

日本言語テスト学会 (JLTA)  
(2016 年度) 20 周年記念全国研究大会発表要綱

**Handbook  
of  
the 20th Anniversary Conference  
of  
the Japan Language Testing Association**

**Conference Theme:  
Between Validity and Practicality of University Entrance Exams Based on  
Communication Skills: The Possibility of Reform**

日時 : 2016年9月17日 (土) 10:00—17:15 ～ 9月18日 (日) 9:15—18:00

会場 : 東海大学湘南キャンパス  
〒259-1292 神奈川県平塚市北金目4-1-1  
[http://www.u-tokai.ac.jp/info/traffic\\_map/](http://www.u-tokai.ac.jp/info/traffic_map/)

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)  
<https://jlta.ac/>

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



**The Japan Language Testing Association**  
1-1 Hiraka Gakuendai, Inzai, Chiba 270-1695, Japan  
Telephone: +81-476-98-1001 Fax: +81-476-98-1011  
<https://jlta.ac/>  
E-mail: [rie-koizumi@mwa.biglobe.ne.jp](mailto:rie-koizumi@mwa.biglobe.ne.jp)

**Conference venue:**  
**Tokai University, Shonan Campus**  
4-1-1 Kitakaname, Hiratsuka-shi, Kanagawa 259-1292,  
Japan <http://www.u-tokai.ac.jp/>

## 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)
藤田 智子 / Tomoko FUJITA	(東海大学 / Tokai University)

## 全国研究大会運営委員 (Annual Conference Steering Committee)

金子 恵美子 / Emiko KANEKO	(会津大学 / University of Aizu)
藤田 智子 / Tomoko FUJITA	(東海大学 / Tokai University)
井上 千尋 / Chihiro INOUE	(University of Bedfordshire, U.K.)
印南 洋 / Yo IN'NAMI	(中央大学 / Chuo University)
木村 哲夫 / Tetsuo KIMURA	(新潟青陵大学 / Niigata Seiryō University)
澤木 泰代 / Yasuyo SAWAKI	(早稲田大学 / Waseda University)
島田 勝正 / Katsumasa SHIMADA	(桃山学院大学 / Momoyama Gakuin University)
李 洙任 / Soo im LEE	(龍谷大学 / Ryukoku 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)

藤田 智子 / Tomoko FUJITA	(東海大学 / Tokai University)
長沼 君主 / Naoyuki NAGANUMA	(東海大学 / Tokai University)
宮崎 啓 / Kei MIYAZAKI	(東海大学 / Tokai University)
松本 佳穂子 / Kahoko MATSUMOTO	(東海大学 / Tokai University)
古賀 功 / Tsutomu KOGA	(東海大学 / Tokai University)
中川 浩 / Hiroshi NAKAGAWA	(東海大学 / Tokai University)
宇佐美 裕子 / Hiroko USAMI	(東海大学 / Tokai 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)
印南 洋 / Yo IN'NAMI	(中央大学 / Chuo University)
澤木 泰代 / Yasuyo SAWAKI	(早稲田大学 / Waseda University)

## **Table of Contents (目次)**

1. Conference Schedule Overview (大会日程表)	2
2. From the JLTA Office: Information for Conference Participants (学会事務局からのお知らせ)	12
3. Abstracts (発表要旨)	15
4. Workshop Information (ワークショップ情報)	44
5. Access to the Conference Venue (会場へのアクセス)	48
6. Advertisement/Commercial Exhibit Sponsors (広告・展示協賛企業)	55-58, 裏表紙

# 1. Conference Schedule Overview

Day 1: September 17, 2016 (Saturday)

10:00—13:15 (9:45— Registration)	Workshop 1 (Conducted in Japanese) “Introduction to effect size: Basic concepts and practices” Yusuke HASEGAWA (Joetsu University of Education) Shuichi TAKAKI (Fukushima University) Tokai University, Shonan Campus (Room 12-310 in Building 12)
14:00—17:15	Workshop 2 (Conducted in English) “How good is your test?—First step: Ministep” Myles GROGAN (Kansai University) Tokai University, Shonan Campus (Room 12-310 in Building 12)

16:00—18:00	Board Meeting (Meeting Room, Isehara Green Palace Hotel) (1-11-3 Sakuradai, Isehara, Kanagawa TEL: 0463-91-6988)
-------------	--

Day 2: September 18, 2016 (Sunday)

8:45—	Registration (Building 12, 5th floor)
9:15—10:00	Opening Ceremony & Celebration of the JLTA 20th Anniversary (Building 12, 5th floor, Room 12-1)
10:00—11:00	Keynote Speech (Building 12, 5th floor, Room 12-1)
11:10—11:40	Presentation I (Building 12, 3rd floor)
11:45—12:15	Presentation II (Building 12, 3rd floor)
12:15—13:45	Lunch Break (JLTA Committee Meetings: Building 12, 5th floor, Room 12-1)
13:45—14:15	Presentation III (Building 12, 3rd floor)
14:20—14:50	Presentation IV (Institutional Member Presentations) (Building 12, 3rd floor)
14:55—15:25	Presentation V (Institutional Member Presentations) (Building 12, 3rd floor)
15:25—15:45	Break
15:45—17:15	Symposium (Building 12, 5th floor, Room 12-1)
17:20—17:40	Closing Ceremony & JLTA Best Paper Award Ceremony (Building 12, 5th floor, Room 12-1)
17:40—18:00	JLTA General Business Meeting (Building 12, 5th floor, Room 12-1)
18:30—20:00	Banquet (LOG HOUSE; 5-minute walk from Building 12)

Commercial Exhibits: Buildings 12, 3rd floor hallway

Lunch Room for Participants & Participants' Lounges: Building 12, 3rd floor, Room 308

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

Headquarters: Building 12, 5th floor, Room 12-2 & 12-3

## Program of the 20th JLTA Anniversary Conference

**September 18, 2016 (Sunday)**

- 8:15— **Registration for Commercial Exhibits**  
(Building 12, 3rd floor between 8:15 and 10:00; Building 12, 5th floor after 10:00)
- 8:45— **Registration** (Building 12, 5th floor)  
Conference Attendance Fee: JLTA Members: ¥1,000  
Non-members: ¥3,000  
(Graduate students: ¥1,000; undergraduate students: ¥0)
- 9:15—10:00 **Opening Ceremony & Celebration of the JLTA 20th Anniversary**  
(Building 12, 5th floor, Room 12-1)  
Coordinator: Yuko SHIMIZU (Ritsumeikan University)  
Greetings: Yoshinori WATANABE (JLTA President; Sophia University)  
Vice President, Tokai University
- 10:00—11:00 **Keynote Speech** (Building 12, 5th floor, Room 12-1)  
Coordinator: Yoshinori WATANABE (Sophia University)  
Title: Some possible ways forward for including oral communication on Japanese university entrance exams  
Lecturer: Gary OCKEY (Iowa State University)
- 11:10—12:15 **Presentations I and II**  
(Presentation: 20 minutes; Discussion: 10 minutes) (Building 12, 3rd floor, 302, 309, 307A, 307B, 306, 305)
- 12:15—13:45 **Lunch Break**  
Lunch Room for Participants: Building 12, 3rd floor, Room 308  
JLTA Committee Meetings: Building 12, 5th floor, Room 12-1
- 13:45—15:25 **Presentations III and Institutional Member Presentations (IV and V)**  
(Presentation: 20 minutes; Discussion: 10 minutes) (Building 12, 3rd floor, 302, 309, 307A, 307B, 306, 305)
- 15:25—15:45 **Break**
- 15:45—17:15 **Symposium** (Building 12, 5th floor, Room 12-1)  
Theme: Between Validity and Practicality of University Entrance Exams Based on Communication Skills: The Possibility of Reform  
  
Coordinator: Naoyuki NAGANUMA (Tokai University)  
Panelist: Takashi KATSURAGI (Rakuten Inc., Former Project Manager for English Education, Ministry of Education (MEXT))  
Reforming University Entrance Examinations of English: Background and Future Plans

Panelist: Hirohide MORI (Tokyo Women's Christian University)  
Challenges for Implementing English-Four-Skill Communication Tests on Japanese  
University Entrance Exams: Stories of the Past and Stories of the Future  
Discussant: Gary OCKEY (Iowa State University)

- 17:20—17:40     **Closing Ceremony & JLTA Best Paper Award Ceremony**  
(Building 12, 5th floor, Room 12-1)  
Coordinator: Yukie KOYAMA (Nagoya Institute of Technology)  
Best Paper Award Recipient: Akira HAMADA (Nihon University)
- 17:40—18:00     **JLTA General Business Meeting** (Building 12, 5th floor, Room 12-1)  
Selection of the chair  
Reporter: Rie KOIZUMI (JLTA Secretary General; Juntendo University)
- 18:30—20:00     **Banquet** (LOG HOUSE)  
Coordinator: Emiko KANEKO (University of Aizu)

## 大会日程表

### 第1日目：2016年9月17日（土）

10:00－13:15 (9:45－ 受付)	ワークショップ 1:「はじめて学ぶ効果量 基礎概念から実践まで」（日本語で実施） 講師：長谷川佑介（上越教育大学），高木修一（福島大学） 場所：東海大学湘南キャンパス 12号館 12-310 教室
14:00－17:15	ワークショップ 2: “How good is your test? First step: Ministep” （英語で実施） 講師： Myles GROGAN (Kansai University) 場所：東海大学湘南キャンパス 12号館 12-310 教室
16:00－18:00	役員会 (伊勢原グリーンパレスホテル会議室) (神奈川県伊勢原市桜台 1-11-3 TEL: 0463-91-6988)

