日 本 言 語 テ ス ト 学 会（JLTA）

第 22 回（2018 年 度）全 国 研 究 大 会 発 表 要 綱

Handbook

of

the 22nd Conference

of

the Japan Language Testing Association

Conference Theme:

Evaluating Language Assessments in Japan

日　時：2018年9月8日（土）14:00－17:15 ～ 9月9日（日）9:00－18:00

会　場：北海学園大学豊平キャンパス
〒062-8605 札幌市豊平区旭町4丁目1番40号
http://hgu.jp/guide/access/

主　催：日本言語テスト学会　事務局
〒270-1695　千葉県印西市平賀学園台1-1
順天堂大学さくらキャンパス　小泉利恵研究室
TEL: 0476-98-1001（代表）　FAX: 0476-98-1011 (代表)
http://jlta.ac/

協　賛 (Co-sponsor)：JALT (Japan Association for Language Teaching) Testing and Evaluation Special Interest Group (TEVAL SIG: http://teval.jalt.org/)

北海道胆振東部地震のために、2018 年度全国研究大会は中止となりました。そのため、本要綱に記載の発表は、未発表の扱いとなります。

The 2018 Annual Conference of the Japan Language Testing Association was canceled due to the 2018 Hokkaido Eastern Iburi earthquake. Therefore, presentations on this conference program were accepted but were not presented. Thus presentation elsewhere is acceptable.

全 国 研 究 大 会 本 部 委 員 (Annual Conference Committee)

渡部 良典 / Yoshinori WATANABE （上智大学 / Sophia University）
小泉 利恵 / Rie KOIZUMI （順天堂大学 / Juntendo University）
片桐 一彦 / Kazuhiko KATAGIRI （専修大学 / Senshu University）
横内 裕一郎 / Yuichiro YOKOUCHI （弘前大学 / Hirosaki University）
深澤 真 / Makoto FUKAZAWA （琉球大学 / University of the Ryukyus）
田中 洋也 / Hiroya TANAKA （北海学園大学 / Hokkai-Gakuen University）
藤田 智子 / Tomoko FUJITA （桃山学院大学 / St. Andrew's University）

全 国 研 究 大 会 運 営 委 員 (Annual Conference Steering Committee)

藤田 智子 / Tomoko FUJITA （桃山学院大学 / St. Andrew's University）
印南 洋 / Yo IN'NAMI （中央大学 / Chuo University）
金子 恵美子 / Emiko KANEKO （会津大学 / University of Aizu）
木村 哲夫 / Tetsuo KIMURA （新潟青陵大学 / Niigata Seiryo University）
熊澤 孝昭 / Takaaki KUMAZAWA （東洋大学 / Toyo University）
田中 洋也 / Hiroya TANAKA （北海学園大学 / Hokkai-Gakuen University）
谷 誠司 / Seiji TANI （常葉大学 / Tokoha University）

全 国 研 究 大 会 実 行 委 員 (Annual Conference Executive Committee)

田中 洋也 / Hiroya TANAKA （実行委員長・北海学園大学 / Committee Head; Hokkai-Gakuen University）
笠原 究 / Kiwamu KASAHARA （北海道教育大学 / Hokkaido University of Education）
浦野 研 / Ken URANO （北海学園大学 / Hokkai-Gakuen University）
藤田 智子 / Tomoko FUJITA （桃山学院大学 / St. Andrew's University）
印南 洋 / Yo IN'NAMI （中央大学 / Chuo University）
金子 恵美子 / Emiko KANEKO （会津大学 / University of Aizu）
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熊澤 孝昭 / Takaaki KUMAZAWA （東洋大学 / Toyo University）
谷 誠司 / Seiji TANI （常葉大学 / Tokoha University）

研 究 発 表 審 査 委 員 (Paper Presentation Abstract Reviewer)

金子 恵美子 / Emiko KANEKO （会津大学 / University of Aizu）
藤田 智子 / Tomoko FUJITA （桃山学院大学 / St. Andrew's University）
印南 洋 / Yo IN'NAMI （中央大学 / Chuo University）
田中 洋也 / Hiroya TANAKA （北海学園大学 / Hokkai-Gakuen University）

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1. Conference Schedule Overview

Day 1: September 8, 2018 (Saturday)

14:00－17:15 (13:30 － Registration)	Workshop (Conducted in Japanese) "Bayesian Statistics and its Application to Foreign Language Education Study" Kunihiro KUSANAGI (Hiroshima University) Hokkai-Gakuen University, Toyohira Campus (D31, 3rd floor, 7th building)

15:00－18:00 (with 10 min. break)	Board Meeting (D40, 4th floor, 7th building, Hokkai-Gakuen University)

Day 2: September 9, 2018 (Sunday)

8:20－	Registration	(Hallway, 3rd floor, 7th building)
9:00－9:15	Opening Ceremony	(D30, 3rd floor, 7th building)
9:25－9:55	Presentation I	(D31, D40, D41, D42, D50, 7th building)
10:00－10:30	Presentation II	(D31, D40, D41, D42, D50, 7th building)
10:30－10:45	Break	(Hallway, 3rd floor; D405, 4th floor)
10:45－12:00	Keynote Speech	(D30, 3rd floor, 7th building)
12:00－13:40	Lunch Break (JLTA Committee Meetings)	(D40, D41, D42, 4th floor, 7th building; G'Café, Hokkai-Gakuen Kaikan Hall) (D30, 3rd floor, 7th building)
13:40－14:10	Presentation III	(D31, D40, D41, D42, D50)
14:15－14:45	Presentation IV	(D31, D40, D41, D42, D50)
14:50－15:20	Presentation V (Institutional Member Presentations)	(D31, D40, D41, D42, D50)
15:20－15:40	Break	(Hallway, 3rd floor; D405, 4th floor)
15:40－17:10	Symposium	(D30, 3rd floor, 7th building)
17:20－17:40	Closing Ceremony & JLTA Best Paper Award Ceremony	(D30, 3rd floor, 7th building)
17:40－18:00	JLTA General Business Meeting	(D30, 3rd floor, 7th building)
18:20－20:20	Banquet	(G'Café, Hokkai-Gakuen Kaikan Hall)

Commercial Exhibits: D401, D402, D403, D404, 4th floor; hallway, 3rd floor
Lunch Room for Participants: D40, D41, D42, D405, 4th floor; G'Café, Hokkai-Gakuen Kaikan Hall
Break Room (after 10:30): D405, 4th floor
Family Waiting Room: D501, 5th floor
Headquarters: D502, D506, 5th floor

✧ Complimentary refreshments are available in the 3rd floor hallway and the 4th floor D405 in the 7th building.

Program of the 22nd JLTA Conference

September 9, 2018 (Sunday)

8:20－ **Registration** (Hallway, 3rd floor, 7th building)
Conference Attendance Fee: JLTA Members & JALT TEVAL SIG Members: ¥1,000
Non-members: ¥3,000; Graduate students: ¥1,000
Undergraduate students (with a proper student ID): Free

8:30－ **Registration for Commercial Exhibits** (Hallway, 3rd floor, 7th building)

9:00－9:15 **Opening Ceremony** (D30, 3rd floor, 7th building)
Coordinator: Tomoko FUJITA (St. Andrew's University)
Greetings: Yoshinori WATANABE (JLTA President; Sophia University)
Seiji UENO (Dean, Faculty of Humanities, Hokkai-Gakuen University)

9:25－10:30 **Presentations I and II** (Presentation: 20 minutes; Discussion: 10 minutes)
(D31, D40, D41, D42, D50, 7th building)

10:30－10:45 **Break** (Hallway, 3rd floor; D405, 4th floor)

10:45－12:00 **Keynote Speech** (D30, 3rd floor, 7th building)
Coordinator: Yoshinori WATANABE (Sophia University)
Title: An Ethics-based Approach to the Evaluation of Language Assessments
Lecturer: Antony John KUNNAN (University of Macau)

12:00－13:40 **Lunch Break**
Lunch Room for Participants: D40, D41, D42, D405, 4th floor, 7th building;
Café, Hokkai-Gakuen Kaikan Hall
JLTA Committee Meetings: D30, 3rd floor, 7th building

13:40－15:20 **Presentations III, IV and Institutional Member Presentations (V)**
(Presentations: 20 minutes; Discussion: 10 minutes)
(D31, D40, D41, D42, D50)

15:20－15:40 **Break** (Hallway, 3rd floor; D405, 4th floor)

15:40－17:10 **Symposium** (D30, 3rd floor, 7th building)
Theme: Evaluating Fairness and Justice of University Entrance English Examinations in Japan
Coordinator Hidetoshi SAITO (Ibaraki University)
Panelist 1 Hidetoshi SAITO (Ibaraki University)
Commercial English Language Test Agencies' Views on their Own Tests in Relation to Washback Effects on Teaching and Testing: Part 1
Panelist 2 Yo IN'NAMI (Chuo University)
Commercial English Language Test Agencies' Views on their Own Tests in Relation to Washback Effects on Teaching and Testing: Part 2
Panelist 3 Yasuyo SAWAKI (Waseda University)
Linking Commercial English Language Assessments to the CEFR and Using them for Admission Decision-Making: Challenges and Future Directions

Discussant Antony John KUNNAN (University of Macau)

17:20－17:40 **Closing Ceremony & JLTA Best Paper Award Ceremony**
(D30, 3rd floor, 7th building)
Coordinator: Tomoko FUJITA (St. Andrew's University)
Best Paper Award Recipient: Paul WICKING (Meijo University)

17:40－18:00 **JLTA General Business Meeting** (D30, 3rd floor, 7th building)
Selection of the chair
Reporter: Rie KOIZUMI (JLTA Secretary General, Juntendo University)
Kazuhiko KATAGIRI (JLTA Vice Secretary General, Senshu University)
Yuichiro YOKOUCHI (JLTA Vice Secretary General, Hirosaki University)
Makoto FUKAZAWA (JLTA Vice Secretary General, University of the Ryukyus)

18:20－20:20 **Banquet** (G'Café, Hokkai-Gakuen Kaikan Hall)
Coordinator: Tetsuo KIMURA (Niigata Seiryo University)

大会日程表

第 1 日目：2018 年 9 月 8 日（土）

14:00－17:15 (13:30－受付)	ワークショップ: ベイズ統計とその外国語教育研究への応用（日本語で実施） 講師：草薙 邦広 （広島大学） 場所：北海学園大学豊平キャンパス 7 号館 3 階 D31

15:00－18: 00 (10 分休憩)	役員会 （北海学園大学豊平キャンパス 7 号館 4 階 D40）

第 2 日目：2018 年 9 月 9 日（日）

8:20－	受付	（7 号館 3 階エレベーターホール）
9:00－9:15	開会行事	（7 号館 3 階 D30）
9:25－9:55	研究発表 I	（7 号館 3 階 D31, 4 階 D40, D41, D42, 5 階 D50）
10:00－10:30	研究発表 II	（7 号館 3 階 D31, 4 階 D40, D41, D42, 5 階 D50）
10:30－10:45	休憩	（7 号館 3 階通路奥、4 階 D405）
10:45－12:00	基調講演	（7 号館 3 階 D30）
12:00－13:40	昼食	（7 号館 4 階 D40, D41, D42, D405, 北海学園会館食堂 G’Café）
	（JLTA 委員会）	（7 号館 3 階 D30）
13:40－14:10	研究発表 III	（7 号館 3 階 D31, 4 階 D40, D41, D42, 5 階 D50）
14:15－14:45	研究発表 IV	（7 号館 3 階 D31, 4 階 D40, D41, D42, 5 階 D50）
14:50－15:20	研究発表 V (賛助会員発表)	（7 号館 3 階 D31, 4 階 D40, D41, D42, 5 階 D50）
15:20－15:40	休憩	（7 号館 3 階通路奥、4 階 D405）
15:40－17:10	シンポジウム	（7 号館 3 階 D30）
17:20－17:40	閉会行事&JLTA 最優秀論文賞授与式	（7 号館 3 階 D30）
17:40－18:00	JLTA 総会	（7 号館 3 階 D30）
18:20－20:20	懇親会	（北海学園会館食堂 G’Café）

協賛企業展示： 7 号館 4 階 D401, D402, D403, D404＋7 号館 3 階通路奥
一般参加者昼食： 7 号館 4 階 D40, D41, D42, D405＋北海学園会館食堂 G’Café
休憩室 (10 時半以降)： 7 号館 4 階 D405
家族控え室： 7 号館 5 階 D501
大会本部： 7 号館 5 階 D502, D506

※無料の飲み物やお菓子は、7 号館 3 階通路奥と、4 階 D405 にございます。

日本言語テスト学会第 22 回全国大会プログラム

2018 年 9 月 9 日（日）

8:20－　**一般受付**　（7 号館 3 階エレベーターホール）

学会参加費：JLTA 会員・JALT TEVAL SIG 会員 1,000 円、未会員 3,000 円
大学院生 1,000 円
学部生無料（学生証提示を当日受付でお願いします）

