業 本部 | ピアソ ン・ジャパ ン株式会 社 | |
| 15:45 — 17:15 | Symposium | | | | | | | | |

*Invited Paper

Presentation Details

F204

Chair Keynote speech Yoshinori WATANABE (Sophia University)
 Keynote speech summary Kei MIYAZAKI (Keio Senior High School)
 Symposium summary Katsuyuki KONNO (Shizuoka Institute of Science and Technology)

| Part | Presenter (Affiliation) | Title (Page) |
|------|--|---|
| | Keynote speech Lecturer: Barry O'SULLIVAN (British Council) | Validity, Validation and Development: Building and Operationalizing a Comprehensive Model (p. 15) |
| I—V | See the Presentation Overview (pp. 8-11) | |
| | Symposium Coordinator: Akiyo HIRAI (University of Tsukuba) Panelists: Tomoyasu AKIYAMA (Bunkyo University) Emiko KANEKO (University of Aizu) Akiyo HIRAI (University of Tsukuba) Discussant: Barry O'SULLIVAN (British Council) | Speaking Assessment for EFL Learners: How Can it Encourage Them to Speak? (pp. 16-19) |

Room 1 (F102)

Chair Part II Katsuyuki KONNO (Shizuoka Institute of Science and Technology)
 Part III Rintaro SATO (Nara University of Education)
 Part IV Yasuhiro IMAO (Osaka University)

| Part | Presenter (Affiliation) | Title (Page) |
|------------|--|---|
| I | ----- | ----- |
| II | Rintaro SATO (Nara University of Education) | The Occurrence and the Success Rate of Self-Initiated Self-Repair Depending on the Grammatical Difficulty of Triggers (p. 20) |
| III | Sachiyo TAKANAMI (Toyo University) | Spelling Knowledge: Some Missing Skills in EFL Learners' Vocabulary Acquisition (p. 21) |
| IV | Rie KOIZUMI (Juntendo University) Yasuyo SAWAKI (Waseda University) | Senior High School Students' Perceptions and Use of Test Performance Feedback in Score Reports in the Global Test of English Communication for Students and the Eiken (p. 22) |

Room 2 (F103)

Chair Part I 金子恵美子 (会津大学)
 Part II 金子恵美子 (会津大学)
 Part III Yoshinori WATANABE (Sophia University)
 Part IV Yoshinori WATANABE (Sophia University)

| Part | Presenter (Affiliation) | Title (Page) |
|------------|---|---|
| I | 徳永 美紀 (福岡大学言語教育研究センター) 林 幸代 (福岡大学言語教育研究センター) | 日本語訳付文法性判断テストによる大学生の英文法知識の検証 (p. 23) |
| II | 秋山 實 (株式会社 e ラーニングサービス) | 潜在ランク理論に基づくコンピュータ適応型テストの適用可能範囲ーアイテムバンク構築に使用するサンプルサイズと推定誤差, ランク数の関係ー (p. 24) |
| III | Hideki IIMURA (Prefectural University of Kumamoto) | Relationship Between Task Difference and Test-Taking Strategies in Multiple-Choice Listening Tests: A Qualitative Study (p. 25) |
| IV | WonKey LEE* (Seoul National University of Education, Korea) | Creativity-Fostering Assessment of English at Schools: Why and How? (p. 26) |
| V | 山口 学 (国際教育交換協議会 (CIEE) 日本代表部) | ライティング指導ツール Criterion®のご紹介 (p. 45) |

*Invited Paper

Room 3 (F104)

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|-------|----------|---|
| Chair | Part I | Tetsuo KIMURA (Niigata Seiryō University) |
| | Part II | Tetsuo KIMURA (Niigata Seiryō University) |
| | Part III | Hiroshi SHIMATANI (Kumamoto University) |
| | Part IV | Hiroshi SHIMATANI (Kumamoto University) |

| Part | Presenter (Affiliation) | Title (Page) |
|------|--|--|
| I | Tammy Huei-Lien, HSU (Fu-Jen Catholic University, Taiwan) | Increasing Transparency of Test Results: An Effect-Driven Approach for a College English Exit Test in Taiwan (p. 27) |
| II | Randy THRASHER (Professor Emeritus International Christian University) | Tests That Teach: Against the Usual View That Testing and Teaching Are Two Completely Different Activities (p. 28) |
| III | KyuNam SHIM* (Cheongju National University of Education, Korea) | An Analysis of the Assessment Tasks Used in the Primary School English Textbooks in Korea (p. 29) |
| IV | Michael MERSIADES, Kyoko TAKAMURA, Shinji YAMANOI, Natsuko KOBAYASHI (Japan Institute for Educational Measurement (株式会社教育測定研究所)) | Relating the CEFR to the Computerized Assessment System of English Communication (CASEC) (p. 30) |
| V | 野上康子・小林夏子・林規生 (株式会社教育測定研究所) | 英語コミュニケーション能力判定テスト CASEC について (p. 45) |

*Invited Paper

Room 4 (F105)

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|-------|----------|---|
| Chair | Part I | Yukie KOYAMA (Nagoya Institute of Technology) |
| | Part II | Yukie KOYAMA (Nagoya Institute of Technology) |
| | Part III | 松本佳穂子 (東海大学) |
| | Part IV | 松本佳穂子 (東海大学) |

| Part | Presenter (Affiliation) | Title (Page) |
|------|---|--|
| I | Aaron Olaf BATTY (Keio University) Jeffrey STEWART (Kyushu Sangyo University) | Examining Rater and Speed-Up Effects on the Objective Communicative Speaking Test (p. 31) |
| II | Jamie DUNLEA (British Council) | Rater Language Background and Scoring Validity in the Assessment of Spoken and Written Performances of Test Takers From Diverse Linguistic Backgrounds (p. 32) |
| III | 長沼 君主 (東海大学) 高野 正恵 (東京外国語大学英語学習支援センター) ヘザー・ジョンソン (東京外国語大学英語学習支援センター) 井之川 睦美 (東京外国語大学) | CEFR 準拠ジャンル別ライティング及びスピーキング評価ルーブリックの課題と相互関連性の検討 (p. 33) |
| IV | 横内 裕一郎 (筑波大学大学院生) 藤田 亮子 (筑波大学大学院生) 松岡 大地 (筑波大学大学院生) 平井 明代 (筑波大学) 仲村 圭太 (公益財団法人日本英語検定協会) | 英検2級のテスト細目調査: 「能力記述文の形で示した国の学習到達目標 (試案)」との関連性 (p. 34) |
| V | 仲村 圭太 (公益財団法人日本英語検定協会) | 大学入試に4技能型外国語試験を導入する場合の波及効果に関する意識調査 (p. 45) |

Room 5 (F109)

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| Chair | Part I | Yo IN'NAMI (Shibaura Institute of Technology) |
| | Part II | Yo IN'NAMI (Shibaura Institute of Technology) |
| | Part III | 島田勝正 (桃山学院大学) |
| | Part IV | 島田勝正 (桃山学院大学) |

| Part | Presenter (Affiliation) | Title (Page) |
|------|--|--|
| I | Keita NAKAMURA (Eiken Foundation of Japan) | Evaluating the Impact of Vertical Scaling of Eiken Tests Using the Rasch Model (p. 35) |
| II | Trevor A. HOLSTER (Fukuoka Women's University) J. W. LAKE (Fukuoka Jogakuin University) William R. PELLOWE (Kindai University Fukuoka) | Using Many-Faceted Rasch Measurement to Measure Reading Speed (p. 36) |
| III | 吉川 喜信 (上越教育大学大学院生) 大場 浩正 (上越教育大学) | 中学3年生の英語授業は公立高校入試からどのような波及効果を受けているのか—教師のバックグラウンド、指導理念及び授業の分析を通して— (p. 37) |
| IV | 宮崎 啓 (慶應義塾高等学校) | 大学入試センター試験の外部テスト活用に関する併存的妥当性の考察 (p. 38) |
| V | 福江 友樹 (株式会社アルク文教事業本部) | 英語スピーキング能力テスト TSST のご紹介 (p. 46) |

Room 6 (F110)

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|-------|----------|---|
| Chair | Part I | Tomoko FUJITA (Tokai University) |
| | Part II | Tomoko FUJITA (Tokai University) |
| | Part III | Yo IN'NAMI (Shibaura Institute of Technology) |
| | Part IV | Yo IN'NAMI (Shibaura Institute of Technology) |

| Part | Presenter (Affiliation) | Title (Page) |
|------|---|--|
| I | Kurtis MCDONALD (Kobe College) | How Do Monolingual and Bilingual Versions of the Vocabulary Size Test Compare? (p. 39) |
| II | Aaron GIBSON (Kyushu Sangyo University) | Calculating Vocabulary Size From Test Scores With IRT (p. 40) |
| III | Stuart MCLEAN (Kyoto Prefectural University of Medicine) Brandon KRAMER (Momoyama Gakuin University) | Investigating University Students' Vocabulary Sizes and the VST (p. 41) |
| IV | Brandon KRAMER (Momoyama Gakuin University) Stuart MCLEAN (Kyoto Prefectural University of Medicine) | The Creation and Validation of a Listening Vocabulary Levels Test (p. 42) |
| V | 上村武司 (ピアソン・ジャパン株式会社) | スピーキング、ライティングも測定できる対応型オンラインテスト、『Progress』のご紹介 (p. 46) |

Room 7 (F111)

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| Chair | Part I | Soo-im LEE (龍谷大学) |
| | Part II | Soo-im LEE (龍谷大学) |

| Part | Presenter (Affiliation) | Title (Page) |
|------|---|---|
| I | 砂田緑 (東京学芸大学大学院生) 鈴木祐一 (メリーランド大学大学院生) | 英文復唱テストに関する研究—復唱前のポーズの有無と文の長さに着目して— (p. 43) |
| II | 平田裕 (立命館大学 言語教育情報研究科) | 筆記テスト時と目標言語会話時の脳活動の近似性—日本語中上級学習者 fNIRS データの個人内検証— (p. 44) |

2. From the JLTA Office: Information for Conference Participants

To All Participants

- Please use public transportation to come to the venue.
- No smoking is permitted on campus.

Registration

1. The conference registration site is located at the lobby on the first floor of FOREST HOUSE.
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 ¥8,000 for a general member and ¥5,000 for a student member; the admission fee for the JLTA membership is ¥1,000.
3. Please wear your conference name card throughout the conference.
4. The banquet fee is ¥4,000. The banquet registration is conducted at the registration desk. The banquet will be held at *Epoch Ritsumei 21*. (See the campus map on p. 52).
5. The conference handbook is available at the registration desk. This year we will not send it by post in advance. Please print it out if necessary.

Lunch and Participants' Lounge etc.

1. Please use F101 on the 1st floor of FOREST HOUSE for eating lunch as the Participants' Lounges. Lunch can be purchased at an on-campus convenience store at *Union Square* (10:00-17:00).
2. The following are locations on campus that are open for lunch on Saturday. (Opening hours are subject to change.) Please see the Campus Map for the locations. (p. 52)
Cafeteria at *Union Square* 11:00-14:00
C-Cube 12:00-19:00
Subway at *Central Ark* 10:00-17:00
3. Complimentary refreshments are available in F101.
4. *Takuhai* (Package delivery) service is available at an on-campus convenience store in *Union Square* (10:00-17:00).

Accommodation

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

Emergency Contact E-Mail Address: rie-koizumi@mwa.biglobe.ne.jp (Rie KOIZUMI)

Received e-mail messages will be automatically forwarded to her mobile phone.