### 第2日目：2016年9月18日（日）

8:45－	受付	(12号館 5階フロア)
9:15－10:00	開会行事 & JLTA20周年祝賀会	(12号館 5階 12-1 教室)
10:00－11:00	基調講演	(12号館 5階 12-1 教室)
11:10－11:40	研究発表 I	
11:45－12:15	研究発表 II	
12:15－13:45	昼食	(JLTA 委員会：5階 12-1 教室)
13:45－14:15	研究発表 III	
14:20－14:50	研究発表 IV (賛助会員発表)	
14:55－15:25	研究発表 V (賛助会員発表)	
15:25－15:45	休憩	
15:45－17:15	シンポジウム	(12号館 5階 12-1 教室)
17:20－17:40	閉会行事&JLTA 最優秀論文賞授与式	(12号館 5階 12-1 教室)
17:40－18:00	JLTA 総会	(12号館 5階 12-1 教室)
18:30－20:00	懇親会	(ログハウス：12号館より徒歩5分)

協賛企業展示： 12号館 3階フロア  
 一般参加者昼食・休憩室： 12号館 3階 308教室（昼食はこの部屋でお願いいたします。）  
 （無料の飲み物等が308教室にございます。）  
 大会本部： 12号館 5階 12-2 教室 & 12-3 教室

## 日本言語テスト学会 20 周年記念全国大会プログラム

2016 年 9 月 18 日 (日)

8:15－ 企業展示受付 (8:15－10:00 は 12 号館 3 階、10:00 以降は 12 号館 5 階)

8:45－ 一般受付 (12 号館 5 階) 学会参加費：JLTA 会員 1,000 円、未会員 3,000 円  
(ただし大学院生は 1,000 円、学部生は無料)

9:15－10:00 開会行事 (12 号館 5 階 12-1 教室)

総合司会 清水 裕子 (立命館大学)

挨拶 渡部 良典 (JLTA 会長・上智大学)  
東海大学副学長

10:00－11:00 基調講演 (12 号館 5 階 12-1 教室)

司会 渡部 良典 (JLTA 会長・上智大学)

演題 Some possible ways forward for including oral communication on Japanese university  
entrance exams

講師 Gary OCKEY (Iowa State University)

11:10－12:15 研究発表Ⅰ・Ⅱ

(発表 20 分、質疑応答 10 分； 12 号館 3 階、302, 309, 307A, 307B, 306, 305 教室)

12:20－13:45 昼 食

(一般参加者昼食控室：12 号館 3 階 308 教室、JLTA 委員会：5 階 12-1 教室)

13:45－15:25 研究発表Ⅲ、賛助会員発表Ⅳ・Ⅴ

(発表 20 分、質疑応答 10 分；12 号館 3 階、302, 309, 307A, 307B, 306, 305 教室)

15:25－15:45 休憩

15:45－17:15 シンポジウム (12 号館 5 階 12-1 教室) (使用言語：英語)

テーマ Between Validity and Practicality of University Entrance Exams Based on Communication  
Skills: The Possibility of Reform (コミュニケーションスキルに基づいた大学入試の妥  
当性と実行性の狭間で：改革の可能性)

コーディネーター 長沼 君主 (東海大学)

パネリスト 葛城 崇 (楽天株式会社 グローバル人事部副部長 文部科学省 中等教育局  
国際教育課 英語教育改革プロジェクト前マネージャー)

Reforming University Entrance Examinations of English: Background and Future  
Plans

森 博英 (東京女子大学)

Challenges for Implementing English-Four-Skill Communication Tests on Japanese  
University Entrance Exams: Stories of the Past and Stories of the Future

討論者 Gary OCKEY (Iowa State University)

17:20－17:40 閉会行事&JLTA 最優秀論文賞授与式 (12 号館 5 階 12-1 教室)

司会 小山 由紀江 (名古屋工業大学)

2015 年度 JLTA 最優秀論文賞受賞者 濱田 彰 (日本大学)



17:40－18:00 JLTA 総会 (12 号館 5 階 12-1 教室)  
議長選出  
報告 小泉 利恵 (JLTA 事務局長・順天堂大学)

18:30－20:00 懇親会 (ログハウス)  
司会 金子 恵美子 (会津大学)

## Presentation Overview

Time	Part	Main 12-1	Room 12-302	Room 12-309	Room 12-307A	Room 12-307B	Room 12-306	Room 12-305
10:00－ 11:00		Keynote speech OCKEY	--	--	--	--	--	--
11:10－ 11:40	I	--	STEWART MCLEAN KRAMER	COOK	佐藤	成田 小泉	高木	O'SULLIVAN
11:45－ 12:15	II	--	IN'NAMI KOIZUMI	GROGAN	STOECKEL	ZHOU YOSHITOMI	LAKE	KWON
Lunch break								
13:45－ 14:15	III	--	宇都宮 丸山 小笠原	M. KIM* Y. KIM*	BENNETT STOECKEL ISHII	山西 大野 土方	KANZAKI	CHANG HSU
14:20－ 14:50	IV	--	株式会社 金星堂 (VELC)	Pearson UK	特定非営利 活動法人英 語運用能力 評価協会 (ELPA)	株式会社アル ク	ベネッセコ ーポレーシ ョン、進学 基準研究機 構	公益財団法人 日本英語検定 協会： 実用英語技能 検定 (英検)
14:55－ 15:25	V	--	ピアソン・ ジャパン株 式会社	一般財団 法人国際 ビジネス コミュニ ケーショ ン協会	国際教育交 換協議会 CIEE TOEFL 事 業部	The Japan Institute for Educational Measurement, Eiken Foundation of Japan	グローバ ル・コミュ ニケーショ ン&テスト イング	Cambridge English, ケン ブリッジ大学 英語検定機構
Break								
15:45－ 17:15	Symposium							

\*KELTA Delegate presentation

## Presentation Details

### Room 12-1 (5th floor)

Keynote speech chair                      Yoshinori WATANABE (Sophia University)  
 Keynote speech summary                Kiwamu KASAHARA (Hokkaido University of Education)  
 Symposium summary                      Naoyuki NAGANUMA (Tokai University)

Part	Presenter (Affiliation)	Title (Page)
10:00 — 11:00	<b>Keynote speech</b> Lecturer: Gary OCKEY (Iowa State University)	Some possible ways forward for including oral communication on Japanese university entrance exams (p. 15)
I—V	-----	-----
14:55 — 15:25	<b>Symposium</b>  Takashi KATSURAGI (Rakuten Inc., Former Project Manager for English Education, Ministry of Education (MEXT)),  Hirohide MORI (Tokyo Women's Christian University),  Gary OCKEY (Iowa State University)	Between Validity and Practicality of University Entrance Exams Based on Communication Skills: The Possibility of Reform  Reforming University Entrance Examinations of English: Background and Future Plans  Challenges for Implementing English-Four-Skill Communication Tests on Japanese University Entrance Exams: Stories of the Past and Stories of the Future (pp. 16-18)

### 3F 12-302

Chair Part I    (11:10—11:40)    Kazuhiko KATAGIRI (Senshu University)  
 Part II    (11:45—12:15)    Hiroshi NAKAGAWA (Tokai University)  
 Part III    (13:45—14:15)    中川 浩 (東海大学)  
 Part IV    (14:20—14:50)  
 Part V    (14:55—15:25)

Part	Presenter (Affiliation)	Title (Page)
<b>I</b>	Jeffrey STEWART (Kyushu Sangyo University) Stuart MCLEAN (Osaka Jogakuin University) Brandon KRAMER (Osaka Jogakuin University)	Two empirical examinations of the effect of guessing on VST scores (p. 19)
<b>II</b>	Yo IN'NAMI (Chuo University) Rie KOIZUMI (Juntendo University)	Awarding EFL credits using EIKEN, TOEFL, and TOEIC in Japanese universities (p. 20)
<b>III</b>	宇都宮譲 (長崎大学) 丸山真純 (長崎大学) 小笠原真司 (長崎大学)	G-TELP スコアに基づく TOEIC スコア推定に関する研究: 九州地方に立地する国立大学における事例研究 (p. 21)
<b>IV</b>	Takaaki KUMAZAWA (Kanto Gakuin University)	A validity argument for the VELC test® score interpretations and uses (p. 37)
<b>V</b>	上村武司 (ピアソン・ジャパン株式会社) 松田早恵 (摂南大学) 吉村征洋 (摂南大学)	摂南大学における GSE/Progress 導入の経過報告 (p. 37)

**3F 12-309**

- Chair Part I (11:10—11:40) Tomoko FUJITA (Tokai University)  
 Part II (11:45—12:15) Tetsuo KIMURA (Niigata Seiryō University)  
 Part III (13:45—14:15) Tetsuo KIMURA (Niigata Seiryō University)  
 Part IV (14:20—14:50)  
 Part V (14:55—15:25)