8:30－　**企業展示受付**（7 号館 3 階エレベーターホール）

9:00－9:15　**開会行事**　（7 号館 3 階 D30）

総合司会　藤田 智子（桃山学院大学）
挨　　拶　渡部 良典（JLTA 会長・上智大学）
上野 誠治（北海学園大学人文学部学部長）

9:25－10:30　**研究発表 I・II**（発表 20 分, 質疑応答 10 分）
（7 号館 D31, D40, D41, D42, D50）

10:30－10:45　**休憩**　（7 号館 3 階通路奥、4 階 D405）

10:45－12:00　**基調講演**　（7 号館 3 階 D30）

司会：渡部 良典（JLTA 会長・上智大学）
演題：An Ethics-based Approach to the Evaluation of Language Assessments
講師：Antony John KUNNAN (University of Macau)

12:00－13:40　**昼食**

一般参加者昼食控室：7 号館 4 階 D40, D41, D42, D405, 北海学園会館食堂 G'Café
JLTA 委員会：7 号館 3 階 D30

13:40－15:20　**研究発表 III、IV、賛助会員発表 (V)**（発表 20 分, 質疑応答 10 分）
（7 号館 3 階 D31, 4 階 D40, D41, D42, 5 階 D50）

15:20－15:40　**休憩**　（7 号館 3 階通路奥、4 階 D405）

15:40－17:10　**シンポジウム**　（7 号館 3 階 D30）

テーマ：Evaluating Fairness and Justice of University Entrance English Examinations in Japan
コーディネーター：齋藤 英敏（茨城大学）
パネリスト 1：齋藤 英敏（茨城大学）
Commercial English Language Test Agencies' Views on their Own Tests in Relation to Washback Effects on Teaching and Testing: Part 1
パネリスト 2：印南 洋（中央大学）
Commercial English Language Test Agencies' Views on their Own Tests in Relation to Washback Effects on Teaching and Testing: Part 2
パネリスト 3：澤木 泰代（早稲田大学）
Linking Commercial English Language Assessments to the CEFR and Using them for Admission Decision-Making: Challenges and Future Directions

討論者： Antony John KUNNAN (University of Macau)

17:20－17:40 **閉会行事＆JLTA 最優秀論文賞授与式** （7 号館 3 階 D30）
司会 藤田 智子（桃山学院大学）
2017 年度 JLTA 最優秀論文賞受賞者 Paul WICKING (Meijo University)

17:40－18:00 JLTA **総会** （7 号館 3 階 D30）
議長選出
報告 小泉 利恵（JLTA 事務局長・順天堂大学）
片桐 一彦（JLTA 事務局次長・専修大学）
横内 裕一郎（JLTA 事務局次長・弘前大学）
深澤 真（JLTA 事務局次長・琉球大学）

18:20－20:20 **懇親会** （北海学園会館食堂 C 堂 学園会館）
司会 木村 哲夫（新潟青陵大学）

Presentation Overview

Time	Part	D31	D40	D41	D42	D50	D30
9:25 － 9:55	I	GROGAN	COLLIER†	飯村	浜谷	ANTLE	JI*
10:00 － 10:30	II	WICKING	KOIZUMI, IN'NAMI, & FUKAZAWA	FUJITA	BATES	MATSUMOTO	JEONG*
10:30 － 10:45		Break					
10:45 － 12:00		--	--		--	--	**Keynote** KUNNAN
12:00 － 13:40		Lunch Break					
13:40 － 14:10	III	深澤	CHOU, DOBLEA, NEGISHI, & YOSHITOMI	MATSUDA, IMURA, NAKANISHI, & HERKE	KANZAKI	USAMI	--
14:15 － 14:45	IV	SAVILLE	NAKAMURA	OKA, TAKEBAYASHI, HIRAI, MAEDA, & KATO	髙波	大澤 & 大澤	--
14:50 － 15:20	V	SAVILLE	O'SULLIVAN	平野 & 木下	青山	上村 & 辰巳	--
15:20 － 15:40		Break					
15:40 － 17:10		--	--	--	--	--	**Symposium**

*KELTA delegate presentation

†Assessment practice presentation

Presentation Details

D30, 3rd floor, 7th building

Keynote speech chair Yoshinori WATANABE (Sophia University)
Keynote speech summary Hideaki OKA (University of Tsukuba)
Symposium summary Hiroki MAEDA (University of Tsukuba)

Part	Presenter (Affiliation)	Title (Page)
I 9:25－9:55	Nan-Young JI (Korea Polytechnic University)	Investigation into Validity of Paraphrasing Task as a Writing Performance Test Item for EFL Learners* (p. 20)
II 10:00－10:30	Taeyoung JEONG (The Korea Military Academy)	Developing Multimedia-Assisted Military English OPI* (p. 21)
10:45－12:00	**Keynote speech** Lecturer: Antony John KUNNAN (University of Macau)	An Ethics-based Approach to the Evaluation of Language Assessments (p. 14)
III 13:40－14:10	------	------
IV 14:15－14:45	------	------
V 14:50－15:20	------	------
15:40－17:10	**Symposium**: Evaluating Fairness and Justice of University Entrance English Examinations in Japan **Coordinator**: Hidetoshi SAITO (Ibaraki University) **Panelist 1**: Hidetoshi SAITO (Ibaraki University) **Panelist 2**: Yo IN'NAMI (Chuo University) **Panelist 3**: Yasuyo SAWAKI (Waseda University) **Discussant:** Antony John KUNNAN (University of Macau)	 Introduction (p. 16) Commercial English Language Test Agencies' Views on their Own Tests in Relation to Washback Effects on Teaching and Testing: Part 1 (p. 16) Commercial English Language Test Agencies' Views on their Own Tests in Relation to Washback Effects on Teaching and Testing: Part 2 (p. 18) Linking Commercial English Language Assessments to the CEFR and Using them for Admission Decision-Making: Challenges and Future Directions (p. 19)

*KELTA Delegate presentation

D31, 3rd floor, 7th building

Part	Presenter (Affiliation)	Title (Page)
I 9:25 – 9:55	Myles GROGAN (Kansai University)	Grading the Grades: An Investigation into Classroom-based Compulsory University EFL Assessment (p. 22)
II 10:00 – 10:30	Paul WICKING (Meijo University)	How Japanese Students Conceptualize and Experience University Assessment (p. 23)
III 13:40 – 14:10	深澤 真 (琉球大学)	日本における大学英語入試問題は変わったか (p. 24)
IV 14:15 – 14:45	Nick SAVILLE (IELTS)	The Impact of IELTS in Japanese Higher Education (p. 41)
V 14:50 – 15:20	Nick SAVILLE (IELTS)	Keeping IELTS Fit for Purpose: The Future of Learning and Assessment (p. 42)

D40, 4th floor, 7th building

Part	Presenter (Affiliation)	Title (Page)
I 9:25 – 9:55	Nicholas COLLIER (Ritsumeikan Uji Junior and Senior High School)	Implementing CEFR-J Standards for Interactive Communicative Speaking Assessments in Large High School Courses† (p. 25)
II 10:00 – 10:30	Rie KOIZUMI (Juntendo University) Yo IN'NAMI (Chuo University) Makoto FUKAZAWA (University of the Ryukyus)	Holistic and Analytic Scales of a Paired Oral Test for Japanese University Students (p. 26)
III 13:40 – 14:10	Yujia ZHOU (Tokyo University of Foreign Studies) Jamie DUNLEA (British Council) Masashi NEGISHI (Tokyo University of Foreign Studies) Asako YOSHITOMI (Tokyo University of Foreign Studies)	Collecting A Priori Validity Evidence During the Development of a Computer-based Speaking Test for Japanese University Entrance Purposes (p. 27)
IV 14:15 – 14:45	Keita NAKAMURA (Eiken Foundation of Japan)	A Validation Study of New Business Speaking Test (p. 28)
V 14:50 – 15:20	Barry O'SULLIVAN (British Council)	Dependable Innovation: The Aptis Approach to Testing Speaking (p. 43)

†Assessment practice presentation

D41, 4th floor, 7th building

Part	Presenter (Affiliation)	Title (Page)
I 9:25 – 9:55	飯村 英樹 (群馬県立女子大学)	リスニングテストにおいて受験者を引きつける錯乱肢の特徴 (p. 29)
II 10:00 – 10:30	Ryoko FUJITA (Juntendo University)	Japanese EFL Learners' Speech-in-Noise Listening Comprehension Process: Use of Context (p. 30)

III 13:40 ー 14:10	Sae MATSUDA (Setsunan University), Makoto IMURA (Osaka Institute of Technology) Noriko NAKANISHI (Kobe Gakuin University) Michael HERKE (Setsunan University)	Fluent Readers to Fluent Speakers?: The Effect of Oral Reading Practice on the Speaking Ability of Science Majors (p. 31)
IV 14:15 ー 14:45	Hideaki OKA (University of Tsukuba) Naoki TAKEBAYASHI (University of Tsukuba) Akiyo HIRAI (University of Tsukuba) Hiroki MAEDA (University of Tsukuba) Takeshi KATO (University of Tsukuba)	The Validation of an English Test of Critical Thinking Ability for EFL Learners (p. 32)
V 14:50 ー 15:20	平野 琢也 (株式会社アルク) 木下 あおい (株式会社アルク)	高校生の英語スピーキング力と英語学習実態との関係―スピーキングテストTESTを使用した3年間追跡調査の最終年度報告― (p. 43)

D42, 4th floor, 7th building

Part	Presenter (Affiliation)	Title (Page)
I 9:25 ー 9:55	浜谷 佐和子 (関西大学)	日本人英語学習者のための統語処理の自動化度テストの作成 (p. 33)
II 10:00 ー 10:30	Daniel BATES (Asia University)	Evaluating English Pronunciation Assessment at a Japanese University (p. 34)
III 13:40 ー 14:10	Masaya KANZAKI (Kanda University of International Studies)	Test-Takers' Reactions to TOEIC L&R and S&W: An Interim Report (p. 35)
IV 14:15 ー 14:45	髙波 幸代 (東洋大学)	多肢選択式スペリングテストの和訳提示は学習者の解答に影響を与えるか (p. 36)
V 14:50 ー 15:20	青山 智恵 (ケンブリッジ大学英語検定機構)	ケンブリッジ英語検定の波及効果とAI技術を活用した新テスト「リンガスキル」のご紹介 (p. 44)

D50, 5th floor, 7th building

Part	Presenter (Affiliation)	Title (Page)
I 9:25 ー 9:55	Joshua Brook ANTLE (Tsuda University)	A Vocabulary Depth Test for Words within the 1000 Most Frequent (p. 37)
II 10:00 ー 10:30	Emiko MATSUMOTO (Juntendo University)	Vocabulary Selection in TOEFL iBT Textbooks: Compared with Word Lists (p. 38)
III 13:40 ー 14:10	Hiroko USAMI (Tokai University)	Japanese English Learners' CEFR Receptive and Productive Vocabulary Knowledge--a Case Study Using Cambridge B1 Preliminary Speaking Tests-- (p. 39)
IV 14:15 ー 14:45	大澤 公一 (京都大学) 大澤 理英 (関西外国語大学)	潜在回帰モデルの導入による拡張名義反応モデルの日本語テストデータへの適用 (p. 40)
V 14:50 ー 15:20	上村 武司 (ピアソン・ジャパン株式会社) 辰巳 律子 (大阪市立西高等学校)	Progress テスト - 高校への導入事例 (p. 44)

2. From the JLTA Office: Information for Conference Participants

Registration

1. There is no need to register in advance.
2. The conference registration site is Hallway on the 3rd floor of the 7th building.
3. The conference attendance fee is ¥1,000 for members (including institutional members) and ¥3,000 for non-members (¥1,000 for non-member graduate students and ¥0 for non-member undergraduate students).
4. If non-members apply for membership at the registration desk, the conference attendance fee will be ¥1,000. The JLTA annual membership 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.
5. Please wear your conference name card strap throughout the conference.
6. The banquet fee is ¥3,000. The banquet registration is conducted at the registration desk. There is no pre-conference registration. The banquet will be held at the G'Café in the Hokkai-Gakuen Kaikan Hall. (See the map on p. 47).
7. <u>The conference handbook is available at the registration desk on the day of the conference and is not sent by post in advance</u>.

Family Waiting Room

1. A family waiting room is available for family members (junior high school age and above) who are not attending the JLTA events but are accompanying an adult(s) attending the events.
2. Desks and chairs are available, but the room is not air-conditioned.
3. As no JLTA or care staff is present in the room, its use is limited to people from junior high school age and above and at their own risk.
4. Members of a participant's family who do not attend presentations or lectures and only use the family waiting room are exempt from the conference attendance fee. Please ask for a "participant's family" tag at the registration desk when your family member registers for the JLTA events.
5. The family waiting room is at D501 on the 5th floor in the 7th building. Complimentary refreshments are available in the 3rd floor hallway and room D405 in the 4th floor, in the same building. Feel free to enjoy them.

Lunch and Participants' Lounge, Etc.

1. Please use rooms D40, D41, and D42 on the 4th floor in the 7th building and G'Café in the Hokkai-Gakuen Kaikan Hall for lunch.
2. Complimentary refreshments are available in the 3rd floor hallway and the 4th floor room D405, in the 7th building.
3. There are two convenience stores (FamilyMart and Seicomart) and several restaurants within a five-minute walk, but some restaurants do not operate on Sundays. The on-campus cafeteria does not operate on Saturdays and Sundays.

Accommodation

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

Smoking

Smoking is prohibited on campus.