To Presenters

1. Presenters will have 20 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, please pay the ¥3,000 "Presentation fee" (different from "Attendance fee") 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 are in the room. There is sound system and you can play sounds from your computer.
5. LAN internet access is NOT available.
6. Please bring your handouts in case the PC or the projector does not work.
7. If you need a letter of invitation, contact Rie KOIZUMI at rie-koizumi@mwa.biglobe.ne.jp

To Chairs

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 or 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

- ・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。
- ・大学内は禁煙です

■受付

1. フォレストハウス 1 階の入口ホールで行います。
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、一般会員は 8,000 円、学生会員は 5,000 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 4,000 円です。受付でお支払いください。懇親会は「エポック立命 21」3 階ラウンジにて開かれます。（キャンパス・マップ p. 52 参照）
5. 参加者の方には、『JLTA 第 18 回（2014 年度）全国研究大会発表要綱』を受付で配布します。今年から『要綱』は事前に郵送しませんので、ご注意ください。

■昼食・休憩室等

1. 昼食・休憩室として、フォレストハウス 1 階 F101 をご利用ください。昼食は受付では販売いたしません。ユニオンスクエア内のコンビニエンス・ストア（10:00-17:00）で昼食が購入できます。
2. 大会当日、大学施設では下記の店が昼食時に営業予定です。場所はキャンパス・マップでご確認ください。（p. 52）

| | |
|-----------------------|-------------|
| ユニオンカフェテリア（ユニオンスクエア内） | 11:00-14:00 |
| C-Cube | 12:00-19:00 |
| サブウェイ（セントラルアーク内） | 10:00-17:00 |
3. 無料の飲み物はフォレストハウス 1 階 F101 にございます。
4. 宅配サービスは、ユニオンスクエア内のコンビニエンス・ストアで手続きが可能です。（10:00-17:00）

■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 rie-koizumi@mwa.biglobe.ne.jp（小泉利恵）

携帯電話の E メールアドレスに転送されます。

発表者へのご案内

1. 20 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. 非会員の方は、「研究発表費」（参加費とは別）の 3,000 円を、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さいます。PC からの音声会場スピーカーから出すことができます。
5. インターネットへの直接接続はできません。
6. 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。
7. 出張依頼状などが必要な方は、rie-koizumi@mwa.biglobe.ne.jp (小泉利恵) 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。

3. Abstracts (発表要旨)

Keynote Speech (F204) 9:45-11:00

Validity, Validation and Development: Building and Operationalizing a Comprehensive Model

Barry O’SULLIVAN (British Council)
Barry.O’Sullivan@britishcouncil.org

For too long there has been a misfit between theories of validity and the practices of test development. This misfit is likely to reflect a critical lack of connection between theorists and developers, which has led to a disjunction between the practical value of theories of validity on the one hand and the relevance of validity to the world of test development on the other. The former issue is most clearly highlighted in the lack of empirical evidence that theories of validity have, to date, contributed significantly to the development of ‘better’ tests. The latter issue is highlighted by the fact that only a small number of test developers see the need to generate and make public evidence of the validity of their tests for uses in particular contexts.

In this paper, I will re-visit the socio-cognitive model of validation developed over a decade ago and published by Weir (2005) in order to make explicit the underlying validity theory and to link this to a model of development, based on Mislevy et al. (2003). In this way, I hope to offer a pathway in which the three elements of validity, validation and development are based on a single unified model.

Focusing on the British Council’s Aptis speaking test paper, I will then demonstrate how it is possible to operationalize such a unified model in the design, implementation and validation of a test.

Bio

Barry O’Sullivan is Head of Assessment Research & Development at the British Council and is Honorary Professor of Applied Linguistics at Roehampton University, London. He has written two books on language testing, *Issues in Business English Testing* (CUP, 2006) and *Modelling Performance in Tests of Spoken Language* (Peter Lang, 2008) and two edited volumes (*Language testing: theories and practices*, Palgrave, 2011; *The Cambridge Guide to Second Language Assessment*, CUP, 2012 - co-edited with Christine Coombe, Peter Davidson and Stephen Stoyanoff). In addition to his many publications he has presented his work at conferences around the world. Barry is active in language testing globally and has worked with ministries, universities and examination boards. Recent projects include the British Council’s Aptis testing service. His current role at the British Council involves advising on assessment practice around the world, both within the organisation and with its many partners, associates and clients.

Symposium (F204) 15:45-17:15

Speaking Assessment for EFL Learners: How Can it Encourage Them to Speak?

(EFL 学習者のためのスピーキング評価：如何に話すことを促進させることができるか?)

| | |
|--------------------|---|
| Coordinator | Akiyo HIRAI (University of Tsukuba) |
| Panelists | Tomoyasu AKIYAMA (Bunkyo University) Emiko KANEKO (University of Aizu) Akiyo HIRAI (University of Tsukuba) |
| Discussant | Barry O'SULLIVAN (British Council) |

Introduction

Coordinator: Akiyo HIRAI (University of Tsukuba)
hirai.akiyo.ft@u.tsukuba.ac.jp

A series of ongoing proposals and recommendations on nurturing English communication skills corresponding to globalization were made by the Ministry of Education, Culture, Sports, Science & Technology (MEXT) in Japan. These proposals include recommendations such as conducting the class in English, testing all four skills in entrance exams, utilizing external language tests for university entrance, and measuring teachers' English levels. Under the circumstances, more attention has been given to speaking, and teachers may try hard to provide students more opportunities to use English. However, when it comes to assessing oral performance it has always been a challenge due to the nature of oral performance.

The symposium thus focuses on this challenge from three angles: speaking tests in entrance examinations, external speaking tests, and classroom-based speaking tests. First, Akiyama examines the feasibility of introducing speaking tests into senior high school entrance examinations by using a psychometric approach and by exploring various stakeholders' point of views. Next, Kaneko provides explanations about the American Council on the Teaching of Foreign Languages (ACTFL) related speaking tests such as TSST and SST, and examines the characteristics of examinees' performances elicited from different types of test tasks. Lastly, Hirai discusses important features of classroom assessment and gives examples of how a retelling speaking test and its rating scales can accommodate these features.

The symposium touches upon not only the validity and reliability but also the practicality and washback of different kinds of speaking tests. It is hoped that the symposium can be a place to exchange opinions on how teachers can conduct speaking assessment more effectively for their students.

Paper 1: The Possibility of Introducing Speaking Tests Into Senior High School Entrance Examinations

Tomoyasu AKIYAMA (Bunkyo University)
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The teaching guidelines for English issued by the Japanese Ministry of Education (1998 & 2008) have stated that speaking is one of the most important skills for junior and senior high school students. Despite the emphasis on the development of speaking skills, the existing English tests do not include an assessment of speaking skills. There is a clear discrepancy between the aims of the guidelines and the skills tested in entrance examinations. Thus, this paper presents an investigation of the feasibility of introducing speaking tests into the existing English tests of senior high school entrance examination in Japan.

A way to bridge this gap could be to introduce speaking tests into the English tests of senior high school entrance examinations, a step that would necessitate considering the validity of such tests. A questionnaire survey of teachers and students, and interviews with government officials and academics responsible for tests, were used to ascertain stakeholders' attitudes towards the introduction of speaking tests and their views on possible washback effects on the teaching of English (Study 1). In order to respond to concerns expressed by stakeholders in Study 1 about reliability, a possible oral skills component in an existing test was developed, and trialled. Test scores were analysed, focusing on the practicality of the administration and psychometric adequacy of investigating student ability, raters, tasks and items via the Rasch measurement (Study 2).

Preliminary findings from Study 2 showed that the speaking tests developed were psychometrically adequate to measure junior high school students' oral skills. However, Study 1 revealed that while most stakeholders were positive about the introduction of speaking tests, two stakeholder groups – some Education Boards and senior high school teachers – were not.

This paper demonstrates that validity investigations need to include not only psychometric analysis but also a consideration of the competing values of stakeholders.

Bio

Tomoyasu Akiyama is involved in teaching and research methods, and language testing. His research interests include learners' motivation and mindsets as well as validity investigations of high school, university and teacher employment examinations using the Rasch measurement.

Paper 2: Validity and Practicality of Using ACTFL-Related Speaking Tests for Japanese EFL Learners

Emiko KANEKO (University of Aizu)
kaneko@u-aizu.ac.jp

In 1982, the American Council on the Teaching of Foreign Languages (ACTFL) developed Oral Proficiency Interview (OPI), a face-to-face interview (or ‘direct’) test, for the purpose of measuring L2 oral proficiency. The ACTFL OPI has grown since then, and now it is conducted in 37 different languages. Unfortunately, however, direct speaking tests have issues in their practicality because they require trained human interlocutors. As a substitute of OPI, semi-direct versions, simulated OPI (SOPI) and computerized OPI (OPIC), have been developed. Previous studies show that even though OPI and SOPI are highly correlated, they seem to tap different traits of test takers.

In this presentation, four speaking tests that belong to the ‘ACTFL-family,’ OPI, OPIC, Standard Speaking Test (SST) and telephone SST (TSST) are described first. Then the oral performance of three Japanese learners of English during a direct test, SST, and a computer-mediated in-house semi-direct test is compared. Their oral proficiency levels were Novice High, Intermediate Low and Intermediate Low+, most common levels among Japanese learners of English. Since SST interviews include monologue and dialogue tasks, three-way comparison among the speeches in the semi-direct test, the direct monologue task, and the direct dialogue task was possible. The analyses show that the semi-direct test elicited longest and most complex sentences from all the three learners, while lexical richness and density were not affected. Quantitatively, only fluency distinguished these close levels, but qualitative analyses elucidated subtle differences among lower level L2 speakers more clearly. The analyses also suggest that the mode of a speaking test may affect individual test takers differently and that which test mode to use is not only a matter of practicality.

Bio

Emiko Kaneko is a senior associate professor in the Center for Language Research at the University of Aizu, specializing in English language acquisition and instruction for EFL learners, with special interest in teaching/assessment of L2 speaking and phonology. Her Ph.D. in English comes from the University of Wisconsin – Milwaukee.

Paper 3: Toward a Practical Speaking Assessment to Facilitate Learning in the Classroom

Akiyo HIRAI (University of Tsukuba)

Classroom speaking tests can be differentiated from tests for entrance examinations or external oral proficiency tests, such as SST, TSST, and speaking sections of TOEFL iBT, IELTS, and EIKEN, in the degree of formality and the purposes for which they are used. First, a classroom-based test is relatively low-stakes and it is easier for a teacher to implement a test and score. Second, the test is more readily integrated into the lesson and provides students with diagnostic and specific feedback; hopefully students notice some linguistic features and are able to use them in new contexts. Third, it is better for a teacher to create or flexibly modify a test and its scoring scale, so that they can let students focus on different aspects of oral language according to the aim of the lesson.

Practicality and washback related issues in addition to reliability and validity aspects on classroom speaking assessment are explored by showing some empirical studies collected primarily at high schools. In one of the studies, a total of 56 high school students took the Story Retelling Speaking Test (SRST), a classroom monologue-type speaking test, and then evaluated their performances in pairs using a checklist-type rating scale without rater training. They also took a Telephone Standard Speaking Test (TSST), an external monologue-type speaking test which can be taken via telephone. Their scores as rated by their peers and by a teacher were compared with their scores of TSST. The results are interpreted regarding the applicability of peer assessment among high school students, and show which aspects students are good or not good at assessing. In the symposium, modified versions of rating descriptors are introduced depending on the purpose of the class and the levels of the students.

Bio

Akiyo Hirai is professor of Faculty of Humanities and Social Sciences at University of Tsukuba. She received her EdD from Temple University in 2001 and was a visiting scholar at UCLA in 2004. Her current interests include classroom speaking assessment and large-scale language assessment, on which she published articles in *Language Assessment Quarterly* and some major domestic journals. She has also devoted herself to research methodology and worked as advisor for some language organizations.

Paper Session

Room 1 (F102) Part II (11:45—12:15)

The Occurrence and the Success Rate of Self-Initiated Self-Repair Depending on the Grammatical Difficulty of Triggers

Rintaro SATO (Nara University of Education)

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Errors and mistakes naturally appear in spontaneous speeches and conversations. Especially in a second or foreign language, it is only natural that they happen as a part of the learning process. In the contexts of a native speaker (NS)/a nonnative speaker (NNS) and NNS/NNS interactions, NNSs occasionally correct or modify their output to make it more comprehensible after they detect their ill-formed previous utterance. This phenomenon is referred to, in second language acquisition (SLA) research, as self-initiated self-completed repair (Kasper, 1985). The learner him/herself realizes the trouble source (a trigger) and reacts to it by trying to repair it.

This study examined whether the occurrence and the success rate of self-initiated self-repair by 32 Japanese senior high school learners are influenced by grammatical difficulty of triggers (initial errors or mistakes). The results showed the high success rate of self-initiated self-repair regardless of grammatical difficulty of triggers, which implies the importance of creating situations where students can self-initiate to repair their own errors and mistakes. However, this study should be regarded as a preliminary pilot study because of several limitations. The author welcomes feedback and advice from the audience to improve the study.