Part	Presenter (Affiliation)	Title (Page)
I	Melodie COOK (University of Niigata Prefecture)	Changing your entrance examination: Questions and recommendations (p. 22)
II	Myles GROGAN (Kansai University)	What do the numbers say?: Factors in validating university English grades (p. 23)
III	Misook KIM (Kyung Hee University, Korea) Young Mi KIM (Kyung Hee University, Korea)	Validations of an English Placement Test for a General English Language Program at the Tertiary Level (p. 24)
IV	Veronica BENIGNO (Pearson) John de JONG (Pearson)	Construct validity in a university entrance exam: the case of PTE Academic (p. 38)
V	津田徹 (一般財団法人国際ビジネスコミュニケーション協会)	TOEIC® Listening & Reading test updates について ～よりオーセンティック (実際的な) コミュニケーションを反映したテストへ～ (p. 39)

**3F 12-307A**

- Chair Part I (11:10—11:40) 島田 勝正 (桃山学院大学)  
 Part II (11:45—12:15) Youichi NAKAMURA (Seisen Jogakuin College)  
 Part III (13:45—14:15) Youichi NAKAMURA (Seisen Jogakuin College)  
 Part IV (14:20—14:50)  
 Part V (14:55—15:25)

Part	Presenter (Affiliation)	Title (Page)
I	佐藤剛 (弘前大学)	中学生の語彙サイズの縦断的・横断的測定調査 ー開発した語彙サイズテストを活用してー (p. 25)
II	Tim STOECKEL (University of Niigata Prefecture)	A Serial Multiple-Choice Format to Reduce Overestimation of Meaning Recall Knowledge on the Vocabulary Size Test (p. 26)
III	Phil BENNETT (Miyazaki International College) Tim STOECKEL (University of Niigata Prefecture) Tomoko ISHII (Meiji Gakuin University)	Japanese-English Bilingual Versions of the New General Service List Test and the New Academic Word List Test (p. 27)
IV	白戸治久 (ELPA) 中村さよ (ELPA) 清水裕子 (立命館大学) 中村洋一 (清泉女学院短期大学)	英語プレイスメントテストのデータから見る英語力の経年変化 (p. 40)
V	山口学 (CIEE TOEFL 事業部)	ライティング指導ツール Criterion のご紹介 (p. 40)

**3F 12-307B**

- Chair Part I (11:10－11:40) 金子 恵美子 (会津大学)  
 Part II (11:45－12:15) Emiko KANEKO (University of Aizu)  
 Part III (13:45－14:15) 古賀 功 (東海大学)  
 Part IV (14:20－14:50)  
 Part V (14:55－15:25)

Part	Presenter (Affiliation)	Title (Page)
<b>I</b>	成田真澄 (東京国際大学) 小泉利恵 (順天堂大学)	多相ラッシュモデルを用いた英語ライティングの分析的評価の妥当性の検討 (p. 28)
<b>II</b>	Yujia ZHOU (Tokyo University of Foreign Studies) Asako YOSHITOMI (Tokyo University of Foreign Studies)	Relationships between test perception, test anxiety, and test performance on the TOEIC speaking test (p. 29)
<b>III</b>	山西博之 (関西大学) 大野真澄 (慶應義塾大学) 土方裕子 (オハイオ州立大学)	TOEFL iBT®技能統合型ライティングタスクに対する日本人大学生の認識とパフォーマンス (p. 30)
<b>IV</b>	木下あおい (アルク) 平野琢也 (アルク)	日本の高校生の英語スピーキング能力実態調査 (p. 41)
<b>V</b>	Kyoko TAKAMURA (The Japan Institute for Educational Measurement) Edward KUMAR (The Japan Institute for Educational Measurement) Shinji YAMANOI (The Japan Institute for Educational Measurement) Keita NAKAMURA (Eiken Foundation of Japan)	Relating the Speaking and Writing Sections of the Test of English for Academic Purposes, Computer-Based Test (TEAP-CBT) to the CEFR (p. 41)

**3F 12-306**

- Chair Part I (11:10－11:40) 古賀 功 (東海大学)  
 Part II (11:45－12:15) Kahoko MATSUMOTO (Tokai University)  
 Part III (13:45－14:15) Hiroko USAMI (Tokai University)  
 Part IV (14:20－14:50)  
 Part V (14:55－15:25)

Part	Presenter (Affiliation)	Title (Page)
<b>I</b>	高木修一 (福島大学)	英文読解問題としての日本語要約課題における採点方法の比較 (p. 31)
<b>II</b>	J. LAKE (Fukuoka Jo Gakuin University)	Investigating Partial Knowledge of Items Using Rasch Analysis (p. 32)
<b>III</b>	Masaya KANZAKI (Kanda University of International Studies)	Relationships among the TOEIC Speaking, Listening, and Reading Test Scores (p. 33)
<b>IV</b>	小田桐一弘 (ベネッセコーポレーション) 浜みか (ベネッセコーポレーション) 岡部康子 (進学基準研究機構)	GTEC CBT: コミュニケーションスキルに基づいた大学入試テスト (p. 42)
<b>V</b>	大野直子 (GC&T) 高田勇記 (GC&T) 小椋茂生 (GC&T)	大学入学後を見据えた4技能テストの入試活用～TOEFL Junior Comprehensive®テストと TOEFL® iBT テストの連携～ (p. 42)

**3F 12-305**

- Chair Part I (11:10—11:40) Yo IN'NAMI (Chuo University)  
 Part II (11:45—12:15) Yoshinori WATANABE (Sophia University)  
 Part III (13:45—14:15) Kahoko MATSUMOTO (Tokai University)  
 Part IV (14:20—14:50)  
 Part V (14:55—15:25)

Part	Presenter (Affiliation)	Title (Page)
<b>I</b>	Barry O'SULLIVAN (British council)	Dependable Innovation: the Aptis approach to testing the productive skills (p. 34)
<b>II</b>	Oryang KWON (Seoul National University)	23 Years of Policy Changes Regarding the English Section of Korea's College Scholastic Ability Test (p. 35)
<b>III</b>	Chih Hao CHANG (Nagoya University of Commerce and Bussiness) Yu Ting HSU (Vanung University, Taiwan)	Use Peer Assessment in English Writing in Taiwan (p. 36)
<b>IV</b>	Keita NAKAMURA (Eiken Foundation of Japan)	Investigating the Factor Structure of TEAP and its Relationship to the National Center Test (p. 43)
<b>V</b>	青山智恵 (Cambridge English ケンブリッジ英検)	Cambridge English (ケンブリッジ英検) のご紹介～大学入試に適したレベル: Preliminary (PET)を中心に、センター試験との比較を交えて～ (p. 43)

## 2. From the JLTA Office: Information for Conference Participants

- Please use public transportation to come to the venue.
- Smoking is permitted on the designated area.

### **Registration**

1. There is no need to register in advance.
2. The conference registration site is located at the lobby on the fifth floor of Building 12.
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 throughout the conference.
6. The banquet fee is ¥2,000. The banquet registration is conducted at the registration desk. The banquet will be held at LOG HOUSE. (See the map on p. 53).
7. The conference handbook is available at the registration desk on the day of the conference and is not sent by post in advance.

### **Lunch and Participants' Lounge etc.**

1. Please use Room 308 on the 3rd floor of Building 12 for eating lunch as the Participants' Lounges. Complimentary refreshments are available in Room 308.
2. Lunch can be purchased at a Lawson convenience store (50 meters east of the campus north gate), but it is a 15-minute walk from Building 12. We recommend you to purchase your lunch on your way to the campus in the morning. On-campus cafeterias are closed on Saturday and Sunday.

### **Accommodation**

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

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

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

### **To Presenters**

1. Presenters will have 20 minutes to present their paper, followed by 10 minutes for discussion.
2. Please register at the registration desk first. Please go to the designated room 10 minutes prior to the starting time of the presentation.
3. If you are not a JLTA member, please pay the ¥3,000 "Presentation fee" (different from "Attendance fee") at the registration desk. This rule applies to every presenter on the program.
4. You are expected to bring your USB memory stick to put on the computer equipped in the room, or to connect your computer to the projector and operate it yourself. The connector cable is in the room. There is sound system and you can play sounds from your computer. (There will be an audio terminal connector in the presentation room. Mac users should bring their own Mini DisplayPort to VGA Adapter.). There is no large screen in the room. Each audience will view your screen (power-point slides) on his/her computer monitor equipped in each desk.
5. Wi-Fi Internet access is not available in Building 12.
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 at rie-koizumi@mwa.biglobe.ne.jp

## To Chairs

1. One chair is assigned to each presentation.
2. Please make sure that the presentation does not exceed the allotted time.
3. Please start the presentation at the time designated in the program. Please do not change the starting time or the order of the presentations.