***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. There will be no chair person in the presentation room. A time keeper will show you the time left.
3. Please register at the registration desk first. Please go to the designated room 5 minutes prior to the starting time of the presentation.
4. Presenters are expected to bring a PC. There will be an audio terminal connector (for PC connection through a stereo mini plug) and a D-sub 15-pin cable in the presentation room. If necessary, please prepare an HDMI to VGA adaptor. Mac users should bring their own Mini DisplayPort to VGA Adapter. Third-party adapters do not work properly sometimes.
5. Eduroam or other Wi-Fi Internet access is not available.
6. Please bring handouts in case your PC or the projector does not work.
7. If you need a letter of invitation, contact Rie KOIZUMI (JLTA Secretary General) at rie-koizumi@mwa.biglobe.ne.jp

学会事務局からのお知らせ

大会参加者へのご案内

■受付

1. 事前申し込みは必要ありません。
2. 受付は、7 号館 3 階エレベーターホールで行います。
3. 学会参加費は、会員 1,000 円（個人・賛助会員を含む）、未会員 3,000 円（ただし大学院生は 1,000 円、学部生は無料）です。
4. 未会員の方でも、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。
5. 学会中は、名札をお付けください。
6. 懇親会費は 3,000 円です。当日受付でお支払いください。事前受付はありません。懇親会は北海学園会館食堂 G'Café にて開かれます（マップ p. 47 参照）。
7. 参加者の方には、『JLTA 第 22 回（2018 年度）全国研究大会発表要綱』を受付で配布します。『要綱』は事前に郵送しませんので、ご注意ください。

■家族控室

1. 参加者のご家族（中学生以上）のための控室を設置します。発表・講演等には参加しない家族が待機できる部屋です。
2. 机や椅子はありますが、冷房はついていません。
3. スタッフも配置しませんので、自己責任での中学生以上のご利用に限定させていただきます。
4. 発表・講演等には参加せず、家族控室のみ利用される参加者ご家族は、大会参加費は無料です。参加者が受付する際に、「参加者ご家族」用の名札を受け取ってください。
5. 家族控室は 7 号館 5 階 D501 にあります。無料の飲み物やお菓子は、7 号館 3 階通路奥と、4 階 D405 にあり、参加者ご家族の方もお召し上がりいただけます。

■昼食・休憩室等

1. 昼食・休憩室として、7 号館 4 階 D40, D41, D42, D405、北海学園会館食堂 G'Café をご利用ください。
2. 無料の飲み物やお菓子は 7 号館 3 階通路奥と、4 階 D405 にございます。

3. 週末につき、学食の営業はありません。徒歩 5 分以内の場所に、コンビニエンス・ストアが 2 件と、レストランが数件あります。レストランは、週末営業していない可能性があります。

■宿泊
宿泊の斡旋はいたしておりません。

■喫煙
キャンパス内は建物外も含め、禁煙です。

■緊急連絡先の E メールアドレス　rie-koizumi@mwa.biglobe.ne.jp（小泉利恵、JLTA 事務局長）
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. 司会者はおりません。タイムキーパーが残り時間を提示します。
3. 受付を済まされ、発表開始 5 分前には、発表会場にお越しください。
4. ご発表にはご自分のコンピューターを持参してください。音声ケーブル (ステレオミニプラグによる PC 接続用) および RGB ケーブル (D-sub15 ピン) は発表会場にあります。必要に応じて、HDMI から VGA への変換用アダプター、並びに Mac 用のケーブルはご自身でご準備ください。持ち込んだアダプターは機能しないことが時折あります。
5. Eduroam およびその他の Wi-Fi インターネットへの接続は提供しておりません。
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, JLTA 事務局長) までご連絡ください。

3. Abstracts (発表要旨)

Keynote Speech (D30, 3rd floor, 7th building) 10:45－12:00

An Ethics-based Approach to the Evaluation of Language Assessments

Antony John KUNNAN (University of Macau)
akunnan@umac.mo, akunnan@gmail.com

The dominant 20th century approach to the evaluation of language assessments was the Standards-based approach. The *Standards* most evaluators referred to were the APA, AERA, NCME *Standards* (1999; 2014) or the derivative ILTA, ALTE or EALTA *Standards*. These *Standards* considered the center-piece of their evaluations to be evidence from studies of validation, reliability and consequences. In the early part of the 21st century, the Argument-based approach (proposed by Bachman, 2005; Bachman and Palmer, 2014) emerged as a new approach that used the Toulmin way of structuring arguments (with claims, warrants, backing and rebuttal). Their emphasis of this approach was to include consequences and to clarify evaluation procedures using Toulmin's framework. The reviewers who used the *Standards*-based and Argument-based approaches published their evaluations in the *Mental Measurements Yearbook*, *Language Testing* and *Language Assessment Quarterly*. These published evaluations have many deficiencies in critical ways: they were mainly descriptive (not evaluative), they were insider evaluations (not independent as the authors are often the testing agencies' collaborators), they did not have test performance data (for secondary analyses), they accepted the test agencies' claims rather than evaluate the assessment against principles (for example, of fairness, justice, etc.), and they were lacking in any intellectual foundation (as test agencies did not explicitly state their ethical beliefs).

To remedy this situation, I am proposing an ethics-based approach to assessment evaluation. In this approach, a principled basis for fairness of assessments and justice in institutions is used as a framework that in turn is used to develop the *Principle of Fairness* and *Principle of Justice*. Procedurally, Toulmin's structuring of arguments is used: Principles, claims, warrants, backing, qualifier, and rebuttals or counter-claims. I will examine three claims from Principle of Fairness (Opportunity to Learn, Meaningfulness, and Absence of Bias) and one claim from Principle of Justice (Consequences). I will provide evidence of support for the various claims and also offer rebuttals of claims. The claims examined are (1) **opportunity-to-learn** in the classroom of two automated essay evaluation software (Vantage Learning's *MY Access!* and Pearson's *WriteToLearn*), (2) **meaningfulness** in terms of consistency and dependability and the internal structure of a placement test (UCLA's *New ESL Placement Examination*), (3) **absence of bias** in terms of differential item functioning based on age (in the Cambridge English Language Assessments' *Certificate in Advanced English*), and **consequences** (of the *U.S. Naturalization Test*). Analyses used were correlations, exploratory and confirmatory factor analyses, Item Response Theory and expert judgments. These studies showed that some test agencies' claims could not be supported and rebuttals or counter-claims could be entertained. In other cases, more independent research studies are needed to find evidence to support or rebut claims. I will conclude with some remarks regarding rights and responsibilities of test takers and test users.

Bio

Antony John KUNNAN is a language assessment specialist. His research interests are fairness of tests and testing practice, assessment literacy, research methods and statistics, ethics and standards, and language assessment policy. After completing his Ph.D. from UCLA in 1991, he was awarded a post-doctoral

fellowship at the University of Michigan, Ann Arbor for a year. From 1992 until 2013, he was assistant, associate and full professor at California State University, Los Angeles. In 2006, he received a Fulbright scholarship to Tunghai University, Taiwan where he was a visiting professor and scholar. He also was professor (and now Honorary Professor) at the University of Hong Kong and a professor at Nanyang Technological University, Singapore. From 2016, he has been Professor of English and Associate Dean of the Faculty of Arts and Humanities at the University of Macau.

He has served in many capacities at the international level: as secretary-treasurer and president of the International Language Testing Association. He was the founding president of the Asian Association for Language Assessment, and the founding editor of Language Assessment Quarterly (2003-2013). He was a member of the TOEFL Committee of Examiners and the New TOEFL (now iBT) at Educational Testing Service, Princeton, and a research consultant at the University of Cambridge English Language Assessment where he conducted research workshops and projects.

His latest publications include: edited volumes *The Companion to Language Assessment* (in 4 volumes, Wiley, 2014), *Language Testing and Assessment* (in 4 volumes, Routledge, 2014) and *Talking about Language Assessment* (Routledge, 2015) and authored book *Evaluating Language Assessments* (Routledge, 2017).

Note: The first and second paragraphs of this bio statement were adapted from the University of Macau's website: https://fah.umac.mo/staff/staff-do/antony-kunnan/

Symposium (D30, 3rd floor, 7th building)　15:40－17:10

Evaluating Fairness and Justice of University Entrance English Examinations in Japan

(日本の大学入試英語科目における fairness と justice の考察)

Coordinator	**Hidetoshi SAITO (Ibaraki University)**
Panelists	**Hidetoshi SAITO (Ibaraki University)**
	Yo IN'NAMI (Chuo University)
	Yasuyo SAWAKI (Waseda University)
Discussant	**Antony John Kunnan (University of Macau)**

Introduction and Paper 1: Commercial English Language Test Agencies' Views on their Own Tests in Relation to Washback Effects on Teaching and Testing: Part 1

Coordinator and panelist: Hidetoshi SAITO (Ibaraki University)
hidetoshi.saito.cldwtr@vc.ibaraki.ac.jp

This symposium is a three-part report of a recent survey of six testing agencies whose commercial English language tests have just been endorsed for use as part of the revised Japanese university entrance exam system starting in 2021. This will be followed by Dr. Antony Kunnan's comments on the issues we will raise.

According to this reform plan, both commercial proficiency tests and the new Common Test for English language will be used until 2023, and then MEXT (the Ministry of Education, Culture, Science, and Technology) plans to withdraw the new Common Test and replace it entirely with commercial proficiency tests, including CELA, Eiken, TEAP, GTEC, IELTS, TOEFL, and TOEIC. This change will most likely generate unexpected consequences, either positive or negative, that require serious consideration beforehand.

We (Saito, In'nami, & Sawaki) have decided to "preliminarily evaluate" the English language tests developed and administered by the six agencies using Kunnan's principles of fairness and justice (2018). Using his principles along with Toulmin's argument approach, one can evaluate the feasibility of test and argue for and against its use for intended purposes and consequences.

The six agencies responded to the questions concerning issues that the test-takers and their teachers—immediate stakeholders with minimum language assessment literacy—might wonder about: the tests' potential use and consequences. The questions were targeted at revealing communicability of the test agencies' current thoughts and practice about the future test use. Our "evaluation" necessarily contains speculative arguments, because the new exam system has yet to be implemented. A large part of the claims, warrants, backing, and rebuttal may necessarily be temporary and interpreted with a grain of salt. Nevertheless, we are confident of the significance of our preliminary evaluation because of the magnitude of impact the reforms will have on more than 500,000 high school students and their parents alike.

The first question in the survey was "What do the agencies think about minimizing the potential risk their test may pose of narrowing the curriculum and teaching to the test?" I will discuss their responses (claims) based on Kunnan's principle of justice: subprinciple 1, which states that "an assessment institution ought to foster beneficial consequences to the test-taking community" (2018, p. 80).

Bio

Hidetoshi SAITO currently teaches pre- and in-service English teachers and graduate students at Ibaraki University. His most recent papers have appeared in *Language Assessment Quarterly* and *JALT Journal* (both in 2017), and he has just completed a chapter for a book on CLIL assessment (to appear). His research interest includes formative assessment, CLIL, and discussion instruction. He is also on the editorial team of a nationally approved junior high textbook series, *New Horizon*.

Symposium Paper 2: Commercial English Language Test Agencies' Views on their Own Tests in Relation to Washback Effects on Teaching and Testing: Part 2

Yo IN'NAMI (Chuo University)
innami@tamacc.chuo-u.ac.jp

Based on Kunnan's principles of fairness and justice (2018), this presentation reports on a preliminary evaluation of the English language tests developed and administered by the six agencies, and their use as part of the nationwide university entrance examination system. In particular, of the five questions we posed in the survey administered to the six agencies, this presentation reports on responses to Questions 2 through 4.

Question 2 asked: "Research has shown that when such tests are used for entrance examination purposes, students could mainly focus on test preparation, consequently narrowing the content they learn. Do you have any advice for examinees regarding this point?" Question 3 asked: "Additionally, what initiative do you think should be taken to have beneficial effects on high school teachers and examinees? Please describe the current plan and direction for the future plan." Question 4 asked: "How would you respond to examinees when they point out that your test(s) include(s) vocabulary that exceeds the 5,000 words that high school graduates should know as specified in the New Course of Study beginning from elementary school starting in 2020?" Questions 2 and 3 concerned Kunnan's Principle of Justice: subprinciple 1, which states that "An assessment institution ought to foster beneficial consequences to the test-taking community" (p. 80). Question 4 concerned Kunnan's Principle of Fairness: subprinciple 1, which states that "an assessment institution ought to provide adequate opportunity to acquire the knowledge, abilities or skills to be assessed for all test takers" (p. 80).

After analyzing responses to Questions 2 through 4, the presentation will indicate the extent to which each test could serve as part of the nationwide university entrance examination system, along with areas of concern or interest that have emerged in the process of analyzing the responses.

Bio

Yo IN'NAMI is a Professor of English at Chuo University, Japan. He is interested in meta-analytic inquiry into the variability of effects and the longitudinal measurement of change in language proficiency. His most recent publications include a special issue on language assessment in Japan in *Language Assessment Quarterly*, co-edited with Rie Koizumi, Yasuyo Sawaki, and Yoshinori Watanabe, and an article on second language comprehensibility development in *Language Learning*, co-authoring with Kazuya Saito, Jean-Marc Dewaele, and Mariko Abe. He has been co-editing a book with Eun-Hee Jeon on theoretical and meta-analytic investigations into components of L2 reading, writing, listening, and speaking.