Spelling Knowledge: Some Missing Skills in EFL Learners' Vocabulary Acquisition

Sachiyo TAKANAMI (Toyo University, Part-time lecturer)
sachiyotakanami@gmail.com

This study aimed to diagnose learners' knowledge of English spelling during various types of tasks. Even in English-speaking countries, writing correct spellings is a very difficult task, especially for beginner learners. Each word has three symbolic codes related to "form and meaning" (Nation, 2001): sound (pronunciation), letter (spelling), and meaning (comprehension). Therefore, there are three main skills that we need to consider: decode, spell, and comprehend. The purpose of the study is (a) to identify the weaknesses of Japanese EFL learners' spelling knowledge related to vocabulary acquisition and (b) to identify the learners' types (or categories) with various types of tests which were developed for the study.

In previous studies, some researchers attempted to categorize learners with several types of skills. Some studies used the term "read" to refer to both "decode" and "comprehend". However, there is no doubt that detailed categories would help us understand learners' weaknesses more precisely, and it would help us provide appropriate instruction to the learners. Therefore, the author decided to categorize learners with eight types as follows:

- (1) Good decoder, good speller, good comprehender (D+ S+ C+),
- (2) Good decoder, poor speller, good comprehender (D+ S- C+),
- (3) Good decoder, good speller, poor comprehender (D+ S+ C-),
- (4) Good decoder, poor speller, poor comprehender (D+ S- C-),
- (5) Poor decoder, good speller, good comprehender (D- S+ C+),
- (6) Poor decoder, poor speller, good comprehender (D- S- C+),
- (7) Poor decoder, good speller, poor comprehender (D- S+ C-),
- (8) Poor decoder, poor speller, poor comprehender (D- C- S-).

The results of the three experiments showed that the ability to write with correct English spelling is not sufficient among Japanese EFL learners. The target words in the three experiments were all introduced in more than 30 high school English textbooks. However, it seemed that it was still difficult for students to write correct spellings (i.e., spell). The results also indicated that almost all of the learners could pronounce the words correctly permissibly (i.e., decode), which means that there were no poor decoders (D-). However, almost all of the learners could understand the target words' meanings (i.e., comprehend) in Japanese. From these results, almost half of the learners were categorized as "Good decoder, poor speller, good comprehender (D+ S- C+)." A series of experiments succeeded in finding out learners' lack of knowledge related to English spelling.

Senior High School Students' Perceptions and Use of Test Performance Feedback in Score Reports in the Global Test of English Communication for Students and the Eiken

Rie KOIZUMI (Juntendo University)
rie-koizumi@mwa.biglobe.ne.jp
Yasuyo SAWAKI (Waseda University)

Providing feedback on learners' test performance is considered essential in that it can contribute to a more accurate understanding of their current proficiency levels, promote effective curriculum planning, and help avoid misinterpretation and misuse of assessment results. This can facilitate the appropriate interpretations and uses of the test (e.g., Bachman & Palmer, 2010; Chapelle, Enright, & Jamieson, 2008). However, few studies in language assessment research have investigated how test takers perceive and use feedback on their test performance. Such investigation is needed to give test developers and users insights into what and how to make score reports and convey the information effectively.

The current study qualitatively reports test takers' responses toward score reports and supplementary materials provided by two large-scale English language tests used in Japan: the Global Test of English Communication for Students (GTECfS) and the Eiken Test in Practical English Proficiency (Eiken). Our research questions are as follows: (a) How do Japanese senior high students perceive score reports and supplementary materials for GTECfS and Eiken? and (b) To what extent and how do they use this information for their learning activities?

We interviewed 16 senior high school students in Japan who had taken the two tests and received the score feedback, asking about their perceptions and use of the assessment results. We interviewed them in groups of three to four and videotaped the interviews, which were held in Japanese. We then transcribed the interviews and segmented and coded the data.

The results indicated that although the student perceptions were basically favorable toward the content and format of the score reports and the supplementary materials, the students paid limited attention to detailed results. Most of them failed to recognize the existence of some supplementary materials and to use the test performance feedback for their subsequent studies. They also commented on a variety of aspects of the score reports in relation to design improvement. Although the results of this small-scale study should be interpreted cautiously, this type of inquiry can help enhance ties between assessment and instruction and contribute to assessment for learning.

日本語訳付文法性判断テストによる大学生の英文法知識の検証

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林 幸代 (福岡大学言語教育研究センター)

本研究は、日本人大学生の英文法に関する知識を「明示的知識があり使える」「明示的知識はあるが使えない」「明示的知識は無いが使える」「明示的知識は無く使うこともできない」の4つのグループに分けることで、明示的指導と暗示的指導(練習活動)を必要な部分で的確に行うことに繋げることを目的としている。今回の発表はその第一段階として、時間制限有と時間制限無の日本語訳付文法性判断テスト(GJT)を約200名の大学生を対象に行った結果を報告するものである。

Ellis (2004)によると GJT を行う際、受験者には(1)Semantic Processing (2)Noticing (3)Reflecting の3つの能力が問われるとされている。本研究において GJT に日本語訳を付けたのは、(1)の Semantic Processing は英文の意味を読み取る能力であり、英文の文法性を判断するのとは異なる能力であると判断したからである。今回の GJT は Ellis(2005)を微修正した島田(2010)の項目を元に、20の文法項目を対象とし、語彙の難易度による影響を抑える為、固有名詞以外は極力 JACET 8000 の Level 2(高校初級)以下の語彙のみを使用した。対象者の疲労および集中力の影響を考慮し、各テストは対象となる20の文法項目を1問以上含む37問で構成し、共通項目を持つ4つの異なるフォームを使用することで等化を試みた。集計データは Winsteps および Facets を用いて分析する。

時間制限の有無における結果の差は、対象者の暗示的知識(時間制限有)と明示的知識(時間制限無)であるとは断定できないが、本年度後半に実施を予定している能動的テスト(口頭および筆記での短文作成と絵描写タスク)の結果と比較することで、対象者の理解している項目(明示的知識)と瞬発的に使える項目(暗示的知識)が検証できるのではないかと考えている。当日は、これまでに収集したデータの分析結果を報告する。

潜在ランク理論に基づくコンピュータ適応型テストの適用可能範囲—アイテムバンク構築に使用するサンプルサイズと推定誤差，ランク数の関係—

秋山 實 (株式会社 e ラーニングサービス)
akiyama@e-learning-service.co.jp

潜在ランク理論は，項目応答理論に比べ，サンプルサイズが少ない領域まで適切にモデルのパラメータを推定することができる．その理由として，1) 潜在ランク理論のモデルには，受検者の能力分布に関する制約がないこと，2) 潜在ランク理論のモデルはランク数を小さく選ぶことにより推定するパラメータが少なくなること，などが考えられる．

本研究の目的は，潜在ランク理論に基づくコンピュータ適応型テストシステムをシミュレーションによって受検者能力の推定誤差を測定し，アイテムバンクを構築するために使用した回答データのサイズと推定誤差の関係を，回答データのサイズ 600 名・150 アイテムから 10 名・10 アイテムまで 42 ケースについて，潜在ランク理論のモデルのランク数 2 から 12 において明らかにすることである．潜在ランク理論に基づくコンピュータ適応型テストのアルゴリズムは，初期条件が一様分布（木村,2012），アイテム選択が疑似情報量最大化基準（秋山, 2014），能力推定が重み付け最尤推定法（秋山, 2014），終了条件は受験アイテム数基準を採用した．

シミュレーションは，LRT-CAT_sim（秋山, 2013）を用いた．潜在ランク理論においては，能力尺度が順序尺度であるため，真値と推定値の差を求めることはできないため，100 回同じ受検者が同じ条件で受検するシミュレーションを行い，推定誤差を推定値と真値が一致しない比率，誤差率として定義して用いた．シミュレーションに使用した回答データは，モンテカルロシミュレーションによって生成した回答データおよび実地のテストの回答データを用いた．

シミュレーションの結果，コンピュータ適応型テストの実用的な利用という観点で許容できる推定誤差 10% を一つの目安とすると，回答データのサンプルサイズが大きい場合はランク数が大きい場合でも実用可能であるが，回答データのサンプルサイズが小さい場合にはランク数 2 と合否判定テストのような目的にしか使えないが，実用可能であることが明らかになった．

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**Relationship Between Task Difference and Test-Taking Strategies in Multiple-Choice Listening Tests:
A Qualitative Study**

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This study provides a report on the qualitative research into the test-taking strategies employed in different tasks of multiple-choice listening tests (TOEIC). The tasks include the following:

1. “Picture-description.” During this task, test-takers hear four statements about a picture and then select the one statement that best describes the scene depicted in the picture.
2. “Question-response.” In this task, test-takers hear a question or statement and hear three responses in English. They then each select the best response to the question or statement.
3. “Conversation.” In this task, test-takers hear longer dialogues and then answer three questions about each case of dialogue.
4. “Talk.” Test-takers hear longer monologues and then answer three questions about each monologue.

The tasks mentioned above are clearly different from each other, and therefore it can be postulated that each task requires test-takers to use different language skills/strategies or cognitive processing skills to answer each type of question. To investigate how test-takers comprehend listening passages interacting with questions and options, retrospective interview protocols were collected from 21 Japanese university students. The transcribed data were first analyzed independently with respect to each task and then classified into groups in terms of the similarities and differences between the tasks. The results suggested that task difference affected test-takers’ listening process and test performance. In other words, test-takers’ strategy use in multiple-choice listening tests would vary according to each task.

Invited Paper

Creativity-Fostering Assessment of English at Schools: Why and How?

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In Korea the washback effect of the national test called ‘College Scholastic Ability Test’ is exercising an enormous influence on every aspect of teaching and learning at schools. The CSAT assessing only listening and reading has been given in the form of multiple-choice question (MCQ) test to secure a high level of test reliability. Because of a cutthroat competition in university entrance, the objectivity of the assessment process and the reliability of marking are given a top priority, resulting in the validity of the test being played down. This is like putting the cart before the horse. As a result, now even in elementary schools the MCQ test has become a standard method of assessment. This poses a great problem in school education: Students’ passive attitude is systematically encouraged in schools, and creativity-fostering is systematically blocked. If passive attitude, instead of creativity, keeps being encouraged, school education may cease to have hope for the future, because creativity seems to be one of the key competences that are needed for the future life in the knowledge & information era.

For this presentation, a research will be conducted using a delphi-type questionnaire and an interview-type discussion to about 45 highly-experienced elementary English teachers. The subjects will be asked to present their views on creativity and what they do for creativity-fostering and how the creativity fostering English education can be made feasible in the ordinary English classes. Their opinions expressed in the delphi-type questionnaire will be fully elucidated by an interview-type group discussion with the researcher. On the basis of the research, it will be investigated and argued why and how creativity can be fostered by school assessment in a typical EFL context.

Increasing Transparency of Test Results: An Effect-Driven Approach for a College English Exit Test in Taiwan

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Guided by modern validation framework, language tests are invested with social responsibility as they incorporate the consequences of test use as part of the construct validity. To guide the test design process, the effect-driven approach, (Fulcher & Davidson, 2007), requires test designers to think ahead at the outset of the test design process with regard to the intended beneficial effects that a test may bring to the stakeholders. This study adopts the effect-driven approach to guide the design decisions of a college English exit test in Taiwan, conceptualize desirable effects of the college English exit test deriving from the existing problems, explore validity evidence for the intended effects, and increase transparency of test results for stakeholders.

The existing problem is the decline of college students' English proficiency level. In view of this, a recent mandate from the Ministry of Education of Taiwan requires college graduates to reach proficiency levels equivalent to at least the B1 level of the Common European Framework of Reference (CEFR) as an exit requirement (MOE, 2010). Internally, the research site in this study, a large northern university in Taiwan, establishes teaching objectives of general English courses to strengthen students' communicative competency. Four intended effects were formulated, with the first three responding to the internal mandates. Effect 1: the college English exit test allows shared power and collaboration between testers and target stakeholders to investigate constructs being measured in the test. Effect 2: the test promotes beneficial learning and teaching by means of linking general English course objectives to test design. Effect 3: the test provides students with diagnostic feedback with a carefully designed language performance profile on the score report. For meeting the external mandate regarding the CEFR, the last intended effect was: Effect 4: the test promotes better learning and teaching outcomes by linking the test and general English course objectives to the CEFR.