## 学会事務局からのお知らせ

### 大会参加者へのご案内

- ・学会用に駐車場は準備しておりません。公共の交通手段をお使いください。
- ・キャンパス内の喫煙は、指定場所のみ可能です。

#### ■受付

1. 事前申し込みは必要ありません。
2. 12号館5階ロビーで行います。
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2,000円です。受付でお支払いください。懇親会は「ログハウス」にて開かれます（マップ p. 53 参照）。
7. 参加者の方には、『JLTA 第20回（2016年度）20周年記念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。

#### ■昼食・休憩室等

1. 昼食・休憩室として、12号館3階308をご利用ください。無料の飲み物は12号館3階308にございます。
2. 昼食は受付では販売いたしません。ローソンが大学北門から東50メートル先にありますが、12号館から徒歩15分かかります。朝方に前もって昼食を購入されることをお勧めいたします。キャンパス内の食堂は土日で閉店しております。

#### ■宿泊

宿泊の斡旋はいたしていません。

#### ■緊急連絡先のEメールアドレス [rie-koizumi@mwa.biglobe.ne.jp](mailto:rie-koizumi@mwa.biglobe.ne.jp)（小泉利恵）

携帯電話のEメールアドレスに転送されます。

### 発表者へのご案内

1. 20分の発表と10分の質疑応答の時間があります。
2. 受付を済ませ、発表開始10分前には、発表会場にお越しください。
3. 未会員の方は、「研究発表費」（参加費とは別）の3,000円を、受付時に支払いをお願いいたします。これは、プログラムに掲載する共同研究者すべてに適用されます。
4. ご発表にUSBメモリースティックを持参してください。接続ケーブルもございますのでご持参するPCとの接続作業もできますが、その場合は各自で行ってください。PCからの音声を会場のスピーカーから出すことができます（音声ケーブルは会場にあります）。Mac用のケーブルはご持参ください。教室に大きなスクリーンはありませんが、聴衆用の各机に備わっているコンピュータのモニター上にスクリーンが写るようになっています。
5. キャンパス内はWi-Fiインターネットへの接続ができません。
6. 予測できない不具合に備え、ハンドアウトのご持参をお勧めします。

7. 出張依頼状などが必要な方は、[rie-koizumi@mwa.biglobe.ne.jp](mailto:rie-koizumi@mwa.biglobe.ne.jp) (小泉利恵) までご連絡ください。

### 司会の方へのご案内

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



### 3. Abstracts (発表要旨)

**Keynote Speech** (Building 12, 5th floor, Room 12-1) 10:00—11:00

#### **Some possible ways forward for including oral communication on Japanese university entrance exams**

**Gary OCKEY (Iowa State University)**

For decades, there has been tension between Japanese classrooms, where oral communication is seen as important, and the Japanese national university entrance exams, which have not directly assessed oral communication. That is, although the Japanese high school and university curricula mandate the use and development of oral communication, this ability has not been assessed on the national university entrance exam. One result has been that teachers have been forced to make the difficult decision of choosing whether they should spend class time preparing students for the university entrance exam, or following the mandated curriculum which emphasizes helping students develop oral communication skills. The assumption has been that time spent on oral communication activities does not directly prepare students for the entrance exam because the entrance exam does not directly assess oral communication. Students and parents have an equally difficult decision when deciding how to spend their time and money on English education outside of the Japanese education system.

The importance of including an oral communication section on the university entrance exam appears obvious, given the aims of English education in Japan. However, numerous challenges have made inclusion of such a section difficult. This presentation will discuss some of these challenges and ways that technology and other means have been used to make the assessment of oral communication in high stakes large-scale contexts more feasible. The presentation will begin with a discussion of what oral communication is and why it is important for the Japanese university entrance exam to assess this ability. Next, three major approaches currently used in high stakes large-scale assessments for assessing oral communication will be discussed. 1. Use a computer delivered and computer scored oral communication assessment. In this approach, technology can be used to deliver test tasks and test taker responses are automatically scored by the computer. 2. Use a computer delivered and human scored oral communication assessment. In this approach, tasks are delivered to test takers by computers, computers record test taker responses, and humans then listen to the responses and provide scores for the performances. 3. Use a human delivered and human scored oral assessment. In this approach, humans deliver the test tasks and score them, usually while the test takers are completing the test tasks. Example uses of each of these approaches in large-scale high stakes contexts will be provided along with their strengths and weaknesses. Each approach will be evaluated based on construct validity (how effectively they are likely to measure a student's ability to orally communicate in English), instructional validity (the degree to which a test aligns with a curriculum and instructional practices, reliability (how consistent the scores could be expected to be), and feasibility (the resources needed to administer and score the test, including costs, space, people, and time).

#### **Bio**

Professor Gary J. OCKEY, received a Ph.D. in applied linguistics from the University of California, Los Angeles and is currently an Associate Professor in the Applied Linguistics and Technology program at Iowa State University. He spent nearly 10 years teaching English and developing English language assessments at the university level in Japan. He also worked at the Educational Testing Service, where he conducted research on the TOEFL iBT and served as the Chief Editor of the TOEFL Research Report Series. He is currently an Associate Editor of *Language Assessment Quarterly*. He investigates second language assessments, with a focus on the use of technology and quantitative methods to better measure oral communication. His research has been disseminated in various journals, including *Applied Linguistics*, *International Journal of Listening*, *Language Assessment Quarterly*, *Language Learning*, *Language Learning and Technology*, *Language Testing*, *Modern Language Journal*, and *Journal of Psychoeducational Assessment*. His co-authored book: *Emerging issues in the assessment of second language listening*, commissioned by John Benjamins, is expected to be published in 2017.

**Symposium** (Building 12, 5th floor, Room 12-1) 15:45–17:15

**Between Validity and Practicality of University Entrance Exams Based on Communication Skills: The Possibility of Reform**

(コミュニケーションスキルに基づいた大学入試の妥当性と実行性の狭間で：改革の可能性)

<b>Coordinator</b>	<b>Naoyuki NAGANUMA (Tokai University)</b>
<b>Panelists</b>	<b>Takashi KATSURAGI (Rakuten Inc., Former Project Manager for English Education, Ministry of Education (MEXT))</b> <b>Hirohide MORI (Tokyo Women's Christianity University)</b>
<b>Discussant</b>	<b>Gary OCKEY (Iowa State University)</b>

**Introduction**

**Coordinator: Naoyuki NAGANUMA (Tokai University)**  
**n.naganuma@tokai-u.jp**

There has long been debate over the practicality and impact of the introduction of four skill assessment to university entrance exams in Japan, including the use of external high-stakes proficiency tests. These changes have become necessary since the Ministry of Education, Culture, Sports, Science and Technology (MEXT) first issued the five proposals for improving English proficiency as lingua franca in 2011. This reform is expected to become a boon in the teaching of the four skills in integrated tasks, which are to be emphasized more in the coming course of study due to the setting of "action-oriented" achievement goals in schools taking the form of can-do statements.

During the symposium in the last conference, we invited three guest speakers from our neighboring countries, Hong Kong, China, and Taiwan, to discuss how best to implement the new university entrance exam system in Japan, especially in the area of assessment of productive skills. As Prof. NEGISHI, the coordinator of the symposium, stressed by quoting Hughes's argument, "we cannot afford not to introduce a test with a powerful beneficial backwash effect." With this in mind, how can we best acquire positive effects from the coming reform?

This symposium then focuses on the possibilities this reform will bring to us. First KATSURAGI, the former project manager for English Education, addresses the MEXT's intention of this reform movement and the pressing demands of society. Second, MORI, one of the members of the MEXT committee, will be brought in to discuss the implementation of four-skill tests, argue the reality of the learners' proficiency, and share the voices of the university administrators who adopt external tests in their exams. It is highly recommended for each school and university to have a closer look at the test constructs and raise test literacy to have more positive backwash effects on their education from the coming reform.

## **Symposium Paper 1: Reforming University Entrance Examinations of English: Background and Future Plans**

**Takashi KATSURAGI (Rakuten Inc., Former Project Manager  
for English Education, Ministry of Education (MEXT))  
takashi.a.katsuragi@rakuten.com**

### **1. Background to reforms to university English-language entrance exams**

The international movement of people, things, and information is increasingly more active. As a result, “Globalization” is commonplace in the fields of business, academics, research, and volunteerism. Amid this situation, English has fast become the lingua franca. In addition, not only receptive skills, but also productive skills are becoming more important because there is an increasing need for people to take proactive stance towards diversity and international cooperation. However, while Japanese teaching of English as a foreign language emphasizes a balanced curriculum of four skills, university entrance exams still place the most weight on evaluation of reading skills. Therefore, schools teaching English are unable to afford sufficient time to teach productive skills. We can therefore infer that the National Center Test has a major influence on the teaching of English in Japan.

### **2. Direction of reforms**

#### **A) Individual entrance exams at each university**

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) has recommended the use of English certifications/proficiency tests and has notified universities. According to a survey by MEXT, 43% of universities are now employing private English proficiency tests. However, while use has become widespread for recommended entrance exams and AO entrance exams, it remains only at 6% for standard entrance exams. On the other hand, 66% of students reported that it would be favorable for more universities to make use of private English proficiency tests.

#### **B) New System to link high school and university education**

From FY2020, the current National Center Test will be changed into the “Evaluative Test for Prospective University Students” (tentative name) and “Fundamental Skills Test for High Schools” (tentative name). According to MEXT's "Final Report" on the matter, both tests make recommendations for evaluating the four skills in English test. In early FY2017, the administration will be announced a “Direction on Implementation of New Tests”.

### **3. Proposals**

I would like to propose the five points for the new test:

- A) Collaboration between government and private sector
- B) Change rules towards greater flexibility
- C) Use of technology for automatic scoring, etc.
- D) Promote understanding among the public and parents/guardians
- E) Further utilize private English proficiency tests for individual entrance exams

### **Bio**

Takashi KATSURAGI received a Bachelor of Engineering at Waseda University and is currently Senior Manager, Education Business Project Promotion Section, New Service Development Company at Rakuten. He was Vice Department Manager, Global HR Department and was Project Leader of Englishnization Project. In addition, he was seconded to MEXT as a Project Manager for English Education.