Symposium Paper 3: Linking Commercial English Language Assessments to the CEFR and Using them for Admission Decision-Making: Challenges and Future Directions

Yasuyo SAWAKI (Waseda University)
ysawaki@y.waseda.jp

This presentation focuses on the final question included in the survey conducted with the six testing agencies contributing their commercial English language assessments to the score reporting system for the new university entrance examination administered by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT): "Test takers' scores on your test will be converted to the levels of the CEFR (Common European Framework of Reference for Languages; Council of Europe, 2001). How would you respond if a test taker asks how accurate the score boundaries between the different CEFR levels are for your test?" This question mainly concerns two aspects of Kunnan's (2018) Principle of Fairness (p. 80). One is Sub-principle 2, the degree to which test score interpretation is meaningful and consistent for all test takers. This issue is relevant because it is important to communicate to test takers and other stakeholder groups each assessment's purpose, target population, construct representation, and design. Doing so would help stakeholders understand that caution should be exercised when directly comparing scores on the various assessments from one another through linking them to a common standard such as the CEFR. The other is Sub-principle 4, the degree to which the standard-setting procedures employed to link those assessments to the CEFR are appropriate for equitable decision-making. The standard-setting procedures and their results that those agencies report determine the quality of the information presented in the score concordance table between the assessments and the CEFR levels prepared by MEXT. This would in turn tremendously impact test takers because individual universities specify their admission requirements based on the concordance table and use the assessments' scores for student admissions.

In this session, the presenter will first summarize survey results on this question and issues of consideration that emerge from them. This is followed by a proposal of potential future directions for building and supporting a fairness argument (1) by enhancing the standard-setting practice on which MEXT's concordance table is based; (2) by facilitating stakeholders' understanding of similarities and differences among the assessments and how the concordance table should be interpreted and used in defining admission requirements; and (3) by planning and conducting empirical validation studies of this new score reporting system by the collaboration of MEXT, the testing agencies, and universities.

Bio

Yasuyo SAWAKI (Professor, Faculty of Education and Integrated Arts and Sciences, Waseda University) currently teaches various undergraduate- and graduate-level courses in language assessment, teacher training, and academic English at Waseda University. Her research interests include diagnostic English language assessment and feedback, source-based writing, and English medium instruction. Sawaki is a current board member of the Japan Language Testing Association, Secretary/Treasurer of the Asian Association for Language Assessment, and member of the editorial advisory boards of the *Language Testing* and *Language Assessment Quarterly* journals.

Paper Session

D30, 3rd floor, 7th building Part I (9:25-9:55)

Investigation into Validity of Paraphrasing Task as a Writing Performance Test Item for EFL Learners

Nan-Young JI (Korea Polytechnic University)
*KELTA delegate presentation

Paraphrasing quality has proven to be highly associated with two major linguistic components: lexical competence and syntactic competence (McCarthy, Guess, & McNamara, 2009). Nonetheless, few attempts have been made to view the skill as a window through which learners' inter-language can be estimated. How learners manipulate sentence structures and vocabulary in retelling may represent their current level of language proficiency. Therefore, with an aim to verify whether paraphrasing tasks are legitimate as a writing test item to accurately identify the learners' productive language abilities, a correlation study was conducted with 364 test-takers ranging from grade 7 to university freshmen. The scores the learners earned from paraphrasing tasks were compared with those obtained from self-assessments of their English abilities in the case of the secondary school students and from TOEIC in the case of the university students. Paraphrase rating scales adopted in this study were developed by school teachers, considering the range of Korean secondary students' English proficiency. It has been revealed that paraphrasing task has the potential as a valid writing test item as proven by statistically significant correlation coefficients between two sets of scores.

D30, 3rd floor, 7th building Part II (10:00-10:30)

Developing Multimedia-Assisted Military English OPI*

Taeyoung JEONG (The Korea Military Academy)
*KELTA delegate presentation

The goal of this study is to develop a Multimedia-assisted Military English Oral Proficiency Interview (ME-OPI) that firstly accesses officer-candidates' English proficiency, and secondly establishes decision-making procedures for selecting personnel to be sent abroad. Because the cadets and officers of the ROK (Republic of Korea) Army have frequent missions that require interaction with foreign military officers, especially with US officers, it is imperative that they are equipped with good command of military English; hence this study is highly relevant to the operations of the ROK Army. In line with this, the goal of English education in the Korea Military Academy—the four-year college training and educating officer-candidates of ROK Army—is to prepare cadets with the necessary degree of English fluency for combined military operations with allied forces. While there are several commercial English proficiency tests in the market, few of them measure candidates' military English proficiency. Moreover, administering general English tests for military purposes can cause serious validity issues. To achieve the goal of this research, the researcher analyzes both the current English curriculum of the Korea Military Academy and the evolving needs of the Army Headquarters to produce an authentic, valid and reliable English proficiency test. The researcher then develops a ME-OPI according to Hughes' five-step test development procedures (2003). Finally, the ME-OPI is validated and calibrated to better function as a useful tool to access speaking proficiency within a military context. This study concludes that current commercial English proficiency tests have a rather limited practical use when administered for military purposes, since they do not contain any sections that measure test-takers' linguistic or communicative competence in military terminology. On the other hand, the ME-OPI, particularly if enhanced with authentic images and sounds, proves to be a valid, as well as reliable, tool to distinguish able officers and cadets that can better function in a military context where the official language is English. This study further suggests that current cutting-edge technology, including AR (artificial intelligence) or VR (virtual reality), could also be incorporated with the ME-OPI system to construct a more authentic testing environment.

D31, 3rd floor, 7th building　Part I (9:25-9:55)

Grading the Grades: An Investigation into Classroom-based Compulsory University EFL Assessment

Myles GROGAN (Kansai University)

This presentation explores the premise that classroom-based assessment is distinct from other forms of testing and assessment. In Japanese universities, approaches to English courses and their assessment may reflect the uniqueness of the institution. Course designers and class teachers are left to deal with this uniqueness, sometimes in the face of conflicting goals and needs. This mixed-methods case study describes a listening and speaking course at a single private university over three years. It aims to begin suggesting theory specific to classroom-based assessment by more thoroughly describing different aspects of grading processes, and the implications that may be specific to different university EFL classes.

Three methodological approaches were used to reach different sections of the academic community. First, a snowball sampling approach allowed full-time teaching staff, faculty members, and administrators to participate in semi-structured interviews following themes discovered in the data. Through a process of coding, memoing, and constant comparison (Glaser & Strauss, 1967), a broad picture of the different components that may influence grading was gained. A second data strand came from interviews with part-time teachers, who created performance scales based on a small sample of their students at each of the score levels (S, A, B, C) from a single course (see Jankowicz, 2003). These scales provided insight into what respondents' grades may reflect. Finally, four classes of students sorted a range of opinions about grading and grading process. Following factor analysis, the results provided a range of student perspectives complementing the previous two data strands.

The semi-structured interviews revealed a degree of isolation within the academic community. The actuality and beliefs about how the institution operated, the obligations that each person believed they owed different stakeholders, and the consequences of grading activities seemed to shape grading processes. Although language proficiency and content were used to create a narrative of ability, strong elements of process and procedure also suffused grading activities, albeit in different formats. Difference in process seemed to stem from what teachers believed to be in the long-term interest of the students, balanced against the possibility of institutional conflict. Students taking part in the process were aware that different instructors graded differently, and reactions varied. Although some reacted negatively, many accepted this to a lesser or greater extent as part of academic life. Once the grade was assured, they seemed more focused on either the intrinsic or extrinsic benefits the classes themselves may bring.

D31, 3rd floor, 7th building　Part II (10:00-10:30)

How Japanese Students Conceptualize and Experience University Assessment

Paul WICKING (Meijo University)

Since the turn of the century there has been increasing interest in the ways that educational assessment can encourage or discourage effective learning processes. Much of this interest has centered around formative assessment, and those practices which can promote student learning through the act of being assessed. In order to do that, formative assessment necessarily taps into the affective and cognitive dimensions of learning, touching upon students' feelings, motivations, beliefs, attitudes and conceptions surrounding learning and assessment. The purpose of the present study is to gather and analyze Japanese students' conceptions and experiences of assessment, in order to lay the foundation for assessment practices that can better promote learning.

This study is mixed methods research, integrating data from both quantitative and qualitative sources. Original data was gathered at Japanese universities via two instruments. The first was a multidimensional self-report survey, which was administered on a volunteer sample of 613 Japanese university students, of which 552 valid cases were drawn. The second data collection instrument was a narrative frame. The use of narrative frames for eliciting qualitative data is a method first developed by Barkhuisen and Wette (2008) to explore university English teachers' experiences in China. In essence, a narrative frame is a series of sentence starters, connectives and sentence modifiers which scaffold the writer and guide him/her to concentrate on certain features of his/her narrative story. The narrative frame data were drawn from eight intact EFL classes held in three different Japanese universities. In total, 219 students completed the narrative frame.

Analysis of the survey results was performed with IBM SPSS version 22. To begin with, a table of descriptive statistics was generated. Next, a factor analysis was conducted, which revealed a 7 factor solution to explain how these students conceived of assessment. The narrative frame data was put through a process of qualitative content analysis. A coding frame was first developed, following a strategy of subsumption, after which it was input into NVivo for Mac and then triangulated with the survey data.

The results indicate that Japanese students approach formative assessment tasks in a way that is at odds with popular Confucian categories. Students did not seem to be highly competitive, they valued practical skill over book knowledge, and familial obligation was not a strong factor in educational motivation. The presentation concludes with pedagogical implications for teachers seeking to conduct formative assessment with Japanese students.

D31, 3rd floor, 7th building　Part III (13:40-14:10)

日本における大学英語入試問題は変わったか

深澤 真（琉球大学）

本研究は、Brown and Yamashita (1995) と Kikuchi (2006) をもとに、大学英語入試問題を(1) 読解問題の難易度、(2) テスト問題の出題形式、(3) 測られている技能の観点から分析する。これまでの研究結果と比較することで、過去 20 年間で大学入試がどのように変化してきたかを明らかにする。

上記の研究と同じ国公立大学 10 校、私立大学 10 校の 2016 年英語入試問題、および同年のセンターテスト英語問題を対象とした。分析は、Flesch-Kincaid Grade Level などのリーダビリティ指数を算出するとともに、記述統計を活用して行った。

分析の結果、読解問題の難易度は国公立大学でこの 20 年間で難化傾向にあることが分かった。Flesch-Kincaid Grade Level は、1994 年、2004 年、2016 年の国公立大学大学入試英語読解問題でそれぞれ 9.11, 10.98, 11.68 であった。また、私立大学の英語読解問題では、2004 年から 2016 年で 9.62, 10.74 と難化傾向であった。

テスト問題の出題形式については、まず reading/writing, translation, listening の３つの技能に分類し、次に多肢選択式（multiple-choice）や空所補充（fill-in）など細かな分類を行った。reading/writing では、多肢選択式が主な出題形式であり、私立大学英語入試問題で一貫して増加していた（74.39%, 81.12%, 81.77%）。新しい傾向として私立大学で英文を英語でまとめる新しい形式の問題が見られた。translation では、国立大学で英語から日本語へ訳す問題が増える傾向にあった一方で、日本語から英語への訳の問題は減少傾向にあった。Listening では、多肢選択式問題が国公立大学、私立大学とも一貫して増加傾向にあった。

測られている技能の観点からの分析では、テスト問題は receptive、productive、translation の３つの技能に分けられた。receptive な技能を問う問題は、私立大学で 2004 年以来 9 割以上となっており、国公立大学でも一貫して増加していた（33.6%, 38.9%, 54.96%）。一方、productive な技能を問う問題は、国公立大学、私立大学とも一貫して減少していた。

この 20 年間で、読解問題はさらに難化するとともに、受容技能を問う問題は増加していた。コミュニケーション能力の育成に重点を置いている現在の高等学校学習指導要領とより合致した入試問題が求められる。

D40, 4th floor, 7th building　Part I (9:25-9:55)

Implementing CEFR-J Standards for Interactive Communication Speaking Assessments in Large High School Courses†

Nicholas COLLIER (Ritsumeikan Uji Junior and Senior High School)

†Assessment practice presentation

In recent years there has been a move towards greater use of skill-based assessment in Japan. This has been in part due to changes in policy from MEXT and a greater awareness that the Japanese English education system does not explicitly prepare students for communicative needs in English (Shillaw, 2017). The CEFR-J has been proposed as a "can-do"-based system of standards to be used by institutions for the instruction and assessment of students' English ability (Nagai and O'Dwyer, 2011). However, introducing new assessment practices to an organization or language course can be a daunting task. The teaching practitioner may be presented with large numbers of candidates, poorly-understood standards or goals, teams of assessors to train, pre-existing practices and many other impediments. This presentation seeks to share elements of good practice in developing a series of speaking tests focusing on interactive communication. Using the example of a single assessment, it proposes practical approaches to speaking assessment. The presentation will discuss selection of standards, creation of rubrics, interlocutor scripts and test procedures, standard-setting for assessors, monitoring of standards and feedback on performance to individual students. Using the approach outlined in this presentation, teachers and administrators will gain a functional approach to implementing CEFR-J standards in assessment and instruction.