Each intended effect determined the test design strategies at each stage and instruments needed. Evidence for the intended test effects were drawn from teachers' and students' evaluation of the design, cognitive demands required for the test tasks and course activities, and coherence of the topics between the former. Several findings supported the first three intended effects, such as students' test-taking experience in the pilot tests, teachers' and students' satisfaction with the test design, their positive evaluations on the transparency and meaningfulness of the score report, and their support for bridging the gap between general English courses and test design for positive washback. For evidence for the fourth intended effect, a pre-alignment workshop was held to familiarize teachers with the CEFR, examine their challenges with the CEFR, and the role of the CEFR in a Taiwanese context. Preliminary findings suggest teachers' concern over the abstract descriptors in some of the levels difficult to conceptualize, the lack of clearly defined contexts where the communication occurs, and their uncertainty in decomposing the cognitive demands required at each level. This presentation will also discuss challenges of the adoption and adaption of the CEFR in Taiwan.

Tests That Teach: Against the Usual View That Testing and Teaching Are Two Completely Different Activities

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Language testers have become interested in helping classroom language teachers develop a deeper understanding of language testing. This association has been involved in this effort; first by providing workshops for teachers and now by offering on-line tutorials. However, most of this effort has been focused giving teachers the tools and expertise needed to select or create appropriate tests to evaluate students after a lesson or unit of instruction has been taught. The testing information we have provided is an improvement over the content of the usual Educational Measurement (教育評価) course that teacher trainees are required to take, but it doesn't seem to be considered very useful by the classroom teachers. The complaint that they are too busy teaching to give tests continues to be a common one. This indicates, to me at least, that all of these efforts have not yet led to great changes in the classroom practice of most language teachers.

This paper argues that, in addition to the teacher education we are already engaged in, we need to help teachers learn to test while they teach. To show that such tests that teach are possible, three concrete examples of tests that teach created from exercises or other tasks included in Japanese junior and senior high school English textbooks are presented.

The paper concludes with a discussion of the benefits of such an approach for both classroom teachers and their students.

Invited Paper

An Analysis of the Assessment Tasks Used in the Primary School English Textbooks in Korea

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This study aims to analyze 5th and 6th grade English textbooks and teachers' guides which are now in use in the primary schools. This study also sets out to gain the teachers' perceptions on the testing materials presented in the textbooks and the teachers' guides. In order to conduct the study, through literature review, analysis criteria of test items were constructed with two angles: test item types and thinking process types. To investigate teachers' perceptions, a questionnaire consisting of a number of open-end questions and some close-ended ones was administered to over 84 teachers from different areas in Korea.

The results of the study are as follows: First, almost all the textbooks consisted of two parts of testing materials: formative test papers were usually provided in the last part of each unit and summative test ones were presented in the annexed papers. Second, from the angle of test item types, multiple-choice questions, true-false questions, matching items, and sequencing items were generally used in order to assess the comprehension skills of English language. Item types asking the learners' limited production were used in order to assess reading and writing skills of English. Performance test items usually integrated more than two skills of English such as testing reading, writing, and speaking skills simultaneously. Third, from the viewpoint of thinking process the learners might get through when they address the test items, the test items usually led the learners to recall items of language from a short term memory, and to ensure listening and reading comprehension including checking out simple facts. There were also some frequently used items where the learners could formulate words and phrases into larger units such as sentences and dialogs, with learners comprehending the literal meaning of them. Fourth, the question asking the learners to choose the correct answer among the given options was most frequently used type of item for the teachers' guides. Fifth, the participating teachers were generally satisfied with the test items presented in the textbooks and the teachers' guides, but they also put forward a number of opinions relevant to the issue of improving current test items. Some particular areas requiring further investigation were identified in the last part of the study.

Relating the CEFR to the Computerized Assessment System of English Communication (CASEC)

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In 2013 and 2014, the Japan Institute of Educational Measurement (JIEM) executed a project to relate the scores from its Computerized Assessment System of English Communication (CASEC) to the Common European Framework of Reference for Languages (CEFR). This presentation will discuss the project, looking at the process we used to relate CASEC to CEFR and the reasons why we used that process, the results of the process, and a discussion of the problems we had during the project and the lessons learned along the way.

The presentation will begin by briefly describing what the “textbook” procedure for relating tests to the CEFR, as written in *Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching and Assessment* (Council of Europe 2009). After this has been established, the presentation will explain some of the constraints placed upon the project that forced us to adapt the relating procedure to our own specific context. For example, it was difficult to gather together the prescribed number of panelists for the prescribed number of training hours, so we created an online training course to compensate. Another example was the need to create our own CEFR descriptor scales to match different parts of the CASEC test. Also, the face-to-face component of the training and the benchmarking procedure had to be adapted to suit the project’s circumstances, especially the detailed procedure for relating specific items to the CEFR.

After the procedure has been thoroughly explained, the results of the procedure will be presented. Attendees will be able to see exactly which CASEC score ranges are equivalent to which CEFR level.

Finally, there will be a discussion of the project and the issues that arose during it. Although the project was ultimately successful, a lack of time and personnel caused problems. For example, time constraints placed a limit on the number of items that could be benchmarked, and on the number of items used for the standard setting. So one discussion point will be about how we dealt with this constraint in order to ensure valid results. Another discussion point will be how we dealt with CASEC Section 4, which is a dictation task and not particularly conducive to CEFR’s action-oriented language model.

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Examining Rater and Speed-Up Effects on the Objective Communicative Speaking Test

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The use of rating rubrics in speaking tests introduces aspects of subjectivity to the scores, which can manifest in loss of reliability due to differences in severity/leniency, halo effects, and reduced range in scores. Furthermore, a rater's familiarity with the speaker's language and/or culture has also been shown to impact scores and recent research has confirmed that subjective raters' accuracy decreases with time. Finally, a growing body of research questions the value of "expert" judgments of language ability, citing the difficulty of achieving consensus.

To address these issues, the researchers developed the Objective Communicative Speaking Test, a task-based, tablet-computer-mediated, online test of communicative ability. Examinees are presented with information (a word, picture, or audio lecture) on a tablet, which is explained to a rater unaware of what has been presented to the examinee. On the rater's tablet appear several options from which to choose, based on the explanation provided by the examinee. When the rater selects an answer, it is written to the server along with the time to completion, and the next item is pushed to the tablets. The fact that the rater is unaware of the correct response, and is only required to complete the task successfully using the examinee's instructions, mitigates the influence of rater subjectivity from the measurements. Results of a previous study examining construct-irrelevant variance by comparing L1-speaker scores on the test to L2-speaker scores indicated that the test method shows promise as an objective, valid, and practical measure of communicative ability.

However, two potential obstacles to operationalization of this novel test format are that a) speed to task completion could be influenced by individual raters, and b) speed to task completion could be influenced by examinees' familiarity with the test format. In relation to the first concern, a one-way ANOVA on raters indicated that differences in rater severity were statistically insignificant for all but one rater. Subsequent feedback indicated rater training could mitigate this effect. In regards to the second concern, an interaction plot indicated a substantial increase in speed between the first and second time examinees took the test, but relatively little speed-up thereafter. A revised MFRM model accounting for first and subsequent test sessions improved Rasch person reliability from 0.87 to 0.88.

Rater Language Background and Scoring Validity in the Assessment of Spoken and Written Performances of Test Takers From Diverse Linguistic Backgrounds

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The study looks at whether rater language background may interact with the language background of test takers to impact on the scores allocated for speaking and writing assessments. The study used a group of trained raters working within a large-scale, international test of English as a Foreign/Second (EFL/ESL) to investigate whether these variables impact on the scoring validity of performance tests. The study addresses the rating of speaking and writing within the same testing program, thus allowing for an examination of the differential effect of rater background variables on these skills. The increasingly widespread use of English as a global lingua franca has led to a rapid increase in English language assessment around the world. In many cases, raters are faced with a diverse population of test takers in terms of educational, cultural, and language background. At the same time, raters themselves are often drawn from a diverse pool, which may include both native-speaking (NS) and non-native speaking (NNS) raters. Both NS and NNS raters may also have differing degrees of familiarity with the accents and writing styles of test takers from different L1 backgrounds. Previous studies have investigated differences between NS raters and NNS raters, but have focused either on the rating of spoken performances (Brown, 1995; Kim, 2009; Zhang and Elder, 2010) or written performances (Hill, 1996; Johnson & Lim, 2009) separately. Rater language background in relation to speaking has also been addressed from the perspective of raters' familiarity with test takers' accent (Winke, Gass, & Myford, 2012). An important feature of these studies was the use of trained raters and explicit rating scales, which not only represents best practice in language assessment but also controls for these aspects as potentially confounding variables. These studies also share the use of multifaceted Rasch measurement (MFRM) to investigate rater severity, consistency and bias interactions. Building on this background, the present study employed MFRM to investigate differences in the ratings between raters from different L1 backgrounds of test takers from three geographically and linguistically distinct groups.

CEFR 準拠ジャンル別ライティング及びスピーキング評価ルーブリックの課題と相互関連性の検討

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東京外国語大学英語学習支援センターでは、ヨーロッパ言語共通参照枠(CEFR)に準拠したライティング及びスピーキング評価を行っており、言語パスポートを発行している。ライティング評価では、English Profile Programme の評価タスクをベースとし、E メール、物語、論説の3つのタスクを、スピーキング評価では、ACTFL-OPI に基づいた Standard Speaking Test の評価タスクを参照し、ロール・プレイ、シークエンス・ピクチャー、クラスター・ピクチャーの、ライティングと対応したジャンルのタスクを設けている。

評価にあたっては、それぞれ CEFR の Written 及び Oral Assessment Criteria Grid を参照した独自のルーブリックを作成し、評価を行ってきたが、Written Assessment Criteria Grid では、言語面では Range、Coherence、Accuracy の記述が設けられているものの、内容面では Description と Argument の2つのジャンルの記述しかなく、また、Argument は B1 からの記述であり、A2 以下のレベルの記述がない。一方、Oral Assessment Criteria Grid では、Range、Coherence、Accuracy に加えて、Fluency と Interaction の記述はあるものの、内容面のジャンル別記述がない。

そこで本研究では、CEFR の Illustrative Scales 及び EQUALS-ALTE の開発した Bank of Descriptors (As Scales) の段階的レベル記述を参照し、ジャンル別のライティング評価ルーブリックの精緻化を図る。また、スピーキング評価に関しては、これまで統一ルーブリックしか設けていなかったところを、ライティング評価と平行的のジャンル別ルーブリックを開発する。さらに、Oral Assessment を対象とした CEFR の Supplementary Criteria Grid による Plus Levels の評価 (A2+、B1+、B2+) も参照しながら、プラス評価の記述についても検討する。

長沼ら (2013) では、2009～2012 年度の評価データをもとに分析を行った結果、ライティングのジャンル別評価とスピーキング総合評価とでは、物語課題との間において最も高い相関を示したが、本研究では、2013 年度のデータをもとにケース的に実際のライティング答案とスピーキングの書き起こしデータをジャンルごとに比較分析することによって、さらなる相互の関連性を探る。また、ルーブリックの記述の精緻化にも反映させ、ルーブリック間の記述の比較検討も行う。

英検 2 級のテスト細目調査：「能力記述文の形で示した国の学習到達目標（試案）」との関連性

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Green (2007)においては、テストの及ぼす波及効果に関して、焦点となる構成概念と実際のテストとの類似性が少なければ少ないほど、より望ましくない波及効果が発生する可能性があるとしていられる。2013 年に 50 周年を迎えた実用技能英語検定（以下、英検）は Brown and Nakamura (2011)で議論されたように、日本の英語学習者に望ましい波及効果をもたらすことを理念として、現在年間 230 万人が受験する試験プログラムとなっている。本研究においては海外留学、大学入試や単位認定などのベンチマークとして活用されることも多い英検 2 級に焦点を当ててそのテストスペックを検証する。検証の際に、文部科学省が 2014 年に発表した「能力記述文の形で示した国の学習到達目標（試案）（以下、学習到達目標）」における「高等学校卒業時」の各技能（聞くこと・話すこと・読むこと・書くこと）の記述文を用いて分析を行った。分析においては TEAP(Test of English for Academic Purposes)の望ましい波及効果に関する事前妥当性検証（a priori validation）で用いられたフレームワークを活用して、①各技能で問われるタスクに対して 2 級が想定する TLU(Target Language Use)に基づいてどのようなスキルが求められるか、②タスクタイプ、③テキストタイプ、④解答方法、⑤CEFR レベル、⑥期待される望ましい波及効果、及び⑦学習到達目標の記述分との類似性に焦点を当て、検証を行った。本研究は、上記 7 つの観点を一つの枠組みとして統合した際に、2 級の望ましい波及効果に関する議論を行い、必要に応じてその課題点を洗い出すことを目的としている。受験者数の多い大規模テストにおいては、受験者が英語を学習するコンテキストに応じてその妥当性を検証することが望ましいが本研究はその取り組みの一つとして位置づけられると考えられる。

Evaluating the Impact of Vertical Scaling of Eiken Tests Using the Rasch Model

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Eiken testing program has been in practice for over 50 years in Japan and now contains seven different levels which can measure practical English from beginner to mastery levels. According to the study by Brown and Nakamura (2011), Eiken testing program has been socially recognized and could bring good washback effect to stakeholders, yet they also suggested the need for more substantial validation studies related to this testing program. This study is part of such validation study in which the author looked at the quantitative element of this program using the method of vertical scaling and the Rasch model.