## **Symposium Paper 2: Challenges for Implementing English-Four-Skill Communication Tests on Japanese University Entrance Exams: Stories of the Past and Stories of the Future**

**Hirohide MORI (Tokyo Woman's Christian University)**

**hirohide@lab.twcu.ac.jp**

In 2013, the Japanese Cabinet decided the Second Basic Plan for the Promotion of Education where it expressed the need for promoting strategic innovation to strengthen English education so that Japan can cultivate global human resources. The use of external English-four-skill communication proficiency tests was listed as one of such strategies to evaluate students' achievement at lower secondary school, upper secondary school, and university and also on university entrance examinations. In 2014, further discussing the reform of the national university entrance examinations, which currently measure English reading and listening abilities only, the Central Council for Education at MEXT eventually proposed a new examination which "can comprehensively evaluate the four skills" in English. Today, therefore, English-four-skill communication tests are expected to play two major roles in English language education in Japan: evaluating students' achievement at each school level and students' proficiency on university entrance examinations.

Correspondingly, the purpose of this presentation is twofold. First, as one of the stories of the past, referring to MEXT's nation-wide large-scale English-four-skill communication tests in 2014 and 2015, which adapted external English-four-skill communication tests, the presentation will illustrate major findings in the analysis of Japanese secondary school students' achievements reflected in the test results, and discuss pedagogical implications based on the findings. As the second story of the past, the presentation will also discuss the findings in our interview and survey of universities' office staff and students regarding the current state of adoption of external English-four-skill communication tests as university entrance examinations.

To sum up, as stories of the future, the presentation will conclude with the expectation for potential washback effects of English-four-skill communication tests on English language education in Japan as well as practicality of English-four-skill communication tests as university entrance examinations.

### **Bio**

Hirohide MORI received a Ph.D. in Applied Linguistics at the University of California, Los Angeles and is currently Professor of SLA and TEFL at Tokyo Woman's Christian University. He has been appointed to several MEXT committees for discussing the implementation of English-four-skill communication tests in a variety of educational settings.

## Paper Session

### **Room 12-302 Part I (11:10—11:40)**

#### **Two empirical examinations of the effect of guessing on VST scores**

**Jeffrey STEWART (Kyushu Sangyo University)**

**Stuart MCLEAN (Osaka Jogakuin University)**

**Brandon KRAMER (Osaka Jogakuin University)**

The Vocabulary Size Test (VST) was created to provide a reliable estimate of learners' written receptive vocabulary size, measuring from the most frequent fourteen 1000-word families of the spoken subsection of the British National Corpus (Nation & Beglar, 2007). While Elgort (2013) recommend that users should limit the amount of the test taken to only slightly above a student's level, Nation (2012), Karami (2012) and Coxhead, Nation and Sim (2014) argue that learners should take every level. However, there are concerns that correct responses on lower-frequency levels could largely be attributed to guesses rather than vocabulary knowledge (Stewart, 2014). This presentation reports on two recent empirical studies regarding the effect of guessing on VST scores. In the first study, as suggested by Stewart, we analyzed a data set of 3,373 Japanese university students' responses to the first eight levels of the original VST under the 3PL model, in order to determine the minimum expected score on the test for learners of low ability, examined the proportion of low-level students' scores on the lowest frequency level tested attributable to guessing under the 3PL model, and conducted a model fit comparison to determine whether the 3PL model offers a significantly better description of the data than the Rasch model. The results indicate that a substantial portion of lower-level learners' scores on items testing low-frequency words can be attributed to guessing.

In the second study, to compare the VST to an alternate measure of written receptive vocabulary knowledge, 196 Japanese university students took both an English-Japanese translation test of 70 words tested on the original 14K version of the VST followed by the corresponding original VST items. In order to reflect the possibility the VST rewards partial knowledge, responses on the translational test reflecting partial knowledge were marked correct. Scores on the VST items were on average 78% higher than the translational measure of receptive knowledge, and the correlation between the two tests of the same words was low at 0.65. These results support Elgort's position that students should not sit every level of the test. While the VST is useful in distinguishing learners of varying written receptive vocabulary knowledge, we recommend using caution when interpreting vocabulary size under the assumption a number of correctly-answered multiple-choice questions is directly equivalent to an equal number of known words.

**Awarding EFL credits using EIKEN, TOEFL, and TOEIC in Japanese universities**

**Yo IN'NAMI (Chuo University)**

**Rie KOIZUMI (Juntendo University)**

Although test users should be aware of the purpose for which a test was constructed, in practice, tests are not always employed in a manner consistent with the purpose of their development. We examined such discrepancies between the intended purpose and actual test use in Japanese universities by examining how universities stipulate policies on credit awarding according to external test scores. First, we reviewed extant literature and compared the constructs that the following tests were designed to measure: (a) EIKEN, (b) the TOEFL Paper-Based Test (PBT; used in the form of the Institutional Testing Program), (c) the TOEFL Computer-Based Test (CBT), (d) the TOEFL Internet-Based Test (iBT), and (e) TOEIC. Next, we examined the application of these five tests as tools for awarding credits for English language courses in Japanese universities to determine how often such applications occur. To achieve this, we compared the constructs measured in the tests with the course objectives by examining the syllabi published on each university's website. We also cross-referenced our search results by consulting materials and resources available at the Eiken Foundation of Japan for EIKEN, the Council on International Educational Exchange for TOEFL, and the Institute for International Business Communication for TOEIC. The latter two are local vendors of these tests in Japan. Finally, we conducted a questionnaire to identify reasons for skill discrepancies.

Analyses of 18 national and 28 private universities showed that each university had on average 58.50 English language courses for which credits were offered according to external test scores. Moreover, approximately one third of cases for credit awarding had a discrepancy between skills targeted in courses and those measured in tests, suggesting that credit awarding based on these proficiency measures can be considered inadequate. Credit-awarding policies were particularly problematic for four-skill (62.44% and 63.37% for national and private universities, respectively) and listening-speaking courses (61.26% and 65.29%). Follow-up questionnaire responses from professors at some of these universities partially explained the reason for these skill discrepancies: External language proficiency tests are often designed to measure overall language ability, studying for external language proficiency tests that are widely recognized domestically and internationally motivates students to work hard on learning English, and EFL credit-awarding policies are implemented in many other Japanese universities. Implications are provided for improving credit-awarding policies.

**G-TELP スコアに基づく TOEIC スコア推定に関する研究：九州地方に立地する国立大学における事例研究**

宇都宮 譲（長崎大学経済学部）

丸山 真純（長崎大学経済学部）

小笠原 真司（長崎大学言語教育センター）

本研究は、G-TELP スコアを利用して TOEIC スコアを推定するモデルを検討すること、およびスコアを利用した英語教育に対する含意をモデルから獲得することを目的とする。

検討にあたって、われわれは階層ベイズモデルを利用しつつ古典的テスト理論を拡張、G-TELP スコアから TOEIC スコアを推定した。対象は、主題大学に在籍する全学部 1 年次学生である。調査期間は、2011 年から 2015 年である。TOEIC スコアに影響を与える要因として、年次、学部、および個体差を設定した。上記要因はいずれも固定効果およびランダム効果双方として、本モデルに組み込んだ。

本研究は、以下に示す結果を得た。第一、G-TELP スコアが上昇すると、TOEIC スコアは上昇する。興味深いことに、同じ G-TELP スコアで TOEIC スコアが相対的に低い学生が G-TELP スコアを伸ばすと、TOEIC スコアが相対的に高かった学生よりも TOEIC スコアを伸ばすと推定された。第二、TOEIC スコアに対して、年次や個体差が学部よりも強く作用する。

以上から、本研究は、以下に示す結論を得た。第一、英語能力を推定するには、年次や個体差を勘案する必要がある。英語能力伸長に対して、同要因が作用すると推定されるからである。第二、英語教育において、入学後数年は経過観察する必要がある。初期には比較的英語能力が低い者がより英語能力を伸長させる可能性があるからである。

英語能力試験として TOEIC は広く利用される。しかしながら、長い試験時間と高額な受験費用は、受験機会設定を躊躇させる。本研究がもたらすモデルを用いて代替的な試験にて TOEIC スコアを推定することは、受験機会提供と英語能力把握双方に貢献するであろう。また、既存の知見によれば、個体差を英語能力推定モデルに組み込むことは、計算量の制約上困難であった。本研究はこれを可能にすることで、項目応答理論が言及する局所依存性に対して頑健な推定理論発展にも貢献するであろう。

**Changing your entrance examination: Questions and recommendations**

**Melodie COOK (University of Niigata Prefecture)**

Many expatriate faculty members find that university entrance examinations don't live up to their expectations as language tests and thus, wish to change them. However, there are several barriers which may prevent such change from occurring, including, but not limited to, differences in opinion about test purpose, hierarchical organizational structures, strong institutional traditions, concerns about the face of the institution, and an unwillingness to take risks (Cook 2013). On the other hand, change can be effected if consensus that change is warranted exists among colleagues.