D40, 4th floor, 7th building　Part II (10:00-10:30)

Holistic and Analytic Scales of a Paired Oral Test for Japanese University Students

Rie KOIZUMI (Juntendo University)
Yo IN'NAMI (Chuo University)
Makoto FUKAZAWA (University of the Ryukyus)

Spoken interaction is increasingly highlighted in the English as a foreign language context in Japan, as is suggested by its explicit inclusion in the Course of Study (Japanese national curriculum of English for secondary schools), to be implemented in 2020 and onward. However, effective methods of assessing spoken interaction, particularly in classroom assessment, have not been extensively examined. Of possible test formats for assessing oral interaction, including conversations between (a) an examiner and a learner, (b) two learners, and (c) three or more learners, one viable format in classroom assessment is (b) a paired oral test format, where two students talk or play assigned roles based on instruction cards. This format has been used to elicit relatively natural oral interaction between two people with similar status and is believed to generate positive washback on students' learning (Galaczi & ffrench, 2011). We have previously developed paired oral tasks and a holistic rating scale for Japanese university students and presented positive evidence for the validity of interpretations and uses of test scores (Koizumi, In'nami, & Fukazawa, 2016). However, previous research suggests that, although a holistic scale produces fairly reliable scores and is more efficient than an analytic scale, it lacks the diagnostic information to help improve future learning and teaching that the analytic scale offers (e.g., Brown, 2012). Therefore, in order to provide two scale types that function adequately for our test, this study reports on the development of an analytic scale, examines its quality using a multifaceted Rasch analysis, and compares it with our holistic scale.

Students at four Japanese universities (N = 131) with novice to intermediate English proficiency levels took a paired oral test. As part of the instruction in an English class, they paired up and completed three to 10 tasks that required each pair to talk for two to three minutes. Their interactions were recorded separately for each task and marked by one or two trained raters from a pool of four, using a holistic scale and a newly developed analytic scale. The latter was developed based on Nakatsuhara (2007) and consisted of four categories: Pronunciation & intonation, Grammar & vocabulary, Fluency, and Interactive communication. Each scale was awarded 1–5 points. The ratings were analyzed using a separate multifaceted Rasch measurement for each scale. The preliminary analysis showed a positive functioning of the rating scales. Similarities and differences of the scales and possible directions for future research will also be discussed.

D40, 4th floor, 7th building　Part III (13:40-14:10)

Collecting A Priori Validity Evidence During the Development of a Computer-based Speaking Test for Japanese University Entrance Purposes

Yujia ZHOU (Tokyo University of Foreign Studies)
Jamie DUNLEA (British Council)
Masashi NEGISHI (Tokyo University of Foreign Studies)
Asako YOSHITOMI (Tokyo University of Foreign Studies)

To foster positive washback on English education, the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) has announced a new policy of encouraging universities to use four-skill English tests for entrance purposes (MEXT, 2017). In response to this call, Tokyo University of Foreign Studies (TUFS), in collaboration with the British Council, is developing a computer-based speaking test: British Council TUFS-Speaking Test for Japanese Universities (BCT-S). The joint development project, drawing on the British Council's expertise in developing and delivering the online speaking component of Aptis, offers one potential solution to the challenges faced by Japanese universities upon introducing an independent speaking component for university-specific exams.

This presentation reports on one part of the development process: a pilot study carried out in April 2018 to collect validity evidence of BCT-S to inform further test development and contribute to a validity argument prior to the administration of the operational tests. Different types of a priori validity evidence were gathered to address the following research questions:

RQ1: a) Do tasks targeting different levels of proficiency demonstrate different levels of empirical difficulty?
　　b) Are tasks that target the same level of proficiency comparable in difficulty across test forms?
RQ2: What are TUFS students' perceptions of BCT-S?
RQ3: To what extent does BCT-S elicit language functions targeted in the test specifications for each task?

Ninety-eight TUFS undergraduates took BCT-S in April 2018. Two forms of the test were randomly assigned to the students whose responses were recorded and scored by trained raters using task-specific holistic rating scales. Their speech samples were transcribed. Immediately after the test, students completed a questionnaire that elicited their perceptions of BCT-S regarding test validity, testing procedure, and test content; 20 students participated in follow-up interviews.

Multi-faceted Rasch analysis found the tasks performed adequately with regard to the relationship between targeted proficiency level and empirical difficulty. However, some content-related differences in difficulty were identified for the highest-level task. Regarding students' perceptions of BCT-S, they were satisfied with the test validity and testing procedure, but expressed concerns related to the test environment such as the voices of other students as well as confusion caused by certain unclear test prompts (photos and questions). These results along with those of function analyses are reported in detail in the presentation, and the implications of the findings for future test development are discussed.

D40, 4th floor, 7th building　Part IV (14:15-14:45)

A Validation Study of New Business Speaking Test

Keita NAKAMURA (Eiken Foundation of Japan)

Test validation has become an important part of test development because it is becoming increasingly important for test developers to conduct validation studies to ensure the proper use of tests and the interpretation of the results for a particular group of stakeholders (Chapelle et al., 2006).

This study presents the result of a series of studies to collect validity evidence of the newly developed speaking test of English for business purposes. The author starts from result of 1) needs analysis and task development, 2) trial study to check testing-time and task difficulty, 3) scale development study based on reference group, 4) concurrent validation study of the new test with other tests, and finally 5) the limitation and the implication of the study.

Based on the needs analysis, the new test was designed to have three parts: part 1, 2, and 3. In part 1, test takers were asked to provide their job-related basic information such as what they do and likes/challenges of their current job. In part 2, test takers were asked to read both texts and graphs and summarize the issue and give a possible solution. In part 3, test takers were asked to read text and graphs to give their opinions to the given topic. Through those parts, interviewer was asked to rate test takers' both English Language Skills (ELS) and Business Performance Skills (BPS).

A total of 39, 398, and 626 adult learners of English took part in the study 2), 3) and 4), respectively. In study 2), each participant took the prototype task and filled in the questionnaire which asked them their responses to the testing time, task instructions, and task difficulty. In study 3), test reliability and item-level factor structure of the new test were investigated using Mplus 7.4 (Muthen & Muthen, 2015). In study 4), relationship with EIKEN and BULATS speaking were investigated in terms of correlation coefficient. In study 3), test takers from various fields of work (e.g. IT, education, or service industry) participated in this study. The test reliability was 0.98, while the correlation between the two rating criteria, Business Performance Skills (BPS) and English Language Skills (ELS) was 0.96.

In this presentation, the details of study results would be presented and, the limitation and the implication of the study would be discussed.

D41, 4th floor, 7th building　Part I (9:25-9:55)

リスニングテストにおいて受験者を引きつける錯乱肢の特徴

飯村 英樹（群馬県立女子大学）

多肢選択式テストの作成において、重要かつ困難な作業は有効な錯乱肢を複数作り出すことである。錯乱肢の有効性は、項目分析の結果から得られた弁別力と反応頻度の２つの観点から評価される（Fulcher, 2010）。弁別力はどの程度、能力の高い受験者と低い受験者を分けることができるかを表す指標であり、頻度はどの程度（何人）、受験者から選ばれているかを表す指標である。言語テスト作成におけるガイドライン（例：Haladyna & Rodriguez, 2013）では、錯乱肢をもっともらしく（plausible）することが必要だと述べられている。

本研究の目的は、多肢選択式リスニングテストにおける錯乱肢の魅力度（もっともらしさ）を構成する要因を明らかにすることである。使用するデータは、日本人大学生約200名が受験したTOEIC リスニングセクションの Part 2（応答 30 問）、Part 3（会話 30 問）、Part 4（モノローグ 30 問）である。錯乱肢の魅力度の要因として、応答問題では５つの要因（同語・派生語・音声的類似・語彙的連想・応答キーワード）、会話およびモノローグの問題では６つの要因（同語・類語・派生語・否定語・音声的類似・限定詞）を設定し、重回帰分析を行った。

分析の結果、応答問題においては、上位群、中位群とも錯乱肢の魅力度を予測する有意な要因は見出せなかったが、下位群においては応答キーワードと語彙的連想の２つの要因が有意であった。会話およびモノローグの問題では、上位群では同語と派生語、中位群では同語、下位群では同語・限定詞・派生語が有意な要因となった。しかしいずれの場合においても、説明率は低かったため、発表時には更なる分析についても言及する予定である。

D41, 4th floor, 7th building　Part II (10:00-10:30)

Japanese EFL Learners' Speech-in-Noise Listening Comprehension Process: Use of Context

Ryoko FUJITA (Juntendo University)

Background noise significantly affects language learners' listening comprehension. Notably, past studies have suggested that even bilingual speakers who acquired their target language at an early age have poorer listening comprehension than native speakers under noisy conditions (Rogers, Lister, Febo, Besing, & Abrams, 2006; Shi, 2010). Field (2008) argued that listeners need to draw heavily on context information to recognize words. Although some past studies have focused on background noise and listening comprehension, few have been conducted in the EFL context.

In a study that focused on Japanese EFL learners, Fujita (2016) found that contextual information aided the participants' listening comprehension when the noise level was moderate; however, their listening comprehensibility deteriorated as noise levels increased. The current study builds on that study, which used a quantitative approach for its experiment. It employed a qualitative method and analyzed the listening comprehension process on a smaller scale by investigating learners' use of context information under various noise conditions.

The participants of this study included seven Japanese undergraduate students whose English proficiency levels were high-intermediate. The Speech-Perception-in-Noise (SPIN) test (Kalikow, Stevens, & Elliot, 1977) was used. The SPIN test includes a list of sentences, with the last word in each sentence serving as the target word. The target word is either predicted with contextual cues or unpredicted without contextual cues. Four signal-to-noise ratio (SNR) conditions (SNR = 0, 5, 10, 15) and also without a noise condition were added to the SPIN test.

Data were collected using think-aloud protocol procedures. The participants were asked to verbally report what they were thinking during the SPIN test. After the listening session, they were individually interviewed, and they answered questions about the background noise and their use of context information in listening. The think-aloud protocol data as well as their answers to the SPIN test were carefully examined.

The findings showed that learners used contextual information by focusing on the phrases that immediately preceded the target word. They tried to use context information in similar ways for high-predictable and low-predictable sentences. Regarding noise levels, they used context information less frequently in quiet and very noisy conditions than they did in moderate noise conditions. Based on these results, the implications will be discussed in the presentation.

D41, 4th floor, 7th building　Part III (13:40-14:10)

Fluent Readers to Fluent Speakers?: The Effect of Oral Reading Practice on the Speaking Ability of Science Majors

Sae MATSUDA (Setsunan University)
Makoto IMURA (Osaka Institute of Technology)
Noriko NAKANISHI (Kobe Gakuin University)
Michael HERKE (Setsunan University)

This study attempts to examine whether repetitive input and output using children's picture books can help university science majors improve their speaking skills. Seventeen science majors had nine 90-minute classes where they read and listened to Oxford Reading Tree, followed by shadowing, repeating, and reading the story aloud. Three types of online tests－Progress, Versant, and OPIc－and original speaking tests were also conducted before and after the treatment. By the end of the term, the students read 61 books and 4,257 words on average; when the repetition was counted, they read/spoke 304 books and 21,236 words. Pre- and post- online tests yielded mixed results: While Progress did not show as much improvement as in the previous study (Matsuda, Imura, and Nakanishi, 2017), Versant results displayed higher average scores. The OPIc results, on the other hand, revealed that only three students reached one level higher than their original level. The original speaking tests included Reading a Paragraph Aloud, Describing a Picture A, Describing a Picture B, Describing a Picture Sequence, and the recorded sound data were later transcribed and analyzed. The recordings of the pre- and post- paragraph reading task were analyzed by using Phoneme Counter (http://noriko-nakanishi.com/phoneme/). The result indicated improvements in the participants' pronunciation, especially with consonants. However, problems remained with the phonemes that are often difficult for Japanese native speakers, such as /θ/, /v/, and /ð/. Also, the analysis of speaking test data using Praat (http://www.fon.hum.uva.nl/praat/) showed significant gains in several fluency measures in Reading a Paragraph Aloud, though no significant gains were observed in the other tests. Finally, a vocabulary software analysis (www.lextutor.ca) of the transcripts of the pre- and post-treatment picture description tests showed slight increases in the number of word families, types and tokens used, as well as in the number and length of word strings. Overall, the results suggest that the treatment was effective in improving some aspects of oral fluency although the results may have been limited by the high dropout rate (29%). Further research is needed to analyze the participants' responses collected through Moodle surveys during the experimental period and find out what the students were feeling during the treatment.