Vertical scaling refers to the process of linking different levels of an assessment, which measures the same construct, onto a common score scale. (Harris, 2007). The method has been widely used in testing programs in order to facilitate the understanding of test results from multiple numbers of tests of different difficulty levels. One of the concerns using the vertical scaling is the consistency of test construct across levels. In this study, the author used the Rasch model in order to investigate the issue.

In this study, based on Young (2006), common-item design was used to link 7 different levels. Total of 4367 test takers took part in this linking study in which each participant was assigned to one of the seven groups depending on their previous records of taking Eiken tests. Thus, each participant responded to a set of test items which contained that best fit their present level of English. Total of 255 items were used in this study and then analyzed using the Rasch model. For this study, concurrent parameter estimation was used to estimate item and person parameters.

First, estimated item and person measures were analyzed using infit/outfit indices with pre-determined criteria. After iterations of item and person deletion from the data, finally derived data were then investigated using the effect size (Yen, 1986). In this study, the overview of results would be explained and followed by the summary of vertically equated Eiken tests. Finally, the author would discuss the implications of the result.

Using Many-Faceted Rasch Measurement to Measure Reading Speed

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The measurement of reading speed in words per minute (wpm) stretches back at least as far as Fry (1963) and was advocated by Quinn, Nation, and Millett (2007) for use in tracking gains in reading speed using standardized texts. However, as Wright and Stenner (1998) point out, comparing reading ability between different readers and texts requires that the difficulty of texts and the ability of persons are calibrated in a common interval level measurement scale. Quinn et al. (2007) made two major assumptions: that simplification of lexical and grammatical features of texts removes any differences in difficulty, and that wpm provides equal interval units of reading ability. These two assumptions provide the research questions for this study.

As part of routine program evaluation, reading speed tests were administered to a main sample of approximately 230 students enrolled in a two-semester academic reading program, plus approximately 100 students enrolled in other reading classes as a calibration sample. Analysis of the results using many-faceted Rasch measurement (Linacre, 1994) allowed testing of the research questions, with both assumptions found to be unsupported. The 20 reading texts supplied by Quinn et al. (2007) had a range of difficulty in excess of 2 logits, a difference that was both substantively and statistically significant. Raw wpm scores were found to not represent an equal-interval scale and should be converted to a log scale before comparisons of gains can be made between students at different levels of ability. These results cast doubt on the validity of studies based on the assumptions underlying Quinn et al. (2007).

中学3年生の英語授業は公立高校入試からどのような波及効果を受けているのか
—教師のバックグラウンド、指導理念及び授業の分析を通して—

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大場 浩正（上越教育大学）

本研究の目的は、中学3年生の英語授業が公立高校入試からどのような波及効果を受けているのか、教師によって受ける波及効果に相違があるのか、そして相違があるとすればその原因として考えられるものは何か、を明らかにすることである。

Alderson and Wall (1993)は、波及効果について有益にも有害にもなり得ると述べており、従って、テストからの波及効果には大きく分けて正負2種類があると考えられる。本研究では Davies (1985)らに基づいてそれぞれの波及効果を定義した上で、中学3年生の英語授業を担当する教師が、公立高校の入試問題から正負どちらの波及効果をどの程度受けているのかを測定するアンケートを作成し、30名の英語教師に回答してもらった。アンケート結果に基づいて、公立高校入試から受ける波及効果の種類や強さについて考えられる4タイプの英語教師に分類した。すなわち、(1) 公立高校入試から正の波及効果を受けていて、負の波及効果はあまり受けていないと考えられる教師、(2) 公立高校入試から負の波及効果を受けていて、正の波及効果はあまり受けていないと考えられる教師、(3) 公立高校入試から正の波及効果を受けているが、負の波及効果も同じ程度受けていると考えられる教師、そして(4) 公立高校入試から正の波及効果をあまり受けていないが、負の波及効果も同様に受けていないと考えられる教師、である。

本発表ではこのうちどのタイプの教師が多いのかを示した上で、それぞれのタイプから抽出した教師の授業の分析結果、作成した定期テストの分析（過去10年間の公立高校入試問題との比較による）結果、及び事後インタビューの内容を報告し、4つのタイプの間に指導法や作成する定期テストの面でどのような相違があるのかを報告する。また、公立高校入試から、より多くの正の波及効果を受けながら中学3年生の英語授業を行うためにはどのような点に留意すべきなのかということについても考察する。

大学入試センター試験の外部テスト活用に関する併存的妥当性の考察

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平成 30 年より TOEIC®等の外部英語テストを大学入試センター試験の代用として活用する意向が文部科学省によって報じられた。それに伴い、高等学校の現場でも外部英語テストを意識したカリキュラム導入の影響が増している。しかし、センター試験と外部英語テストの難易度比較やテスト内容の検証は少なく、実際のセンター試験受験者のほとんどである高等学校卒業見込者の被験者データもあまり用いられていない。本発表ではセンター試験と TOEIC®に焦点を当てて、高校 3 年生の被験者データをもとに、2 つのテストの併存的妥当性と内容妥当性を考察する。

過去のセンター試験の 1 部と TOEIC テスト練習問題の 1 部を受けた 106 名の高校 3 年生被験者のデータをもとに、ラッシュ分析を用いて難易度の比較と distractor の分析を行った。その結果、TOEIC テストのほうが難易度は高く、distractor 分析でも TOEIC テストのほうがセンター試験よりも infit と outfit の外れ値が多かった。本結果をもとに両テストの併存的妥当性を考察し、センター試験への外部英語テスト導入の在り方を論じる。また、実際に使用したセンター試験問題の 1 部と、malfunctioning distractors が出た TOEIC テスト問題を比較し、misfit 値の出た要因を考察しながら、高等学校卒業見込者が受験する high stakes な入試テストの代用に関して、より妥当な問題を備えた外部テスト活用やその開発の必要性を示唆する。

How Do Monolingual and Bilingual Versions of the Vocabulary Size Test Compare?

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Nation and Beglar's Vocabulary Size Test (VST) was introduced in 2007 as a way to relatively quickly and easily assess written receptive knowledge of the most frequently used 14,000 word families of English via a series of 140 multiple choice items. Since its introduction, use of the VST has continued to grow along with research into how it should best be administered. One area of this research has looked into the potential value of administering bilingual versions of the VST in order to more accurately capture the degree of vocabulary knowledge that second language learners may possess. Although recent articles by Nguyen and Nation (2011), Karami (2012), and Elgort (2013) have identified a number of issues to be taken into account when developing bilingual versions of the VST, there have been few attempts to directly compare the vocabulary size estimates that each version of the test provides for the same group of learners.

This study seeks to contribute to this area of research by examining the degree to which English vocabulary size estimates garnered from the monolingual English version of the VST compare to those from an established bilingual Japanese version for the same group of 133 native speakers of Japanese. In addition to comparing the scores from the different versions of the VST, it investigates the degree to which an individual's scores from the two versions of the test correlate with one another as well as with scores from two administrations of the TOEIC conducted within the same time period. Finally, it examines how the scores from the two versions of the VST behave as the frequency of the word families tested proceeds from more commonly used vocabulary to less commonly used words.

Calculating Vocabulary Size From Test Scores With IRT

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aaronlgibson@gmail.com

There are many instances where teachers want to estimate the number of words students know from a list of words, such as a frequency wordlist, or vocabulary taught as part of a course curriculum. In cases where it is not possible to test the entire set of words, vocabulary tests such as the VLT (Nation, 1990) and VST (Nation & Beglar, 2007; Beglar, 2010) typically employ a polling method, in which total vocabulary size is inferred from a sample of tested words. A drawback of this method is that this it assumes the tested words are randomly sampled from and therefore representative of the tested domain, which can affect test reliability in cases where there are many words in the domain that are far below or above learners' ability. This presentation outlines an alternate method for estimating vocabulary size from a test score using item response theory, which allows estimation of total vocabulary size from a non-random sample of words well-matched to learners' ability, resulting in tests of practical length with high reliability that can be used to estimate the total number of words a learner knows. This test scoring method is currently in use at a private university in Southern Japan and is used as an example.

Investigating University Students' Vocabulary Sizes and the VST

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Brandon KRAMER (Momoyama Gakuin University)

Previous research on the vocabulary size of Japanese students is limited. Shillaw (1995) and Barrow, Nakanishi, and Nishino (1999) suggested that the vocabulary size of non-English-major Japanese university students was between 2,000 and 2,300 word families. In these studies vocabulary knowledge was assessed based on only three thousand word families, however, with students completing self-checking familiarity surveys. This paper reports on Vocabulary Size Test (VST) scores from university students across Japan ($N = 3427$, Cronbach's $\alpha = .92$). The students were also grouped and analyzed by year, major, and hensachi (t-scores based on nationally administered test results).

In answering the primary research question, we found the average vocabulary size to be 3,715, although with a large standard deviation allowing for wide variation dependent on participants and context. Mean VST scores declined progressively for each university year subgroup, evidence in support of the lexical attrition seen in Okamoto's (2007) and Cobb and Horst's (1999) research in Japan and Hong Kong, respectively. English majors demonstrated greater lexical knowledge than science majors, who in turn out-performed arts majors. Lastly, VST scores dropped significantly as predicted by their departmental hensachi scores.

Significant correlations were found between VST scores and hensachi scores, TOEIC scores, and TOEFL scores. Our data suggests that in the absence of reliable TOEIC, TOEFL, or high school English Hensachi scores, the hensachi of the current university department is a fair indication of vocabulary size.

In post-hoc analysis, however, unexpected patterns were found in the students' demonstrated knowledge: the students showed greater knowledge of less frequent 1000-word bands than more frequent word bands and variations of up to 60% were found in correct responses between consecutive items. The VST effectively separates participants in line with their lexical ability, however, assigning a written receptive vocabulary size through the VST remains problematic. Rasch analysis indicates that guessing is inflating VST scores, particularly amongst less able students. While Beglar's (2010) validation indicates that the VST has high internal reliability, the overestimating of learners' vocabulary sizes due to cognates and guessing also remain an issue. Commonly teachers and occasionally researchers incorrectly believe that VST scores can be accurately used when selecting materials and establishing a student's vocabulary level, but our research suggests otherwise. Thus, the VST and other vocabulary size instruments would benefit from further editing, being based on less formal corpora, being more sensitive, and not containing a higher proportion of cognates or loanwords than the corpus from which the items are taken.

The Creation and Validation of a Listening Vocabulary Levels Test

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Stuart MCLEAN (Kyoto Prefectural University of Medicine)

This presentation seeks to provide preliminary validity evidence for the Listening Vocabulary Levels Test (LVLT), an aural vocabulary test that assesses knowledge of the first five 1000-word frequency levels and lexis from the AWL. In the LVLT, each 1000-word band is tested using 24 items created through retrofit and redesign of previous Vocabulary Size Test (VST) items (Nation & Beglar, 2007). The 30 AWL items, however, were created using item specifications reverse-engineered from the published descriptions of previous vocabulary tests. Rather than using the Vocabulary Levels Test (VLT) format (see Schmitt, Schmitt, & Clapham, 2001), the 4-distractor multiple choice format of the VST was thought to be ideal, as the functioning of many of these items had been previously validated in a similar context (Beglar, 2010), and research suggests (Beglar and Hunt, 1999; Kamimoto, forthcoming) that the VLT format does not facilitate item independence, a necessary condition for Rasch analysis.

This presentation will discuss the creation and piloting of this test, its administration at three Japanese universities (N = 214), as well as the analyses supporting the test's validity as an accurate and reliable measure of students' aural vocabulary knowledge. The test validation included not only quantitative analyses but also qualitative interviews in order to verify the test's accuracy.