In this presentation, I will focus on 5 questions that expatriate colleagues seeking change might want to ask themselves before embarking on what might be a challenging journey. Based on the findings of country-wide survey of expatriate university English-teaching faculty members, as well as readings in organizational behaviour, I give practical recommendations to those seeking to improve their institutions' current entrance examinations. Such recommendations include knowing the true purpose of the institution's test, knowing one's assigned role on entrance examination committees, being positive and showing what those seeking change are willing to contribute, and showing how a better test may be a good public relations strategy for an institution.



**What do the numbers say? : Factors in validating university English grades**

**Myles GROGAN (Kansai University Graduate School of Foreign Language  
Education and Research)**

This presentation follows interviews with a sample of six teachers from a team of thirteen fulltime teachers in a university in Western Japan, reflecting on their grading practices. The aim is to use observational data to construct a model of the actual factors that teachers used when giving their grades, such as how they assess specific content, and what else may be at play in a teacher's grade.

There are many useful models of validation available for educational assessment in general (Kane, 2006; Messick, 1989) and for EFL/ESOL in particular (Bachman & Palmer, 2010; Chapelle, Enright, & Jamieson, 2008). Many of these models were designed with large scale testing in mind. To what extent are grades from the classroom "summaries of students' academic achievement of content knowledge of a subject" (Allen, 2005)? Is a classroom grade a "measurement," as may be encapsulated in the ILTA Guidelines (2006)? When we give a grade of 78%, what is that grade 78% *of*?

Teachers were found to be passionate about learning outcomes for their students, keenly aware of the impact their classes and grades could have on the students. Institutional limits on which textbooks could be used, the number of points that could be ascribed to part of a grade (such as midterms or final tests), and the amount of students who could receive specific grades were in place, and influenced grading decisions somewhat. Goals of the courses, however, were interpreted in a variety of directions, with little direct guidance from the institution. This left teachers to operationalize pedagogy and grading schemes that they believe reflected the wider needs of the students. The teachers brought with them a variety of ideas and values, but there was little consensus within the teaching team, and assessment methods and content varied considerably.

While academic content was observed to be a part of the grade, it was not the only factor in creating grades. A qualitative model developed from the interviews shows a narrowing vortex of factors, leading to a final result. The model of the process belied the unidimensional and ratio scale image of a single number or percentage. Grades were modified by external factors such as a fixed ratio of students who could receive the grade and a desire to avoid "trouble" with the institution. Despite this, skilled processes and consideration of the students' performance on a range of constructs was used.

**Validations of an English Placement Test for a General English Language Program at the Tertiary Level**

**Misook KIM (Kyung Hee University in Seoul, Korea)**

**Young Mi KIM (Kyung Hee University in Seoul, Korea)**

The present study sought to validate an English placement test (EPT) developed by a large scale university located in Seoul, Korea, for the General English Language Program and to examine a correlation between the EPT and the Korean Scholastic Aptitude Test (KSAT). The goal of the General English language program curriculum at the host university is to improve reading skills as well as speaking and writing skills. The standardized English tests (e.g. TOEIC or TOEFL), however, do not match well with the objectives of the English language program curriculum of the host university. This fact led the host university to develop its own in-house EPT with two purposes: first, to place students appropriately based on their language abilities in order to maximize learning, and second, to facilitate effective class operation with a homogenous group of students.

In the present study, a total of 2,467 freshmen took the EPT online prior to the beginning of the semester. The exam consisted of 40 reading comprehension questions, and 60 minutes was allotted to complete the exam. The findings showed that the EPT was highly reliable with  $\alpha = .898$ . The levels of item difficulty indices illustrated that the EPT was appropriately developed, but more than a half of the test items turned out be challenging. However, the level of discrimination index showed that the EPT discriminated the upper-level students relatively well from the lower-level students.

In addition, a survey with 1,007 students who took the exam was conducted in order to obtain students' perceptions on the EPT. In asking about the necessity of the EPT, nearly 80% of the students expressed that it was an essential procedure for optimal learning. With respect to test difficulty, the students responded that the EPT was difficult, and this was in line with the result of the test item analysis. With respect to what skills should be tested in the EPT, the majority of the students selected "reading" as a fundamental component. Over 60% of the students perceived that the EPT of the host university actually measured their ability accurately. Lastly, the correlation between the EPT and KSAT was statistically significant, which implied that the validity of the EPT was high. Therefore, it is believed that the EPT of the university is valid.

**中学生の語彙サイズの縦断的・横断的測定調査—開発した語彙サイズテストを活用して—**

**佐藤 剛（弘前大学）**

学習者がどれだけ多くの語彙を習得しているかを示す語彙サイズが、学習者の熟達度を示す一つの基準となることはこれまで多くの研究によって実証的に明らかにされている。しかし、中学生の持つ語彙サイズはどれくらいのものかを調査した研究はほとんど行われていない。また、3年間の英語の学習を通して、どれだけの語彙を学習しているのか、語彙サイズという点においてどのような伸びを示すのかは明らかになっていない。その原因のひとつに、中学生の語彙サイズを測定するための適切なテストがないということが挙げられる。現存する語彙サイズテストは、成人学習者を対象としているものがほとんどであり、初級英語学習者である中学生に、実施することは、その難易度という点において困難である。さらに出題される語彙の性質も、BNCなど一般的に使用されている英語データをもとにしているため、英語の学習をねらいとして作成されている教科書を日常的に使用している中学生の語彙の特性とは、大きく異なる。

そこで、申請者はこれまで中学校検定教科書6社の語彙の頻度から語彙リストを作成し、その中から27の語彙を無作為に抽出するテストを開発した。これまでそのテストの試行テストを行い、その信頼性と妥当性の検証を行い、テスト形式や語彙リストの改善を送り返してきた。3回目の試行テストの結果から、申請者が開発している語彙サイズテストの妥当性と信頼性が保障されるという結果を得た。

本研究では上記のテストを使用して、以下の3点を目的とするものである。

1. 中学生約600名を対象に語彙サイズテストを実施し、学年ごとの中学生の語彙サイズを測定する。中学生の語彙サイズの現状を具体的な数値で量的に明らかにする。
2. 複数回テストを実施し、そのデータを比較することで、語彙サイズの伸張を客観的なデータから明らかにする。
3. 得られたデータをもとに、項目分析（ID-Analysis）を行い、テストそのものの改良を行う。

**分析方法**

1. 各学年×ラウンドを二元配置の分散分析で比較、学年間およびラウンド間に差があるかを検証
2. テスト間の相関を取り、テストの難易度の安定性、信頼性を検証
3. 得られたデータをもとに、項目分析（ID-Analysis）を行い、テスト項目の弁別力を検証
4. 1学期末、2学期末、3学期末のテスト結果を比較し、生徒の語彙サイズの伸長を縦断的に検証（今回の発表では1学期末の結果のみ提示）

**A Serial Multiple-Choice Format to Reduce Overestimation of Meaning Recall Knowledge on the Vocabulary Size Test**

**Tim STOECKEL (University of Niigata Prefecture)**

This presentation introduces a new testing format intended to reduce overestimation of lexical knowledge on the Vocabulary Size Test (VST) (Nation & Beglar, 2007). The VST is designed to measure the size of examinees' written receptive vocabulary knowledge, the type of lexical knowledge needed for reading (Nation, 2012). The instrument's multiple-choice format makes it a test of "meaning recognition," the ability to recognize a word's meaning from a list of choices. However, the type of lexical knowledge actually needed in reading more closely approximates "meaning recall," or the ability to recall from memory the meaning of a tested word (Stewart, 2014).

Despite the VST's otherwise sound psychometric characteristics (Beglar, 2009), the instrument has consistently overestimated lexical knowledge when compared to criterion meaning recall measures (e.g., Gyllstad, Vilkaitė, & Schmitt, 2015). The primary methods of addressing this score inflation to date, either instructions to skip unknown words or the use of an "I don't know" option (Zhang, 2013), have been problematic in that they tend to be used by some examinees more than others, introducing "willingness to skip" as a secondary construct affecting scores and weakening test validity (Stoeckel, Bennett, & McLean, in press).

The presenter will introduce and describe a pilot study of a "serial multiple-choice" (SMC) test format as an alternative method for addressing score inflation on the VST. In the computer-administered SMC format, answer choices appear one at a time and cannot be repeated, thereby limiting the extent to which test strategies can be used to eliminate the less attractive options. Additionally, the number of answer choices is not the same for all test items, which prevents examinees from simply choosing the last option when others are not selected.

For the pilot study, participants included 120 first-, second- and third-year students from six intact classes at two Japanese universities. As a criterion measure, all participants were administered a translation task of words tested in an abbreviated 80-item version of the VST (see McLean et al., 2016). Half of the participants then took the VST in its traditional multiple-choice formatting while the other half took it with SMC formatting. The two versions of the VST were compared for reliability, dimensionality, fit to the Rasch model, amount of inflation in relation to the criterion measure, and correlation with the criterion measure.

**Japanese-English Bilingual Versions of the New General Service List Test and the New Academic Word List Test**

**Phil BENNETT (Miyazaki International College)**

**Tim STOECKEL (University of Niigata Prefecture)**

**Tomoko ISHII (Meiji Gakuin University)**

This presentation introduces and describes initial validation studies for Japanese-English bilingual versions of two instruments: the New General Service List Test (NGSLT) and the New Academic Word List Test (NAWLT). These are diagnostic instruments designed to assess written receptive knowledge of the words on the NGSL and NAWL (<http://www.newgeneralservicelist.org/>). The NGSL is a list of high-frequency vocabulary designed to provide maximal coverage of texts with as few headwords as possible. The NAWL is a list of words not on the NGSL that occur regularly in academic texts. These two lists are intended to be modern replacements of West's (1953) original General Service List and Coxhead's (2000) Academic Word List.