D41, 4th floor, 7th building　Part IV (14:15-14:45)

The Validation of an English Test of Critical Thinking Ability for EFL Learners

Hideaki OKA (University of Tsukuba)
Naoki TAKEBAYASHI (University of Tsukuba)
Akiyo HIRAI (University of Tsukuba)
Hiroki MAEDA (University of Tsukuba)
Takeshi KATO (University of Tsukuba)

The Ministry of Education, Culture, Sports, Science, and Technology (MEXT, 2016) states that critical thinking ability should be developed through both English and Japanese educational curricula. However, there has as yet been no attempt to measure such ability in English education. Thus, in the present study, we have developed a test called the English Critical Thinking Test (ECTT), currently composed of 20 multiple-choice items, which measures not only English ability but also critical thinking ability. To evaluate the validity of the test, we built a validity argument according to a framework proposed by Chapelle, Enright, and Jamieson (2008) that consists of six inferences (domain definition, evaluation, generalization, explanation, extrapolation, and use). A total of 81 Japanese first-year university students participated in this study. As for the first inference, namely, domain definition, based on previous studies on critical thinking skills, we defined the target domain as having three subcomponents: consistency, analysis, and inference. In addition, we set the target English proficiency at level B1 of the CEFR. The backing for the warrant of the evaluation inference was obtained from item analysis. We excluded several low-discrimination items. Also, using the Rasch modeling, item-fit statistics were confirmed within the acceptable range; two misfit participants were dropped for the following analyses. In regard to the generalization inference, Cronbach's α coefficients were relatively lower than expected due to the lack of items and participants, a result which suggested a need for further investigation. The backing for the warrant of the explanation inference was gathered by conducting factor analysis. As a result, three expected factors, consistency, analysis, and inference, were extracted. Additionally, the results of a questionnaire asking the participants which abilities they thought they used supplied strong backing for the explanation inference. As the backing for the warrant of the extrapolation inference, a series of Pearson's correlation analyses was performed among the ECTT, the Japanese Critical Thinking Test (JCTT), an external criterion test, and the English Proficiency Test (EPT). The results showed that there was a correlation trending toward significance between the ECTT and the JCTT ($r = .22$) as well as a significant correlation between the ECTT and the EPT ($r = .36$). The sixth inference, namely, utilization, was justified by providing the test outcomes of the three subcomponents and elucidating the interpretation of these scores to the participants. Overall, this pilot study found that the ECTT measures both critical thinking ability and English proficiency, but it is more effective at measuring the latter.

D42, 4th floor, 7th building　Part I (9:25-9:55)

日本人英語学習者のための統語処理の自動化度テストの作成

浜谷 佐和子 (関西大学)

昨今の社会における情報化、ボーダレス化を考慮すると、日本人英語学習者が流暢に英文読解を行う必要性は、ますます高まっていると言える。流暢な読解とは、完全な意見の一致は見ていないが、速く正確な読解と定義するのが通例となっている。

読解は複雑なプロセスを経る作業であり、上位レベルと下位レベルの構成要素に分けて考えられることが多い。流暢に文章を読解するには、読解の下位レベルプロセス、つまり(1)語認識、(2)統語処理、(3)語や統語の情報を文レベルの意味単位に構築するプロセス、のすべてが自動化する必要があるとされている。しかし、統語処理の自動化と流暢な読解との関係についての研究はあまり行われておらず、統語処理の自動化を測るテストもほとんど実施されていない。本研究ではこれを測るテストの作成を目的とする。

異論はあるが、第二言語の習得は、宣言的な知識の習得から始まって練習を重ねることにより徐々に手続き的知識へと移行し、やがて自動化するという理論がある。また、宣言的知識は明示的、そして手続的知識は潜在的な性質を持つと考えられている。R. Ellis (2005)は、時間制限のある文法性判断テスト(Timed Grammaticality Judgment Test)は潜在的知識を測るとしたが、DeKeyser (2003)は自動化された明示的知識も同時に測っているとした。したがって、TGJT で統語知識の自動化の度合いを概ね測ることができると本研究では考えた。そして、TGJT を基に、読解との関係を調べることを考慮して、主に話し言葉で使用される文法項目を書き言葉で使用される項目に置き換え、また中・上級日本人英語学習者を対象とすることを考慮して、中級文法テキストの例文等を参考にして 68 問からなる「日本人英語学習者のための統語処理の自動化度テスト」を作成した。

大学生 74 名を対象にパイロットテスト(1)を実施、分析した結果、信頼性係数αは 0.685、各設問についての点二系列相関係数は複数問でゼロかマイナス数値が算出された。マイナス数値の設問については原因を考察して修正を行い、パイロットテスト(2)を実施する。今回の発表はパイロットテスト(1)について行う。

D42, 4th floor, 7th building　Part II (10:00-10:30)

Evaluating English Pronunciation Assessment at a Japanese University

Daniel BATES (Asia University)

Pronunciation has long been neglected in both general skills ESL textbooks and during speaking assessments among English Language teachers. The purpose of this research is to show the current attitudes and practices among teachers towards assessing pronunciation within the English Language department of a Japanese university. It will look at differences in attitude, method and application of pronunciation assessment among faculty members within the department, and ruminate upon the divergence between some of the teacher's survey responses and actual practices when assessing their students speaking skills on General English and Communication English courses.

Descriptive research was undertaken for this presentation, first through surveys given to teachers throughout the Centre for English Language at Asia University, Tokyo, in order to gauge the general attitudes towards pronunciation teaching and assessing. After which, one-on-one interviews were given to a number of the respondents to get a more in-depth take on their practices in the classroom. Finally, observations of speaking assessments were undertaken to underpin any similarities or differences between teacher's attitudes and their application during assessment. The goal of this process is to show what current practices are being undertaken when assessing pronunciation within the context of English language learning within Japanese higher education and to gauge what might be considered as 'best practice' among the differing styles and rubrics used for the assessment of pronunciation.

Results show a divergence of attitudes and practices among teachers regarding pronunciation assessment. While teachers at this particular university are using the same course materials, the general assessment of the students is left up to the individual teachers. This has resulted in a range of importance being put upon pronunciation in speaking assessments, ranging from no weight on pronunciation at all, to specifically designed rubrics being used to assess for both segmental and suprasegmental features. Here, the presenter speculates on why such divergence is found in pronunciation and considers whether such variations would be found in other language skills. Finally the presentation looks at some practical ways of how pronunciation might be included more successfully in the assessment of such general English classes.

D42, 4th floor, 7th building　Part III (13:40-14:10)

Test-Takers' Reactions to TOEIC L&R and S&W: An Interim Report

Masaya KANZAKI (Kanda University of International Studies)

This interim report presents the first-year results of a three-year study in which test-takers' reactions to the TOEIC Listening and Reading test (TOEIC L&R) and TOEIC Speaking and Writing tests (TOEIC S&W) are examined. Bradshaw (1990) and Coniam (1999) emphasized the importance of examining test-takers' reactions to tests, suggesting that useful insights can be gained by doing so. Similarly, Shohamy (2001) pointed out that test-takers' reactions can be a great source of information. The purpose of this study is to investigate test-takers' reactions to TOEIC L&R and S&W with a view to estimating the effects of such tests on high school students when commercially available tests are integrated into university entrance examinations in Japan.

In the first year of the study, TOEIC L&R, a paper-and-pencil test with 200 multiple-choice questions, and TOEIC S&W, a computer-based test, were administered to 98 students attending a private Japanese university specializing in foreign languages. The tests were given in the Institutional Program (IP) on campus over two consecutive days (L&R on the first day and S&W on the second). The participants took part in the study on a voluntary basis in exchange for a monetary reward of 5,000 yen. After the tests, an 18-item questionnaire was administered to elicit participant reactions. The test scores were analyzed for descriptive statistics and correlations, and the questionnaire results were examined.

Overall, the participants reacted positively to TOEIC S&W. For example, out of 98 participants, 85 indicated that taking TOEIC S was fun, and 73 indicated that taking TOEIC W was fun. In addition, 88 and 89 of them said they would like to take TOEIC S and TOEIC W again, respectively. Moreover, 81 and 77 of the participants respectively said that TOEIC S and TOEIC W had increased their motivation for learning English. These positive results may be due to the facts that the overall English ability of the participants was relatively high and their participation was voluntary. If the tests had been administered to students who were less proficient in English and unwilling to take the tests, it is probable that their reactions would not have been as positive. However, the results suggest the possibility that speaking and writing tests can have positive effects on learners if the difficulty level of a test matches the proficiency level of learners.

D42, 4th floor, 7th building　Part IV (14:15-14:45)

多肢選択式スペリングテストの和訳提示は学習者の解答に影響を与えるか

髙波 幸代 (東洋大学)

英語を外国語として学ぶ日本においてはスペリング習得への関心はあまり高くなく、スペリング学習は英語授業のなかでも補足的な位置づけとなる傾向がある。しかし、Graham and Santangelo（2014）によるメタ分析によれば、スペリングの指導を初期段階から行うことが、スペリングやリーディング、音韻認識の向上に貢献するという結果が得られており、英語学習においてスペリングの知識は無視できない役割を担っていることが伺える。本研究では、日本人英語学習者のスペリング能力に関する診断的評価を行った先行研究（Takanami, 2014, 2017; 髙波, 2015）に基づき、信頼性が高かったテスト形式 2 種（書き取り・多肢選択式）を抽出した。EFL 学習者が対象であることを考慮し、多肢選択式スペリングテストには「和訳提示（L1 提示）」を含む新たな形式を作成した。多肢選択式スペリングテストにおける和訳の提示は受験者のパフォーマンスにどのような影響を与えるか、という調査質問に答えていく。

調査協力者は英語専攻の日本人大学生 75 名。(a)語彙サイズテスト、(b)書き取りテスト、(c)多肢選択式和訳なし、(d)多肢選択式和訳あり、の順で約 40 分間の調査が 2017 年に行われた。参加者の推定平均語彙サイズは 5,200 語であり、この結果から受験者を 3 群に分けてグループ×テスト形式で 2 要因（３×３）の分散分析を行ったところ、有意な交互作用が見られた。その後の分析から、書き取りテストの正答率は語彙サイズの影響を受けるが、再認課題の 2 形式では正答率における差が無く、和訳提示の有無はパフォーマンスに影響を与えないという結果が得られた。しかしながら、ラッシュ・モデルによる分析では、多肢選択式スペリングテストにおける和訳提示の有無によって項目難易度に差が見られていた。和訳提示は正確な解答を導き出すための補助となる場合とそうでない場合とがあり、それが日本語の特徴によるものである可能性も示唆された。この結論を補強するために、新たに収集したデータを含む再分析の結果を当日報告する。

D50, 5th floor, 7th building　Part I (9:25-9:55)

A Vocabulary Depth Test for Words within the 1000 Most Frequent

Joshua Brook ANTLE (Tsuda University)

Vocabulary knowledge can be divided into two general categories: receptive and productive. Receptive vocabulary knowledge is the ability to understand words when encountered in a reading or listening text. The ability to recall an L1 translation for the target word is another aspect of receptive knowledge. Productive knowledge is the ability to use a word when writing or speaking in the second language. It is generally believed that receptive knowledge precedes productive knowledge (Zhou, 2010). Another way to categorize vocabulary knowledge is by using the terms vocabulary breadth and depth. Vocabulary breadth refers to the number of words which are familiar to a language learner. It is relatively easy to assess through tests which ask for a translation or matching exercises; however, vocabulary depth is much more difficult to measure (Milton, 2010). Vocabulary depth refers to how well a given word is known. There are many aspects of vocabulary depth, such as its spelling, pronunciation and register. For this study, I will be focusing on the ability to use the targeted word productively in different contexts with common collocates. The purpose of this study is to design a productive vocabulary test targeting problematic yet common types of English words and phrases. The aspects of vocabulary knowledge which will be tested are: delexicalized verbs, polysemous nouns, idioms and frequent collocations. Delexicalized verbs are verbs whose meaning changes depending upon the context and collocation. Example of these verbs are 'take', 'make', 'have' and 'get'; they are the some of the most common words but also some of the most problematic for English language learners. Polysemous nouns have different meaning senses which can only be determined from the context and/or collocations in which they are used. Every vocabulary item on this test is within the 1000 most common words on the New General Service List (Browne, C., Culligan, B. & Phillips, J., 2013). This assessment includes cloze and multiple-choice type questions, and each item will only have one correct answer. Three native-speaking judges will assess the test items to ensure there are no alternative answers possible and to ensure that the context given for each question is sufficient enough to elicit a correct response from test takers who have productive ability with the target word. This is currently a work in progress.

D50, 5th floor, 7th building　Part II (10:00-10:30)

Vocabulary Selection in TOEFL iBT Textbooks: Compared with Word Lists

Emiko MATSUMOTO (Juntendo University)

This presentation will compare the vocabulary lists of several TOEFL iBT® textbooks with general word lists and examine the degree of difficulty of vocabulary found in each section of TOEFL iBT. It will also outline the importance of learning vocabulary in raising TOEFL iBT scores for both TOEFL teachers and test-takers. The presentation will offer an effective approach to studying for the TOEFL iBT.

The presentation will be modeled on the research conducted by Matsumoto (2018) in which TOEFL ITP books and five word lists were analyzed. This current research compares the difference between vocabulary lists in several TOEFL iBT books with five word lists such as Oxford 3000, JACET 8000, General Service List, Academic Word List and the TOEIC Service List.

Although the TOEFL ITP and TOEFL iBT are somewhat similar, they are used for separate purposes and administered differently. The TOEFL iBT test is a high-stakes assessment test administered by ETS (Educational Testing Service). Institutions use TOEFL iBT test scores to make decisions, such as university-level student admission. On the other hand, TOEFL ITP tests are administered by institutions or through the ETS preferred network and used for specific purposes including placement, monitoring progress and other in-house purposes. Recently there has been discussion in some universities over the effectiveness of mandatory TOEFL ITP on the scores of students taking TOEFL iBT. This presentation will address these concerns.