The quantitative results showed that that items showed sufficient spread of difficulty, the majority of the items displayed good fit to the Rasch model, hypotheses concerning item difficulty and person ability were largely supported, the LVLT significantly correlated with a shortened version of the TOEIC listening test, LVLT items formed a fundamentally unidimensional construct, carelessness and guessing were minimal, and multiple versions of the test were highly reliable. The qualitative results indicated that the LVLT has high face validity, the format is easily understood by examinees, and it is an accurate measure of examinees' knowledge of our participants' aural vocabulary.

This study has three main limitations. First, the participants were all native speakers of Japanese who were similar in terms of age and educational level. Second, the interviewees were predominantly from the higher proficiency participants in the study. Third, this version of the LVLT can only be used with native speakers of Japanese.

The LVLT fills an important gap in the field of second language vocabulary assessment by providing a comprehensive measure of aural vocabulary knowledge. The test form and audio file are freely available and will be available for download online.

英文復唱テストに関する研究—復唱前のポーズの有無と文の長さに着目して—

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鈴木 祐一（メリーランド大学大学院 第二言語習得研究科 博士課程）

本研究は、英文復唱テスト(Sentence Repetition Test)において、テスト文の長さと復唱前のポーズの有無の2つの要因によって、復唱の成績がどのように異なるのかを調査したものである。さらに、学習者の復唱成績を TOEIC のスコアと比較し、2つの要因が TOEIC のスコアに対する予測力にどう影響を与えるのかも調べた。

調査対象者は日本語を母語とする高校生英語学習者 77 名であった。英文復唱テストには、文の短長とポーズの有無の4条件を設定した。短い文(5語と7語)と長い文(9語と11語)を16文ずつ、合計32の英文を使用し、復唱前に3秒のポーズを置く条件と置かない条件のもとで英文復唱テストを課した。

第一に、文の長さとポーズの有無を独立変数とし、復唱成績を従属変数として二要因分散分析を行った。第二に、4つの異なる条件の復唱成績(短い文・ポーズ無、短い文・ポーズ有、長い文・ポーズ無、長い文・ポーズ有)を独立変数とし、TOEIC スコアを従属変数として重回帰分析を行った。分析の結果は以下の通りである。1)文の長さは復唱の難易度に影響し、短い文(5語と7語)よりも長い文(9語と11語)の方が、復唱の難易度が高かった。2)文の長さとポーズの有無の間の交互作用は有意であり、短い文の場合、ポーズ無しの方が復唱が易しく、長い文の場合、ポーズ有りの方が復唱が易しかった。つまり、ポーズを置くことにより、短い文の場合は復唱が難しくなり、長い文の場合は復唱が容易になった。3)復唱成績は TOEIC スコアをある程度予測することができ ($R^2 = .435$)、4条件における復唱得点の中で、長い文・ポーズ無しの条件における復唱成績のみが、予測する力が統計的に有意であることが示された。つまり、長い文で、かつポーズを置かない条件でテストした場合の復唱得点が、最も TOEIC によって測定される英語力を予測できると結論づけられる。これは、ポーズのない条件下で長い文を復唱する場合、文の即時的処理が必要とされ、学習者の自動化された知識がより反映されるためであると考えられる。

筆記テスト時と目標言語会話時の脳活動の近似性

— 日本語中上級学習者 fNIRS データの個人内検証 —

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【研究目的】

近代の外国語教育では会話運用力が重視されているが、教育成果の検証は今でも筆記テストに頼っている部分が多い。しかし、その妥当性の検証は統計的検証が主であり、筆記テストでの好成績が会話力につながっていないケースも多い。そこで、「筆記テスト時と会話時の脳活動の近似性・相違性を脳イメージングによって客観的に把握し、会話力向上やその評価につながる筆記テスト形式を探索すること」を目的として3年のプロジェクトを立ち上げた。本研究はその一部であり、これまで明らかになった課題を踏まえ、同種タスクの回数を増やし、中上級学習者の個人内データ検証を行っている。

【研究方法】

脳イメージングには近赤外光分光法 (fNIRS) を採用した。中上級の2名を対象とし、筆記タスクは、三択、選択穴埋めをそれぞれ5回、会話タスクは日本語と母語で3回ずつ行った。分析は、トレンドグラフによる傾向把握、賦活量比較、そしてブローカー野とウィルニッケ野の2つでタスク間の分散分析を行った。

【結果】

本研究では以下の知見が得られた。1. 全般的に筆記テスト時よりも会話時の脳賦活量が多い。2. 会話時は左脳右脳の賦活量は同程度であるが、筆記テスト時は左脳優位である。(初級対象の過去の研究結果と違う傾向) 3. 賦活量の分散分析ではタスク間で有意差があることが多いが、今回の分析では会話力が低い実験協力者のデータに有意差がない組み合わせが2つあり、会話力との関係が疑われる。

今後、分析対象部位の検討や個人差対応なども含め、更に多角的にデータ収集・分析方法を検討する必要がある。

【ポイント】

1. 筆記テストの新たな可能性を探索するものである。

2. 脳イメージングを使ったこれまでの言語研究は、言語機能と脳部位の対応に着目した研究、つまり、人と脳が主たる研究対象であった(Peterson et al. 1988 等)。これに対し、本研究は筆記テストと会話という、教育現場での言語タスクそのものを主たる研究対象としている。

Part V: 賛助会員発表 (Institutional Member Presentations) (14:55–15:25)

ライティング指導ツール Criterion®のご紹介 (教室 2・F103)

山口 学 (国際教育交換協議会 (CIEE) 日本代表部)

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Criterion®は学生が提出したエッセイを分析し、わずか数秒でスコアとフィードバックを提供することで時間のかかるライティング指導を効率化するオンラインツールです。TOEFL®テストを実施する米国 Educational Testing Service (ETS)によって開発されました。本発表では Criterion のデモおよび国内での導入状況・事例をご紹介します。

英語コミュニケーション能力判定テスト CASEC について (教室 3・F104)

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CASEC は公益財団法人 日本英語検定協会が基礎開発し、(株) 教育測定研究所が開発・運営している英語コミュニケーション能力判定テストで、CAT (コンピュータ適応型テスト) システムを用いることによって約 40~50 分という短時間でも高い精度で測定することが可能となっている。本発表では CASEC の測定アルゴリズムを概説し、開発当初から行ってきた研究のうち、適応型テストの効率性を示す研究や、信頼性に関する研究などを紹介する。

大学入試に 4 技能型外国語試験を導入する場合の波及効果に関する意識調査

(教室 4・F105)

仲村 圭太 (公益財団法人 日本英語検定協会)

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大学入学者選抜実施要項 (2014) においては従来の内容に加えて外国語の 4 技能を測定できる試験の結果を活用する可能性について文言が追加された。仲村(2013)においては高校 3 年生と高校及び大学で英語を担当している先生を対象にアンケート調査を行い、学習・指導の現状と 4 技能型外国語試験が導入された場合の対応方針の比較を行った。本発表においては大学における入試関係者 100 名 (全 76 校) を対象に入試への 4 技能型外国語試験導入に関する意識調査を行った調査の分析結果を共有する。

英語スピーキング能力テスト TSST のご紹介 (教室 5・F109)

福江 友樹 (株式会社アルク 文教事業本部)
tfukue@alc.co.jp

アルクは、電話を使った英語スピーキング能力試験 Telephone Standard Speaking Test (TSST) を開発し、2004 年から運用しています。本発表では TSST の概要 (受験方法、質問項目、評価官の品質管理、結果公開等) のほか、主に TSST の 4 つの評価基準についてご説明いたします。TSST の質問はデータベースからランダムに抽出された 10 問で構成され、1 問の回答時間は 45 秒です。発話の評価は訓練を受けた 3 人が独立してあたります。様々な評価基準がある中、なぜ TSST は特定の評価基準を採用しているか、何をもって英語が話せると判断しうるか、訓練を受けた人が評価することの意味などについてお話いたします。

スピーキング、ライティングも測定できる対応型オンラインテスト、『Progress』のご紹介 (教室 6・F110)

上村 武司 (ピアソン・ジャパン株式会社)
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ピアソンが新しく開発した英語テスト、『Progress』は、自動採点システムにより学習者の RLSW + G&V を、迅速、且つ正確に診断する対応型オンラインテストです。1 セットに 3 回分のテストを含む事で、学習者の熟達度をスキル毎に確認する事ができます。また Progress のスピーキング測定には、ピアソンが誇る VERSANT™ のテクノロジーが採用されています。この発表では、Progress の概要説明を、某大学におけるベータ版試行の報告を交えてお伝えします。

4. Workshop Information (ワークショップ情報)

題目:「コンピュータアダプティブテストの理論と実際:J-CAT (Japanese Computerized Adaptive Test) を例に」(使用言語:日本語)

講師 今井 新悟 (筑波大学)
中村 洋一 (清泉女学院短期大学)
司会 平井 明代 (筑波大学)

日時: 2014 年 9 月 21 日 (日) 9:30-12:30 (途中 15 分程度の休憩あり)

場所: 立命館大学 びわこくさつキャンパス、アクロスウィング 1 階 AC11
(駐車場へは入構できませんので公共交通機関をご利用ください。)

参加費: 1,000 円

定員: 40 名 (申し込み順)

参加条件: パワーポイントが使えること。プログラミングの知識・技術は不要です。
短いテスト問題を MS ワードまたはパワーポイントで 2 種類作って来てください。それをたたき台として、ワークショップでテスト問題の製作実習を行います。留学生向け日本語の他の問題と併用するので、日本語の問題が望ましいですが、CAT の原理を理解するために使いますので、英語でも他の科目でもかまいません。

目的:

1. 古典的テスト理論と比較しながら項目応答理論について概観する。
2. CAT (コンピュータ適応型テスト) の原理を知る。
3. テストレット方式の CAT を使って CAT を体験・理解する。

手順:

1. 講義 (項目応答理論)
2. 講義 (CAT)
3. テスト問題の製作実習: パワーポイントとサウンドレコーダーを使い、必要に応じてフリーの素材を組み合わせてテスト問題を製作する。
4. CAT プログラムへの実装: テストレット方式の J-CATmini のプログラムを無償配布します。
5. J-CATmini を使った実習

申し込み方法:

1. 申し込みの締切りは、9 月 14 日 (日) です。(定員に達していない場合には当日参加も可能です。)
2. 申し込み時に、下記の情報を横内 裕一郎 (筑波大学大学院生) u16yoko@gmail.com まで e-mail でご連絡ください。

- (1) 氏名・所属・e メールアドレス
- (2) 項目応答理論を使って分析をしたことはありますか。分析したことがある場合、使用したソフトウェアは何ですか。
- (3) J-CAT を使ったことはありますか。
- (4) コンピュータテスト(CBT/CAT)用のテスト問題を作ったことはありますか。ある場合、どのようなテストでどのくらいの数ですか。(公的試験のため守秘義務がある場合には回答いただかなくて結構です。)
- (5) 講師へのご質問。
- (6) その他、ワークショップまたは JLTA ワークショップ全体に対して何かご要望がありましたらお書きください。(希望者のみ)

Workshop Information

Title: Theory and Practice of Computer Adaptive Test

—J-CAT (Japanese Computerized Adaptive Test) (conducted in Japanese)

Lecturers: Shingo IMAI (University of Tsukuba)
 Youichi NAKAMURA (Seisen Jogakuin College)
 Chair: Akiyo HIRAI (University of Tsukuba)

Date: September 21, 2014 (Sunday), 9:30—12:30 (15-minute break included)

Venue: Ritsumeikan University, Biwako Kusatsu Campus, Across Wing, Room AC11 (First floor)
 (Please use the public transportation as the parking lot is not available for visitors.)

Attendance Fee: 1,000 yen

Max Capacity: 40 (first-come, first-served basis)

Prerequisite: Familiarity with MS PowerPoint. No programming knowledge or skills are required. Participants are requested to make two types of short test items on MS Word or MS PowerPoint in preparation for the workshop. The participants implement those test items into a real CAT program, which is distributed during the workshop. The test items you prepare for the workshop are preferably for learners of Japanese as a foreign language because we will use your items together with sample items of a Japanese proficiency test. However, as the main goal of the workshop is to understand the principles of CAT, your test items could be of English, other languages, math or any subjects.