The NGSLT contains 100 multiple-choice items randomly sampled from five 560-word frequency-based levels. The NAWLT consists of 40 multiple-choice items drawn from two 480-word frequency-based levels. These instruments are intended to assist teachers in identifying gaps in learners' knowledge of high-frequency and academic vocabulary, which in turn can be used to establish vocabulary learning goals and guide extensive reading and other learning experiences. In their original forms, these instruments were written entirely in English. However, there has been a recent trend for second language vocabulary tests to be rendered bilingually due to concern that monolingual formatting may conflate vocabulary knowledge with the ability to understand the wording of test items (Nguyen & Nation, 2011). Supporting this position are studies showing somewhat higher scores with bilingual formatting (Stewart, 2009; Elgort, 2012). Accordingly, the decision was made to create bilingual versions of the NGSLT and NAWLT.

The presenters will first describe the criteria used in writing the bilingual test items. This involved selecting single-word answer choices that were semantically and syntactically appropriate for the example sentence and did not phonologically resemble the target word. The presentation will then discuss the separate validation studies that were conducted for each test. For the NGSLT, participants included 185 first-year students at a Japanese prefectural university and 45 first-, second-, and third-year students from two Japanese high schools. For the NAWLT, participants were 220 first-year students at a Japanese prefectural university. Data were analyzed under a Rasch analysis framework and according to elements of Messick's (1995) framework for construct validity.

The presentation will conclude with a brief discussion of score interpretation, how to use the tests to help learners plan intentional vocabulary study, and where teachers can find freely available online resources for such study.

**多相ラッシュモデルを用いた英語ライティングの分析的評価の妥当性の検討**

成田 真澄（東京国際大学）

小泉 利恵（順天堂大学）

第二言語ライティング研究において、英語学習者の英作文を収集した「学習者コーパス」を使用して学習者の言語的特徴を探る研究が盛んに行われるようになった（Granger, 1998; Ishikawa, 2013）。特に、アジア圏英語学習者コーパス（International Corpus Network of Asian Learners of English: ICNALE）には、学習者の属性としてヨーロッパ言語共通参照枠（Common European Framework of Reference for Languages: CEFR）に基づく英語熟達度が付与されているため、第二言語ライティングの発達過程を分析することが可能となった。

本研究の目的は、ICNALE に収録された日本人英語学習者データに分析的評価法による評点を付与し、多相ラッシュモデルを用いて本分析的評価の妥当性を検証することにある。同コーパスには CEFR レベルが付与されているが、学習者の第二言語使用を第二言語ライティング能力と関連させて分析するためには、学習者のライティング能力を示す指標が必要となる。そこで、日本人大学生 200 人が同一条件で産出した意見文に対して、4 名の評価者（英語母語話者）のうちいずれか 2 名が、各英作文に対して ESL Composition Profile（Jacob et al., 1981）に基づいて「内容」、「構成」、「語彙」、「言語使用」、「機械的技術」という 5 つの観点から評価を行った。2 名の評価者が評価した、学習者ごとの各観点のスコアを多相ラッシュモデル(Facets Version 3.71.4)で解析した。

解析の結果、本研究で使用した分析的評価法によって、対象とした日本人英語学習者を英語ライティング能力の点から一貫して 4 グループに分けられることがわかった。17 名の学習者はラッシュモデルから予測されるパターンに適合していなかったため、その英作文については検討が必要である。評価者については、評価の厳しさに差異は見られるが、予測パターンには適合していた。使用した分析的評価の 5 つの観点では、「内容」の難易度が最も高く、これに続く「構成」、「語彙」、「言語使用」の難易度はほぼ同じで、「機械的技術」の難易度が最も低かった。ルーブリックのレベルが 5 ～30 と多いため、使用頻度の少ないレベルがあり、また評価者間の一致度は低かった。ESL Composition Profile を使用する際の注意点や、ライティング評価を多相ラッシュモデルで分析することの利点と欠点についても発表で触れる。

**Relationships between test perception, test anxiety, and test performance on the TOEIC speaking test**

**Yujia ZHOU (Tokyo University of Foreign Studies)**

**Asako YOSHITOMI (Tokyo University of Foreign Studies)**

Recent years have witnessed an increasing use of computers in delivering speaking tests. Despite its many practical advantages, the lack of an interlocutor during a computer-delivered test poses potential threats to test validity. There is a need to understand the test takers' reactions to computer-delivered speaking tests, particularly in relation to test perception and test anxiety, and how these reactions interact in affecting test performance. The lack of an interlocutor may cause a negative perception of the test and consequently raise anxiety, which in turn may lead to poorer performance on the test.

Despite the importance of these issues, little evidence is available to justify the score interpretation of computer-delivered speaking tests from the perspective of test takers' reactions, and the existing literature has several limitations. First, few quantitative studies have explored the test takers' perception of using computers to deliver a speaking test. Second, previous research on test anxiety has mainly focused on interview tests that may elicit different types of anxiety from computer-delivered speaking tests. Previous research has also tended to use various trait measures of test anxiety, whereas situation-specific measures seem to be more relevant. Finally, although the literature has suggested that test perception and test anxiety are closely related, few studies have explored how test perceptions are related to test anxiety, and how both may impact test performance.

To bridge this gap in the literature, we explored test takers' perception of the TOEIC speaking test, the level of anxiety they experienced during the test, and the relationship of these two factors with test performance. The findings of the study will help address concerns over learners' test reactions and score interpretation of the TOEIC speaking test, thus contributing to our understanding of the interrelationship among test perception, test anxiety, and test performance on computer-delivered speaking tests.

A total of 110 Japanese university students at Tokyo University of Foreign Studies volunteered to take the TOEIC speaking test in Feb 2016. Immediately after the test, they completed a questionnaire including items on their perception of test validity and the computer delivery mode as well as test anxiety specific to the TOEIC speaking test. Test scores on the TOEIC speaking test were obtained directly from the university. Our findings, including the results of the questionnaire regarding test perception, test anxiety, and their relationships with test performance will be reported, and theoretical and practical implications will be discussed. We believe that our findings will contribute to a better understanding of test takers' reactions to the computer-delivered speaking test and as well as the score interpretation of the test.

**TOEFL iBT®技能統合型ライティングタスクに対する日本人大学生の認識とパフォーマンス**

山西 博之 (関西大学)  
大野 真澄 (慶應義塾大学)  
土方 裕子 (オハイオ州立大学)

Read-Listen-Write (RLW) タスク (Cho, Rijmen, & Novák, 2013) と呼ばれる TOEFL iBT®の技能統合型ライティングを日本人大学生に対して指導する際、その実態については不明なことが多い。例えば、大学生がどのような点に困難を覚えたのかといったタスクに対する認識を把握することで、より明確に指導を行うことが可能になると考えられるが、そのような認識調査が十分に行われているとは言いがたい。同時に、タスクに対するパフォーマンスを詳細に評価することも指導のためには有用であると考えられるが、ETS (2008) のルーブリックは総合的評価尺度であるため、それだけでは十分な情報を得ることは難しい。

そこで本研究では、技能統合型ライティングタスクに対する日本人大学生の認識とパフォーマンスを精査することで、指導のための示唆を得ることを目指した。具体的には、留学を目指す日本人大学生 36 名が TOEFL iBT®の技能統合型ライティングタスクに取り組んだ際に同タスクの難易度に関して回答した質問紙データと、大学生が同タスクにおいて作成した文章を大学英語教員が評価したデータを分析した。タスクの難易度に関する質問紙 (17 項目) は、Cho et al. (2013) で使用された質問項目に改良を加え和訳して使用した。また、パフォーマンス評価に用いた尺度は、ETS (2008) の総合的評価尺度と Yang and Plakans (2012) の分析的評価尺度の 2 種類で、日本の大学英語教員である日本人 4 名と英語母語話者 3 名が評価を行った。詳細な分析結果は発表にて行うが、例えば約 80%の協力者が技能統合型ライティングタスクを「難しかった」(とても難しかった+やや難しかった)と認識しており、約 70%の協力者が「文章と講義の関係性を書く」ことに最も困難を覚えていたことが分かった。



**英文読解問題としての日本語要約課題における採点方法の比較**

高木 修一(福島大学)

読み手がテキストを完全に理解するには、テキストの字義的な理解 (i.e., テキストベース) に加え、テキストに明示されていない内容を含めた大局的な理解 (i.e., 状況モデル) が必要とされる (Zwaan & Radvansky, 1998)。テキストの内容理解を測定するためには様々な方法があるが (e.g., 真偽判断課題, 和訳課題, 筆記再生課題), テキストの状況モデルレベルの深い理解を測定する方法として要約課題がある。しかし、要約課題には、研究間で一貫した採点方法が用いられていないという問題がある。例えば、プロトコルにおけるテキストのアイデアユニット (IU) の産出率 (Riley & Lee, 1996) や、プロトコルに見られる要約規則の使用 (Johns & Mayes, 1990) など、分析的な採点基準を採用している研究もある。その一方で、要約プロトコルを総合的に評価している研究もある。Lehman and Schraw (2002) は、要約プロトコルの大局的な一貫性を 5 件法にて評価している。また、Brownstein and Read (2007) は、自由筆記再生プロトコルの評価ではあるが、プロトコルの大局的一貫性を下位区分し、時間順序と因果関係の一貫性の観点で評価を行っている。