The methodology for the research is as follows: Words from the vocabulary lists of several TOEFL iBT textbooks are chosen and inputted onto a spread sheet. The vocabulary from each section of TOEFL iBT are matched between each other in addition to the general word lists mentioned above. The matching rate is calculated using the vlookup function on the spread sheet. The matching rate between the sections of the TOEFL iBT as well as the general word lists is analyzed for the degree of difficulty each lists procure. This presentation will provide the results of this research for example, in the listening conversation part, the vocabulary tends to be easier than what I predicted. However, in the reading comprehension part, the level of difficulty is almost the same as I predicted.

By comparing and examining the difficulty of vocabulary, it's my hope, as an instructor and author of several TOEFL ITP and TOEFL iBT books, this research will lead to more effective strategies of raising students' TOEFL iBT scores.

D50, 5th floor, 7th building　Part III (13:40-14:10)

Japanese English Learners' CEFR Receptive and Productive Vocabulary Knowledge--a Case Study Using Cambridge B1 Preliminary Speaking Tests--

Hiroko USAMI (Tokai University)

Recently, vocabulary knowledge has been researched in the context of the Common European Framework of Reference for Languages (CEFR; Council of Europe, 2001). In the framework of the English Profile Programme (EPP), the English Vocabulary Profile (EVP) assigns six CEFR levels to individual meanings of each word and phrase. However, this CEFR level is assigned based on learners' written, that is, productive, vocabulary knowledge. However, vocabulary knowledge has been discussed in terms of both receptive and productive knowledge of vocabulary (e.g. Melka, 1997; Laufer, 1998), but this topic has not been enough researched in terms of CEFR.

The aim of this study is to compare the receptive and productive vocabulary knowledge of approximately 150 Japanese English learners. Receptive vocabulary knowledge was examined by administering the CEFR Vocabulary Test, which consists of 60 multiple choice vocabulary questions from the Japanese University Entrance Exams Corpus. In addition, the participants' paired conversations for the Cambridge B1 Preliminary Test from the CEFR Learner Corpus were examined in terms of productive vocabulary knowledge. Both overall and vocabulary CEFR levels of the paired conversations were evaluated by professional CEFR raters. In addition, the conversations were statistically analysed in terms of type, token, and type/token ratio as well as the percentage of words from each CEFR vocabulary level used in their conversations.

Results revealed that the participants' receptive vocabulary knowledge was relatively high, indicating an average CEFR Vocabulary Test score of approximately 60%; the participants even answered approximately 50% of the C2 level correctly. In contrast, their productive vocabulary knowledge in the paired conversations was much lower, because they could not frequently use vocabulary from above the B2 level. The correlation between their receptive and productive vocabulary knowledge was relatively low. I hope these findings will be utilised to improve students' productive vocabulary knowledge in their speaking.

D50, 5th floor, 7th building　Part IV (14:15-14:45)

潜在回帰モデルの導入による拡張名義反応モデルの日本語テストデータへの適用

大澤 公一 (京都大学)
大澤 理英 (関西外国語大学)

項目反応理論（Item Response Theory, IRT; Lord, 1952 et al）の拡張である名義反応モデル（Nominal Response Model, NRM; Bock, 1973）においては、多肢選択式のテスト項目に対する受験者の反応それ自体を用いて、潜在特性（能力）値 theta の受験者 i がテスト項目 j の選択肢 k に反応する期待選択確率 P_jk (theta_i) がモデル化される。NRM では、テスト項目への反応を正誤パタンのような二値型（正答＝1、誤答＝0）にも、順序性（大小関係）を保持した評定値のような多値型（例：優＝4、良＝3、可＝2、不可＝1）にも採点はしない。あくまでも、特定の選択肢に反応（選択）したかどうかという情報そのものを項目反応データとして利用するという点にモデルの特徴がある。本研究では、大学修学能力試験「日本語 I 」、日本留学試験「日本語（読解）」、日本語能力試験（文字・語彙、文法、読解）に出題された非音声領域の既出757項目による韓国語母語話者を対象としたモニター試験データ（n=4,647）の一部に対して NRM を適用した。その際、潜在特性に対する潜在回帰モデルを NRM に導入し、性別、居住都市、学校段階などの複数の外生変数による潜在特性の相別解析を NRM による IRT 尺度化と同時に行った。その上で、各テスト項目における選択肢の期待選択確率が、受験者の日本語能力のレベルによってどのように変化するのかを分析した。期待選択確率の推移が韓国語母語話者にとって特徴的であり、日本語教育学的にも有効な分析が可能であると思われるテスト項目をサンプルとしていくつか取り上げ、韓国語母語話者による選択反応であるという点に留意しながら、各テスト項目の特性を、言語学あるいは日本語教育学の観点から定量的および定性的に考察を行った。

Parts IV and V: 賛助会員発表 (Institutional Member Presentations) (14:15-14:45 and 14:50-15:20)

D31, 3rd floor, 7th building　Part IV (14:15-14:45)

The Impact of IELTS in Japanese Higher Education

Nick SAVILLE (IELTS)

This session looks at the impact of IELTS on learning in higher education in Japan. I will present findings from a study which investigates whether IELTS exerts a positive impact on productive language skills, study habits and motivation.

Traditional approaches in Japan have been criticised for placing too much emphasis on rote learning and not enough on skills development, with speaking skills being particularly neglected. Therefore, one of the report's most important washback hypotheses concerned productive skills, and whether using IELTS for higher education in Japan might foster better learning of speaking and writing, including greater spoken fluency and more effective interactive communication.

In the research design, about 200 undergraduate students were recruited to take IELTS as the measure of language proficiency, with the test administered on two occasions to investigate learning gains. A mixed-methods approach with survey and interviews was used to collect relevant contextual information, including test-takers' experiences and perceptions.

In summary, the report sheds light on the potential benefits of using IELTS – a four-skills test with an emphasis on communication skills – in a Japanese educational context. It appears that preparing for IELTS not only provides clear goals and motivation for Japanese learners of English, but also fosters good study habits without excessive cramming or test preparation activities (i.e. an absence of negative washback). The report suggests that there is indeed positive washback of the kind originally suggested by the developers of IELTS. It demonstrates that IELTS encourages Japanese students to develop their productive skills, and provides clear evidence that they do make measurable proficiency gains.

D31, 3rd floor, 7th building　Part V (14:50-15:20)

Keeping IELTS Fit for Purpose: The Future of Learning and Assessment

Nick SAVILLE (IELTS)

In this session, I will give an overview of how IELTS, the International English Language Testing System is kept relevant to the needs of stakeholders, promotes learning and incorporates new technology.

The owners of IELTS - British Council, IDP: IELTS Australia and Cambridge Assessment English – have to ensure that the test conforms to the highest international standards of language assessment. In 2017 over 3 million IELTS tests were taken in over 140 countries. The test is available up to 4 times a month and up to 48 times a year. Over 10,000 organisations recognize IELTS worldwide, and professional bodies, immigration authorities and other government agencies. With such huge numbers comes great responsibility because IELTS is helping millions of people each year realise their language ambitions for study, work or immigration, and recognising organisations and authorities rely on IELTS as a genuine proof of English language ability.

In an increasingly complex world, the future of assessment presents both challenges and opportunities. Cambridge Assessment English conducts ongoing research to ensure that IELTS continues to be fit for purpose and have a positive impact on test takers and users. Technological advances can help this happen. For example, a recent study by Berry et al (2017) compared IELTS speaking exams conducted face to face and delivered by laptop, and found no significant difference in scores. Such findings have implications for equality of opportunity in that they may facilitate the delivery of exams to remote areas. Another current study is using video and data collecting software to understand rater perceptions of speaking ability and decision making. As we build greater capability with reliable automated assessment, the swifter and more flexibly we can respond to stakeholders' evolving assessment needs.

The affordances offered by technology as it becomes more sophisticated, supported by high quality research, will enable us to develop a fully integrated learning and testing system to meet the evolving assessment needs of test takers and enhance even further the positive impact of IELTS on education and society.

D40, 4th floor, 7th building　Part V (14:50-15:20)

Dependable Innovation: The Aptis Approach to Testing Speaking

Barry O'SULLIVAN (British Council)

The British Council has been involved in English language teaching and testing ever since its foundation over 80 years ago. The formal move into testing came in 1941, with the signing of an agreement with Cambridge University (then known as UCLES) to provide technical expertise in test development to that University. Since the British Council had quickly built expertise in English language teaching (it was a mainstay of their Royal Charter) and the UCLES approach was very much driven by language learning theory and practice and had by then become very well established (they published their first English proficiency test in 1913) this partnership was not at all surprising. What is perhaps surprising to some observers, is the fact that the British Council's contribution to the partnership over the years was not simply confined to advising on test content, but extended to the realm of innovation in test design, development and delivery.

In this paper, I will reflect on a number of key innovations, placing them in their historical context as well as focusing on the impact they had, both at the time and on ongoing language testing practice. The spread of time encompassed by the innovations discussed offers an insight into the historical and contemporary impact of the British Council on language testing. This long-term commitment is testament to the British Council's role as a leader in the area, particularly when considered alongside the organisation's ongoing research and development activities. In short, this paper reflects on the past, present and future of the British Council in English language testing and assessment.

D41, 4th floor, 7th building　Part V (14:50-15:20)

高校生の英語スピーキング力と英語学習実態との関係―スピーキングテスト TSST を使用した 3 年間追跡調査の最終年度報告

平野 琢也 (株式会社アルク)
木下 あおい (株式会社アルク)

大学に入学してくる学生が、高校でどの程度の英語力をどのように身につけたか、中でもスピーキング力はどの程度あるのか、ご関心をお持ちの先生方も多いと思われます。しかし高校生のスピーキング力に関する調査研究はまだ少ないのが実情です。そこでアルク教育総合研究所では、高校 3 校のご協力の下、高校生約 300 人のスピーキング力を、2015 年度から 3 年間に渡り追跡調査しました。調査には、「その時、その場」で話す英語の運用能力を測定する、アルクのスピーキングテスト TSST（Telephone Standard Speaking Test）を使用。TSST を受験した高校生とその学校の英語の先生方にはアンケートにも協力いただき、学習状況や指導状況も合わせて調査しました。その結果、高校 1 年次から 3 年次にかけてスピーキング力が向上した生徒の多かった学校、また、同一学校内でスピーキング力が向上した生徒は、「学習時間」や「学習内容」に一定の特徴があることが分かりました。今回はその結果を発表いたします。高校生のスピーキング力の推移やその背景を調べた本調査が、大学の先生方や学会関係者の皆様にお役立ていただければ幸いです。

D42, 4th floor, 7th building　Part V (14:50-15:20)

ケンブリッジ英語検定の波及効果と AI 技術を活用した新テスト「リンガスキル」のご紹介

青山 智恵 (ケンブリッジ大学英語検定機構)

「ケンブリッジ英語検定を活用して得たスキルは他の試験にも通用する、汎用性の高いスキルを育てる試験である」ことを、中国河北省の約 10 年間に及ぶインパクト・スタディや北星学園大学短期大学部の事例を通じてご紹介します。また、ケンブリッジの新しい 4 技能テスト「Linguaskill（リンガスキル：ケンブリッジ英語検定 4 技能 CBT）」は、国際基準 CEFR レベルを迅速かつ正確に判定できるオンライン英語能力テストで、ライティングテストは AI を活用した自動採点システムによりパフォーマンス評価が行われます。「4 技能テストの結果について 48 時間以内の成績返却が可能」「受検者ごとに出題が異なるアダプティブ（コンピュータ適応型）テスト」「CEFR レベル Pre A1 から C1 以上まで判定」「ケンブリッジ英語検定および IELTS との成績比較を可能にする Cambridge English スケールによるスコア（82～230 以上）表示あり」など、革新的な特徴を持つ新 CBT について、受検者の反応等を交えてご紹介させていただきます。

D50, 5th floor, 7th building　Part V (14:50-15:20)

Progress テスト - 高校への導入事例

上村 武司 (ピアソン・ジャパン株式会社)
辰巳 律子 (大阪市立西高等学校)

2015 年に販売開始をしました技能英語運用能力テスト、Progress は、紆余曲折ありながらも年間受験者数は 5,000 人を超えるまでになりました。現在 Progress を採用している機関の多くは大学である一方で、大学入試改革に伴い４技能をどのように評価していくのかという観点から、近年では高等学校からの問い合わせや導入依頼が急増しております。大阪市立西高等学校では、本年度より、英語科の生徒を対象に Progress を導入いただきました。同校では、まず各生徒が受検する Progress のレベルを決定するために Placement Speaking を事前に実施し、その後 Progress を定期的に受検する、という方法で運用を進めております。

この発表では、Progress の概要を説明するとともに、大阪市立西高等学校英語科の辰巳律子先生をお招きし、同校への Progress 導入の経緯と、受験した生徒たちに Progress がもたらす影響などをお話しいただきます。