● Aims

1. To overview the basics of item response theory (IRT) by comparing it with classical test theory.
2. To understand the principles of computerized adaptive testing (CAT).
3. To understand and experience the actual procedures in creating CAT with testlet items.

- **Procedure**

1. Lecture 1 (IRT)
2. Lecture 2 (CAT)
3. Hands-on Workshop 1: Creating CAT items using MS PowerPoint and MS Sound Recorder
4. Hands-on Workshop 2: Implementing test items into J-CATmini program (a testlet-based CAT program, which is provided free of charge.)
5. Hands-on Workshop 3: Using J-CATmini

- **How to register**

1. The deadline of the registration is Sunday, September 14th. (Note: If the workshop does not reach the maximum capacity, the registration on the day of the workshop conducted is allowed.)
2. When you register, provide the information below and email it to Yuichiro YOKOUCHI (University of Tsukuba) at u16yoko@gmail.com [Note: If you write your questions in (5) below, the lecturers may be able to answer them during the workshop.]

Let us know the following information when you register the workshop.

- (1) Your name, affiliation, and email address.
- (2) Have you ever analysed data with IRT? If so, please write the software you have used.
- (3) Have you ever used J-CAT?
- (4) Have you ever created items for computer-based tests (CRT/CAT)? If so, how many items for what kind of test? (You don't have to answer this question if the test is a public one and you have the duty of confidentiality.)
- (5) Questions to lectures, if you have. (Optional)
- (6) Request to this workshop, or JLTA workshops in general. (Optional)

5. Access to the Conference Venue (Ritsumeikan University, Biwako Kusatsu Campus [BKC])

(会場へのアクセス)

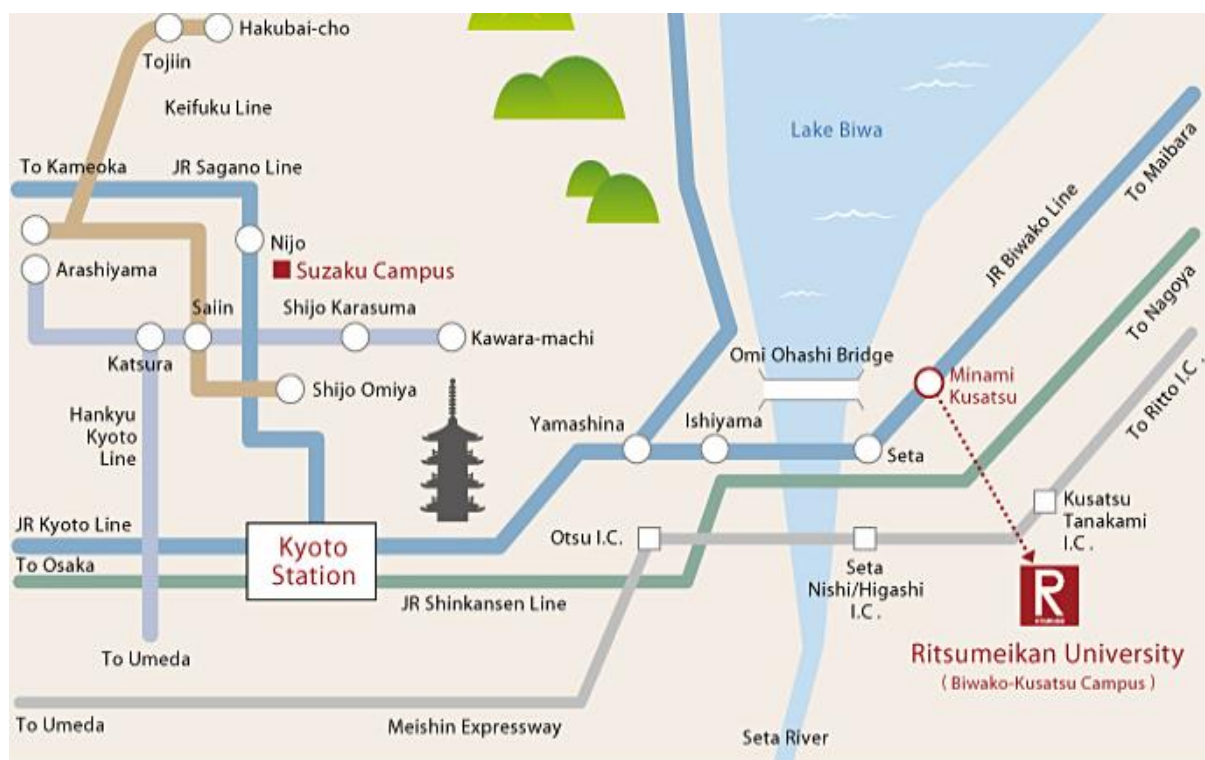
http://www.ritsumei.jp/accessmap/accessmap_bkc_j.html

<http://www.ritsumei.ac.jp/eng/common/data/bkc-campusmap2013.pdf>

<http://www.ritsumei.ac.jp/eng/common/img/data/access-map-bkc.pdf>

等参照

Address (住所) : 1-1-1 Noji-higashi, Kusatsu, Shiga (滋賀県草津市野路東 1-1-1)



Kyoto (京都) --- Biwako Line (琵琶湖線) → **Minami Kusatsu (南草津)** --- Ohmi Testudo Bus (近江鉄道バス) → **BKC**

approx. 20 minutes (¥320)

approx. 15 minutes (¥230)

・京都駅2番線から琵琶湖線に乗り、南草津で下車願います。(間違えて湖西線に乗りしないよう気を付けてください。)

Get on the JR Biwako Line and get off at **Minami Kusatsu**.

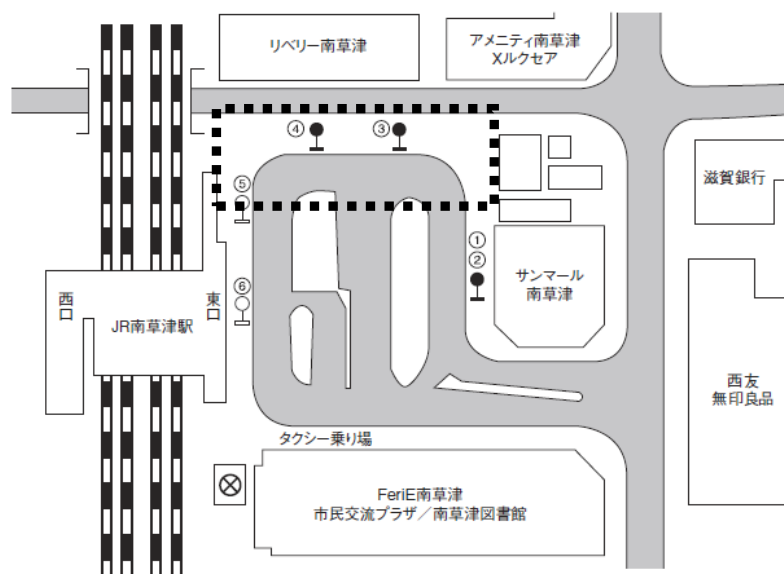
JR trains leave from Platform 2 at Kyoto station. Please make sure that you are on the **Biwako Line**. Do not take the Kosei Line.

Your train should proceed as follows: Kyoto-Yamashina-Otsu-(Zeze)-Ishiyama-(Seta)-Minami Kusatsu

(The Shin-kaisoku (Super-express) does not stop at Zeze and Seta.)

・JR 南草津の東口に出て、近江鉄道バスに乗車。「立命館大学行き」か「飛島グリーンヒルズ行き」で「立命館大学」で下車。学内まで入るバスです。

After exiting at the Minami-Kusatsu station ticket gate, please make a right and take the left-hand side stairs down (to the East Gate). Follow the sidewalk and you will see several bus stands. Please take the bus bound for **Ritsumeikan University (立命館大学行き)** or **Tobishima Green Hill (飛島グリーンヒルズ行き)**.



- 以下のサイト等も参考に願います。

Refer to the websites below for further information about transportation to the venue.

- <http://www.ritsumeijp/campusmap/pdf/bkc-campusmap2013.pdf>
- East Japan Railway Company (JR East) Maps & Guides: <https://www.jreast.co.jp/e/downloads/index.html>
- Ohmi Tetsudo Bus 近江鉄道バス <http://www.ohmitetudo.co.jp/bus/rosen/image/01.pdf>

近江鉄道バス 時刻表・Bus Schedule

<http://time.khobho.co.jp/ohmibus.asp>

南草津駅発（土曜・日曜/祝日） Leaving from Minami Kusatsu bound for Ritsumeikan U.

| | 立命館大学 (Ritsumeikan U) | 飛島グリーンヒル (Tobishima Green Hill) |
|----|---|------------------------------------|
| 7 | 立 05 立 25 立 36 立 50 立 58 | |
| 8 | 立 05 立 15 立 29 立 29 立 35 立 46 | 立 29 |
| 9 | 立 01 立 05 立 16 立 31 立 47 | 立 01 |
| 10 | 立 02 立 05 立 16 立 31 立 45 | 立 02 |
| 11 | 立 00 立 05 立 15 立 30 立 45 | 立 00 |
| 12 | 立 00 立 05 立 15 立 30 立 45 | 立 00 |
| 13 | 立 00 立 15 立 30 立 35 立 45 | 立 00 |
| 14 | 立 00 立 15 立 30 立 45 | 立 00 |
| 15 | 立 00 立 15 立 30 立 35 立 45 | 立 00 |
| 16 | 立 00 立 25 立 31 | 立 00 |
| 17 | 立 32 | |
| 18 | 立 32 | |
| 19 | | |
| 20 | 立 02 | |
| 21 | 立 05 | |
| 備考 | 立=立命館大学経由 P=パナソニック東口経由 カ=カカヤき通り経由 立=立山経由 | 立命館大学経由 |

<Conference>
at FOREST HOUSE

バス下車・Bus stop

The map shows the University of Tokyo campus with various buildings and green spaces. A callout box points to a specific location labeled 'Conference at FOREST HOUSE'. Another callout box points to a bus stop, labeled 'バス下車・Bus stop', which is accompanied by an illustration of a bus and a bus stop sign.

<Workshop on Sunday>
Across Wing 1F (AC11)

Epoch Ritsumei 21

バス下車・Bus stop



A detailed map of the Ritsumei University area. The map shows various buildings and landmarks. Key locations include:

- Forest House**: A large building with a black outline and the text "FOREST HOUSE" inside.
- Union Square**: A large open area with a black outline and the text "Union Square" inside.
- Central Ark**: A building with a black outline and the text "Central Ark" inside.
- Across Wing**: A building with a black outline and the text "Across Wing" inside.
- Epoch Ritsumei 21**: A building with a black outline and the text "Epoch Ritsumei 21" inside.
- C-Cube**: A building with a black outline and the text "C-Cube" inside.
- Other buildings and landmarks**:
 - エクセル 3, エクセル 2, エクセル 1, エクセル 4
 - ワークショップ クボ
 - イースト ウイング
 - コア ステーション
 - ウエスト ウイング
 - レタセル
 - リンク スタエア
 - クリエーション コア
 - メディア センター
 - セントラルサーカス
 - プリズムハウス
 - コーラニングハウス I
 - コーラニングハウス II
 - アドセミナリオ
 - ビーイング スタエア
 - インテグレーション コア
 - ラルカディア
 - アクト A
 - アクト B
 - 屋外便所
 - 駐車場
 - バス
 - シャトル バス 停
 - 木原線 環状線 入口
 - クインススタジアム
 - 工事中