4. Workshop Information（ワークショップ情報）

題目：「ベイズ統計とその外国語教育研究への応用」（日本語で実施）

講　師　草薙　邦広（広島大学）
司　会　平井　明代（筑波大学）

日時：　2018 年 9 月 8 日（土）14 時 00 分～17 時 15 分 (15 分の休憩を含む)
場所：　北海学園大学豊平キャンパス 7 号館 3 階 D31
参加費：　1,000 円
定員：　30 名（申し込み順）
参加条件：ハンズオンセミナーでは以下の計算環境を前提とします。
（a）OS Windows 7 以上のバージョン、または MacOS X 以上のバージョン、または近年の Linux OS
（b）Microsoft Excel やそれに準じる表計算ソフトウェア
（c）R 3.0.0 以上のバージョン；以下からダウンロード可能
（https://cran.ism.ac.jp/bin/windows/base/）
（d）統計ソフトウェア JASP；以下からダウンロード可能（https://jasp-stats.org/）

目的：
1. ベイズ統計の基本を特に頻度主義との違いから理解する。
2. 従来の t 検定、分散分析、重回帰分析、相関分析といった基礎的な手法のベイズ統計的代替法を習得する。

手順：
1. 講義 1: ベイズ統計の基本
2. ハンズオンワークショップ 1: ベイズ統計を試してみる
3. ハンズオンワークショップ 2: ベイズ統計を使った外国語教育研究
4. 講義 2: より高度なモデリング

申し込み方法：
1. 定員に達するまで申し込み可能です。ワークショップを円滑に進めるため、下記 URL にアクセスし、以下の情報をご登録ください。
https://goo.gl/forms/4FWTlCSiPDYMzXfb2
2. 上記の申込方法で不具合がある場合はメールでの受け付けも致します。下記の情報を藤田亮子（順天堂大学）r-fujita@juntendo.ac.jp 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) ベイズ統計に興味があるのであれば、それはどうしてか教えてください。
(3) ベイズ統計を使用して、どのような研究実践をしたいか教えてください。
(4) 講師へのご質問（希望者のみ）
(5) 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）

Bayesian Statistics and its Application to Foreign Language Education Study

(Conducted in Japanese)

Lecturer: Kunihiro KUSANAGI (Hiroshima University)
Chair: Akiyo HIRAI (University of Tsukuba)

Date: September 8, 2018 (Saturday), 14:00－17:15 (with a 15-minute break)
Venue: Hokkai-Gakuen University, Toyohira Campus (D31, 3rd floor, 7th building)
Attendance Fee: ¥1,000
Maximum Number of Participants: 30 (first-come, first-served basis)
Prerequisite: All participants must bring a computer with:

（a） a later version of Windows 7 or MacOS X, or recent version of Linux OS.
（b） Microsoft Excel or other spreadsheet software.
（c） R 3.0.0 or later; downloadable from (https://cran.ism.ac.jp/bin/windows/base/)
（d） statistical software JASP; downloadable from (https://jasp-stats.org/)

- Objectives

1. To understand the basics of Bayesian statistics by contrasting it with frequentism.
2. To learn Bayesian statistics as an alternative to classical statistical methods such as t test, ANOVA, multiple regression, and correlation analysis.

- Procedure

1. Lecture 1: Basics of Bayesian statistics
2. Hands-on Workshop 1: Trying Bayesian statistics
3. Hands-on Workshop 2: Foreign language education study using Bayesian statistics
4. Lecture 2: Implications for more advanced modelling

- How to register

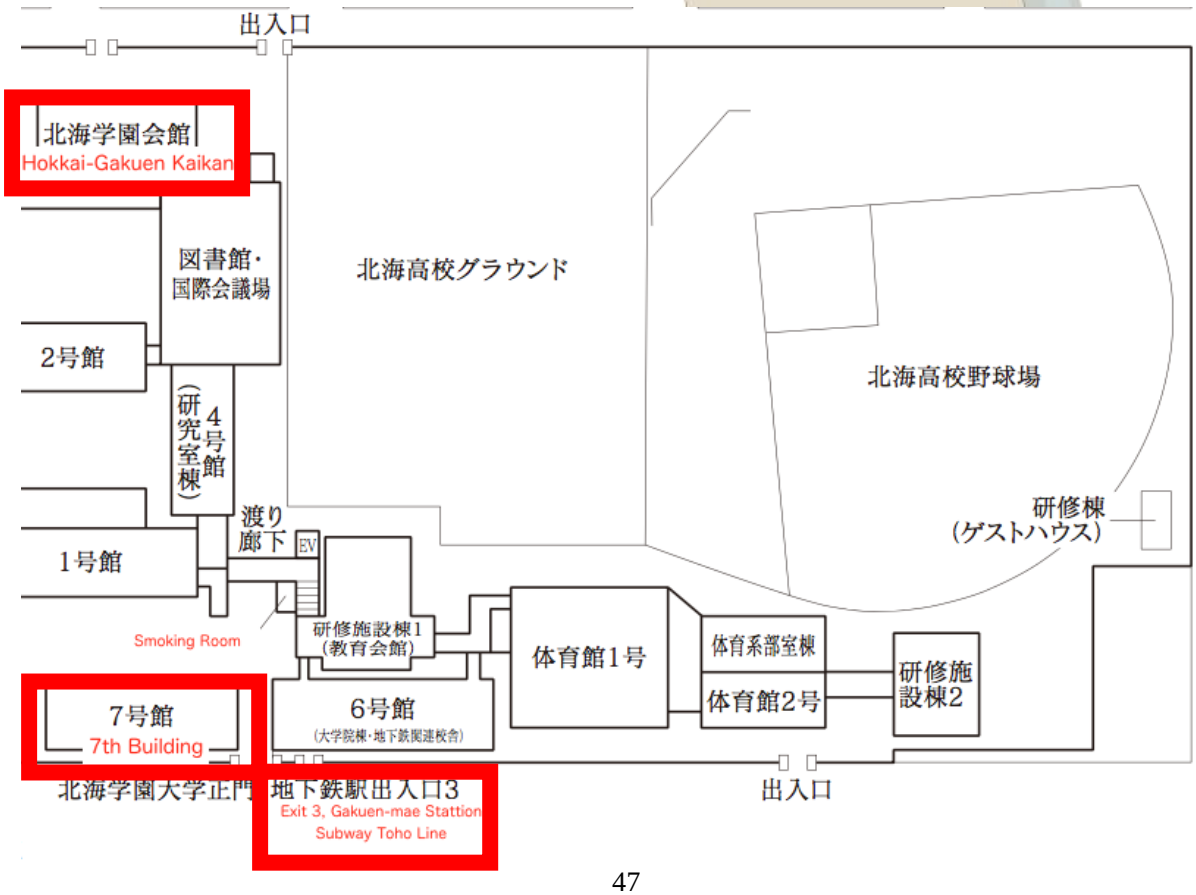
1. Registration is open until the maximum capacity is reached. To facilitate the workshop process, please go to the following website and fill in your name, affiliation, and e-mail address. Also, please answer these questions.
   https://goo.gl/forms/4FWTlCSiPDYMzXfb2
2. If you cannot register using the above website, please email Ryoko Fujita (Juntendo University) at r-fujita@juntendo.ac.jp

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

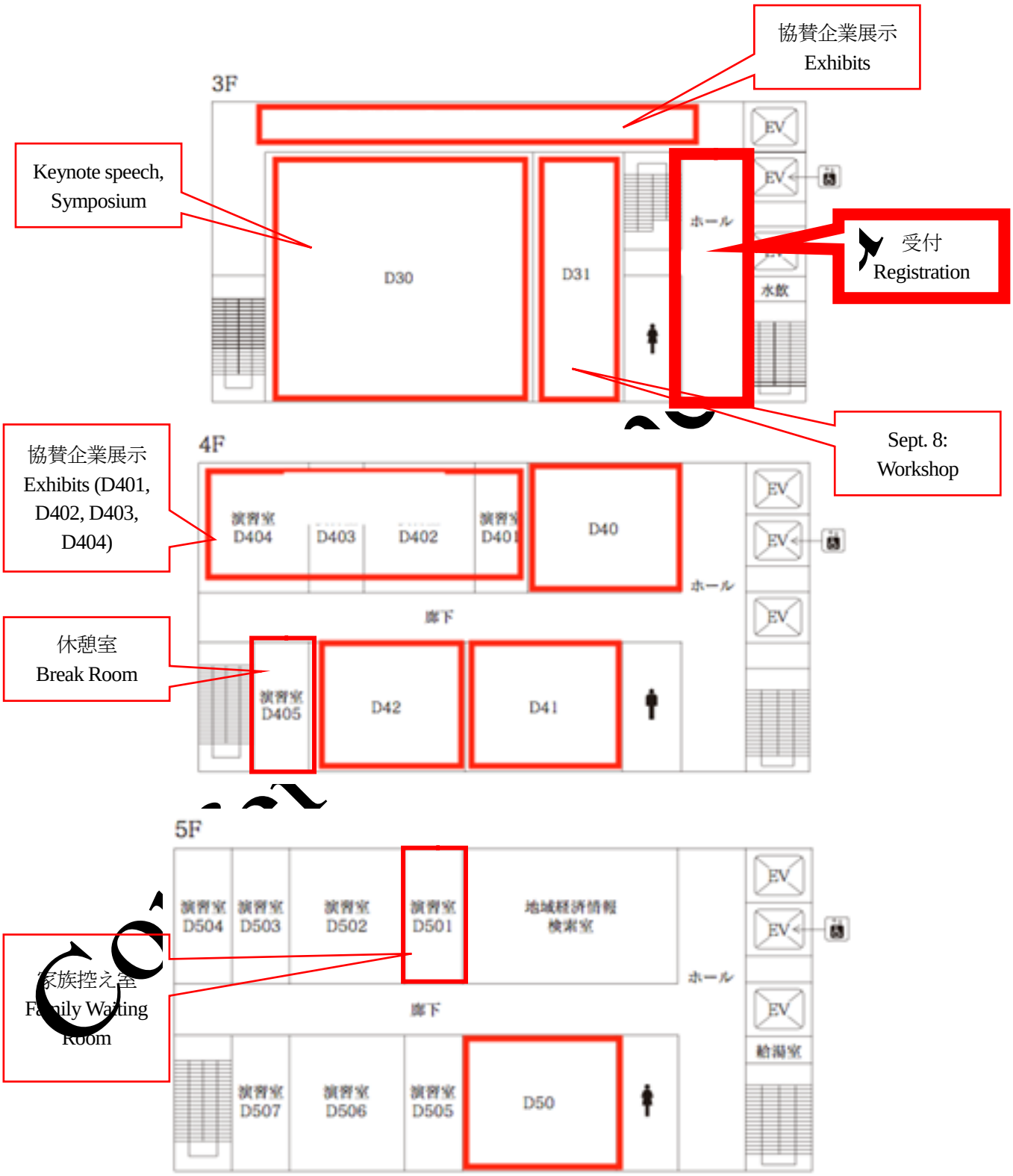
(1) Your name, affiliation, and email address.
(2) Reason(s) for your interest in Bayesian statistics.
(3) Kinds of research that you would like to conduct in the future using Bayesian statistics.
(4) Questions to the instructor, if you have. (Optional)
(5) Requests for this workshop, or JLTA workshops in general. (Optional)

5. Conference Venue

キャンパスマップ（Campus Map）



7 号館フロアマップ（7th Building Floor Map）



女性用トイレは 1 階、3 階、5 階に、男性用トイレは 2 階、4 階、6 階にあります。
Female restrooms are on the 1st, 3rd, and 5th floors; male restrooms are on the 2nd, 4th, and 6th floors.

＜協賛企業・法人・団体の一覧（50 音順）＞

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VELC 研究会（事務局　株式会社 金星堂）＊
Research Group for Visualizing English Language Competency
http://www.velctest.org/index.html

グローバル・コミュニケーション&テスティング（GC&T）　＊
Global Communication &Testing Co.　https://gc-t.jp/

ケンブリッジ大学英語検定機構　＊
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JALT TEVAL SIG (Japan Association for Language Teaching, Testing and Evaluation Special Interest Group)
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We would like to greatly acknowledge 12 companies, organizations, and groups for their support.
本大会にあたり以上の 12 の企業・法人・団体様より
大会運営のご支援を賜りました。厚く御礼申し上げます。

Commercial Exhibits（展示協賛企業）＊

Exhibits are located in the hallway on the 3rd floor and in D401, D402, D403, and D404 on the 4th floor in the 7th building.
展示は、3 階通路奥、および 4 階 D401, D402, D403, and D404 で実施いたしております。

This conference is supported in part by Hokkai-Gakuen University. Our special gratitude also goes to Hokkai-Gakuen University for making its campus available as the venue for the 22nd Annual Conference of the Japan Language Testing Association.
本大会開催にあたっては、北海学園大学から一部補助を受けております。また、今大会の実施にあたりまして、北海学園大学より会場の無償提供を始め、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 2019 at Niigata Seiryo University in Niigata. The conference schedule will be announced via the JLTA website as soon as the details become available. We look forward to seeing you there.
2019 年度の日本言語テスト学会全国研究大会は、2019 (平成 31) 年秋に新潟青陵大学で行われます。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。

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事務局：〒270-1695　千葉県印西市平賀学園台 1-1　順天堂大学
さくらキャンパス　小泉利恵研究室　TEL: 0476-98-1001 (代表)
FAX: 0476-98-1011 (代表)　E-mail: rie-koizumi@mwa.biglobe.ne.jp
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TEL: 03-5937-0249　FAX: 03-3368-2822