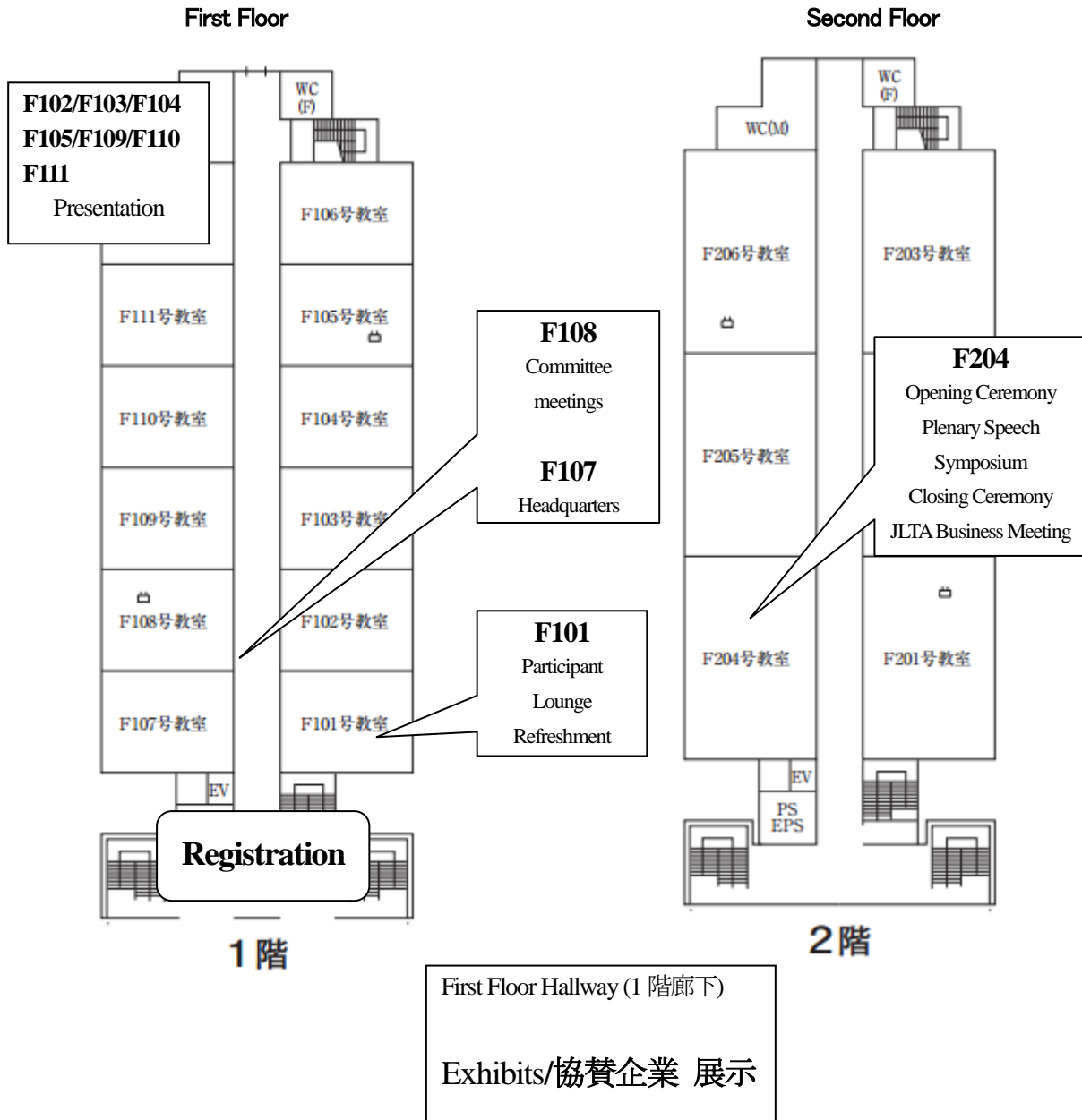
Union Square:
Cafeteria
Convenience Store

Central Ark
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(Sandwich House)

Across Wing
(Workshop on Sunday)

Epoch Ritsumeï 21
(Banquet)

Floor Plans (FOREST HOUSE)



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TSSTは、レベル1からレベル9までの9段階で評価をお出しします。非常に簡単な単語や文が少し話せる程度の「初級」から、国際会議でもさほど困難を感じない「上級」までカバーしています。

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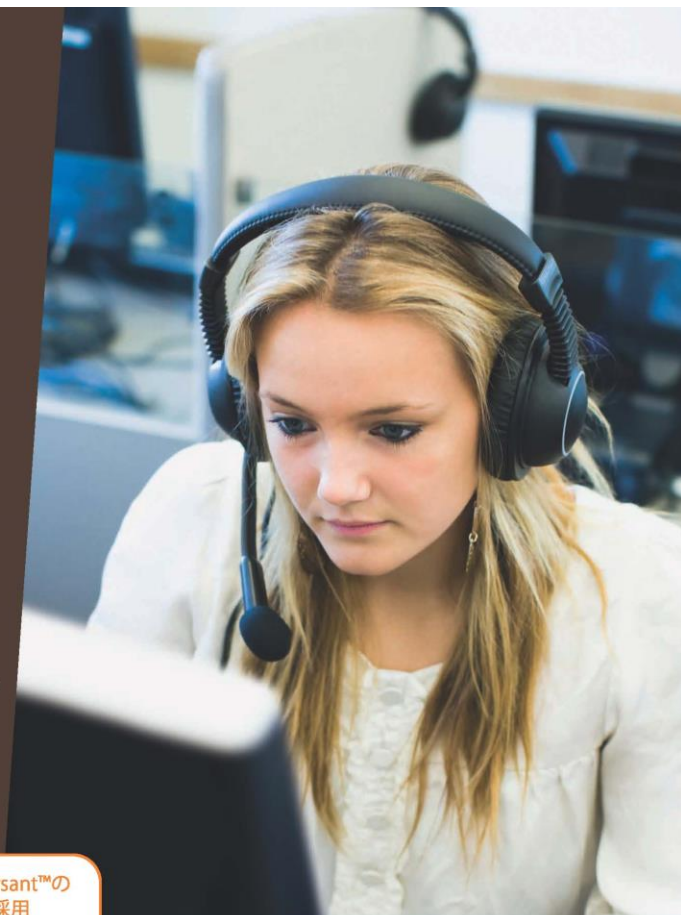
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| Progress 55-70 | | | | | | | | | |
| Progress 45-60 | | | | | | | | | |
| Progress 35-50 | | | | | | | | | |
| Progress 25-40 | | | | | | | | | |
| Progress 15-30 | | | | | | | | | |
| CEFR | <A1 | A1 | A2 ⁺ | B1 ⁺ | B2 ⁺ | C1 | C2 | | |

*上位3レベル(45～80)のテストは2015年に発売予定です。

〔幅広い出題形態〕

- | | |
|-------------|------------|
| 1. 選択問題 | 8. 描写問題 |
| 2. 穴埋め問題 | 9. 音声問題 |
| 3. 並べ替え問題 | 10. 要約問題 |
| 4. 読解問題 | 11. 作文・小論文 |
| 5. 音読問題 | |
| 6. ディクテーション | |
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公益財団法人
日本英語検定協会

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New Directions English: Role of English Assessment in Internationalisation 英語教育の新たな方向性：国際化で問われる評価のあり方

Organised by: British Council Supported by: EIKEN Foundation of Japan

Date: Monday 29th September 9:00-17:30 Tuesday 30th September 9:00-17:00

(Networking reception: 29th September 17:30-19:30)

Venue: Meiji Kinenkan <http://www.meijikinenkan.gr.jp/access/>

主催：ブリティッシュ・カウンシル 協力：公益財団法人日本英語検定協会

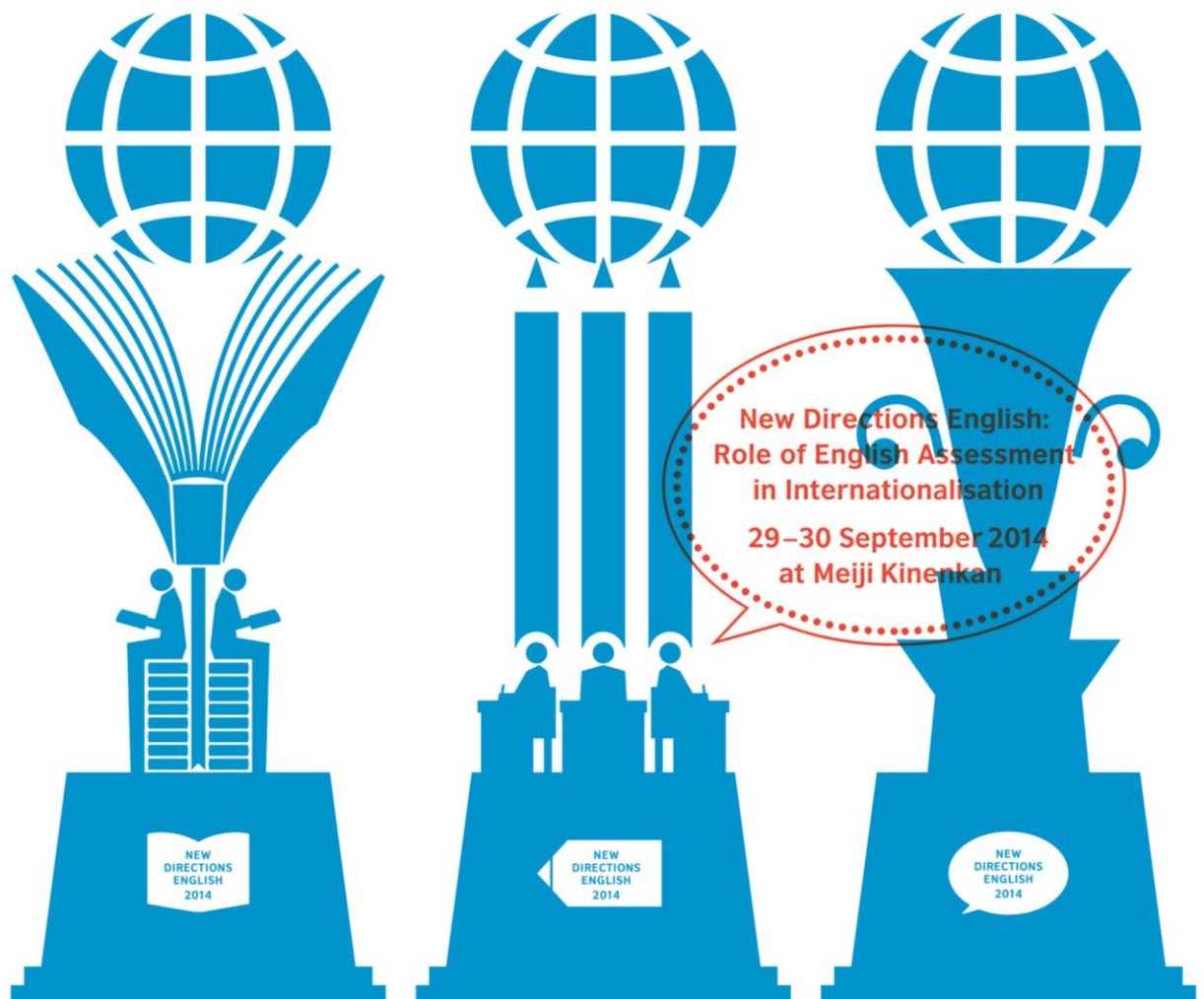
開催日時：2014年9月29日(月) 9:00-17:30 9月30日(火) 9:00-17:00

(交流レセプション：9月29日17:30-19:30)

会場：明治記念館 <http://www.meijikinenkan.gr.jp/access/>

●参加お申し込みは9月22日まで。

詳細：www.britishcouncil.or.jp/new-directions



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展示は会場 1 階の廊下で実施いたしております。詳しくは受付でお尋ねください。

We would like to acknowledge the British Council for helping to make Dr. Barry O'SULLIVAN's Keynote speech possible at the annual conference of the Japan Language Testing Association. Our special gratitude also goes to Ritsumeikan University for making BKC (Biwako Kusatsu Campus) available as the venue for the 18th Annual Conference of the Japan Language Testing Association.

Barry O'SULLIVAN 先生の基調講演の実現にあたりましては、ブリティッシュ・カウンシル様より、ご支援・ご協力を賜りました。また、第 18 回日本言語テスト学会全国研究大会の実現にあたり、立命館大学より、会場の提供を初め、ご支援・ご協力を賜りました。誠にありがとうございました。

The next year's annual conference will be held in autumn 2015 in Tokyo. The conference schedule will be announced via the JLTA website as soon as the details become available. We look forward to seeing you there. 2015 年度の日本言語テスト学会全国研究大会は、2015 (平成 27) 年秋に東京で行われます。詳細が決まり次第、JLTA のホームページでお知らせいたします。ご参加のほどよろしくお願いいたします。

日本言語テスト学会 (JLTA) 第 18 回 (2014 年度) 全国研究大会発表要綱
Handbook of the 18th Annual Conference of the Japan Language Testing Association

発行日 : 2014 年 8 月 1 日

発行 : 日本言語テスト学会 (JLTA)

会 長 : 渡部良典 (上智大学)

事務局 : 〒270-1695 千葉県印西市平賀学園台1-1 順天堂大学

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編集 : 全国研究大会実行委員会

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