そこで、本研究では、先行研究で用いられている要約課題の採点方法を整理し、それぞれの採点方法によって測定されるパフォーマンスを比較した。まず、日本人大学生を協力者として実験を行い、要約プロトコルを収集した。なお、要約課題は L2 で産出させる場合と L1 で産出させる場合があるが、前者の場合は L2 リーディング能力に加えて L2 ライティング能力が関わる。本研究では英文読解問題としての要約課題に焦点を当てるため、L1 で産出させることとした。収集した日本語の要約プロトコルについては、IU の総産出率や、重要度ごとの産出率といった分析的評価に加え、大局的一貫性や局所的一貫性に基づく総合的評価を行った。主な分析として、各評価によって得られた得点の相関分析を行ったところ、要約課題の採点方法によって得られるパフォーマンス間の類似点と相違点が明らかになった。

**Investigating Partial Knowledge of Items Using Rasch Analysis**

**J. LAKE (Fukuoka Jo Gakuin University)**

A test-taker may answer correctly because of knowledge of the best answer to choose or from partial knowledge of the item or from a lucky guess. A distractor may be chosen based on partial knowledge or from a random guess. Using partial knowledge then informs choices of both correct and incorrect answers. Partial knowledge is sometimes referred to by other terms, such as, educated guessing, informed guessing, intuitive guessing, gut feeling guessing, and partial information.

This pilot study investigated two research questions concerning multiple-choice tests: whether Rasch analysis can detect differences in random guessing from partial knowledge, and how does partial knowledge affect the difficulty of an item. These research questions were investigated using a Rasch analysis of two vocabulary tests. In the second test, distractors were manipulated to tap into test-taker's partial knowledge to change the difficulty of the items.

This presentation will give a brief overview of the literature on partial knowledge, guessing, and distractors. Results from the Rasch analysis of two tests will demonstrate how to detect random guessing from partial knowledge and how the manipulation of distractors affects item difficulty.

This study shows how random guessing can be detected and how test developers and item writers can manipulate distractors to change the structure and difficulty of items. Improved item functioning through better distractors may be one way of reducing the amount of random guessing.

**Relationships among the TOEIC Speaking, Listening, and Reading Test Scores**

**Masaya KANZAKI (Kanda University of International Studies)**

This is a correlational study comparing scores of two types of the Test of English for International Communication (TOEIC). The Educational Testing Service, developer of the TOEIC, launched the TOEIC Speaking test in 2006 to complement the TOEIC Listening and Reading test, which consists of multiple-choice questions. Ten years on, however, the TOEIC Speaking test is not very well known, whereas the Listening and Reading test is still widely used in Japan for assessing the overall English proficiency of learners. Can a test of listening and reading abilities also be used to measure speaking skills? Although the listening and reading skills of learners as well as their knowledge of grammar and vocabulary, all measurable by multiple-choice questions, may be in some way connected to their speaking skills, a language test without a speaking component is not generally regarded as an effective way to evaluate speaking skills.

The purpose of this study was to examine how closely the scores of the TOEIC Speaking test correlate with those of the TOEIC Listening and Reading test. A total of 334 university students completed both types of the TOEIC test between 2013 and 2016, and their scores were compared for this study. Moderate correlations were found between the speaking and the listening scores, the speaking and the reading scores, and the speaking and the combined listening and reading scores. However, no strong relationship was identified between the scores of the two TOEIC tests, and so a TOEIC Listening and Reading test score is not a reliable indicator of a learner's speaking skills.

To contribute to the conference theme, the presenter will also explore the possibility of incorporating the TOEIC Speaking test into criteria for selecting university applicants. In response to the request from the Ministry of Education, Culture, Sports and Technology that the four areas of English language skills (listening, reading, speaking, and writing) be evaluated when testing applicants' English ability, many Japanese universities are now trying to find ways to measure applicants' productive skills in addition to their receptive skills. Some of them are considering using commercially available English proficiency tests that measure the four skills, but most universities already have their own reading tests and some have their own listening tests as well. In this light, the TOEIC Speaking test is a good candidate to supplement common English language tests for university admissions since it can be taken on its own or in combination with the TOEIC Writing test.

**Dependable Innovation: the Aptis approach to testing the productive skills**

**Barry O’SULLIVAN (British Council)**

The growing recognition of the need to assess the productive skills in Japan and elsewhere has resulted in a renewed interest in the area. Interest is particularly keen in, though not necessarily limited to, the area of Higher education. However, the productive skills have always offered a significant difficulty to test developers as they challenge our ability to deliver tests that are both valid and practical. The most problematic areas have tended to be in the identification of what should be tested, the standardisation of input and expected output, and the consistency and accuracy of scoring. The socio-cognitive model of development and validation allows the developer to systematically approach all of these issues and was therefore selected by the Aptis team as the basis for the development project.

In this paper, I will describe how the Aptis team operationalised the model, combining it with their two central themes of flexibility and accessibility. The paper will focus on the productive skills, demonstrating how such an approach can lead to a stable and accurate test system by influencing every element of that system, from task design to specification and from test delivery to scoring and reporting.

**23 Years of Policy Changes Regarding the English Section of Korea's College Scholastic Ability Test**

**Oryang KWON (Seoul National University)**

In Korea, the College Scholastic Ability Test (CSAT) was introduced in 1993 as the official national college entrance examination. Over the 23 years since its inception, the CSAT has gone through numerous changes in its policies regarding many aspects of the test.

The present paper reviewed these policies and policy changes regarding the CSAT, with a focus on the English section of the test. They were reviewed in seven categories: (1) policies on test administration and item writing (including the number of test administration, mock CSAT, test writers and reviewers, and item bank), (2) policies on test structure (such as the number of test items, score points, testing time, listening and speaking test items, and Types A and B), (3) policies on test difficulty (including easy CSAT and percentages of perfect score candidates), (4) policies on test materials (such as item materials from high school textbooks and texts from the instruction materials of the Educational Broadcasting System, (5) policies on test score report (including weighing test items, the standard score system, ordinal scales, and the criterion-referenced scoring system, (6) policies on the uses of test scores, and (7) policies on the National English Ability Test (NEAT) (including its background, the direction of policies and replacing the CSAT with the NEAT) .

The review found that while some of the policies were laudable for beneficial effects on students and the society, some other policies had detrimental effects on the quality of the test and for stakeholders including students, teachers, and parents. Among the good policies were (a) taking long years to conceptualize and pilot test the CSAT, (b) introducing the listening test for the first time in the history of the college entrance examination, (c) administering two preliminary mock tests each year, and (d) introducing the standard score system. Among the problematic policies were (a) inconsistent and short-lived policies, (b) policy changes with short notices, (c) the easy CSAT policy, (d) policies lacking reasonable grounds, and (e) educationally unproductive policies. More active involvement of testing professionals is suggested for the improvement of policy-making processes and the policies themselves.

**Use Peer Assessment in English Writing in Taiwan**

**Chih Hao CHANG (Nagoya University of Commerce and Bussiness, Japan)**

**Yu Ting HSU (Vanung University, Taiwan)**

Recent studies have shown that peer assessment is recommended as an effective evaluation activity. Most of these studies admit that peer assessment enhances students' learning and improves students' ability in many respects, some of which are to fill-in the insufficient areas of a teacher's feedback. Peer assessment is a type of evaluation activity in which students work cooperatively to read each other's work and give oral or written feedback to help develop their writing abilities and enhance their motivation (Berg, 1999). That is, it is an evaluation by co-workers or peers who are usually at a similar language level in all related language-learning environments. Nelson and Murphy (1993) stated that the essence of peer assessment is that it allows students to provide other students with feedback on their first drafts, so that student writers can acquire a sense of audience and work towards improving their compositions. According to Sluijsmans et al. (2002), there are three main skills required in a peer assessment model-(1) defining assessment criteria (2) judging the performance of a peer by reflecting upon and identifying the strengths and weakness in a peer's product, and by writing an assessment report; and (3) providing feedback for future learning. The first skill is implemented so that students can generate a common consensus and prevent personal bias towards a product or process (ibid.). The second step aims to test students' understanding of criteria, while the third promotes constructive criticism and develops critical thinking (ibid.).

This study aims to access the effects of using peer assessment in English writing class on 117 (92 females and 25 males) first-year English major university students in Taiwan. In order to examine the effectiveness of students' writing, students' compositions were evaluated according to a revised ESL Composition Profile (Jacobs et al., 1983), which contained the following five aspects: content, organization, vocabulary, language use and mechanics. The findings reveal that through peer collaboration, students were able to internalize linguistic skills effectively, reinforce the development of their writing abilities and produce more words in their writings. Finally, the results of the study suggest that, peer assessment may not only become one of natural teaching aids to incorporate peer and teacher feedback but also lead to a great success rate in students' overall writing ability.

## **Part IV & V: 賛助会員発表 (Institutional Member Presentations) (14:20–15:25)**

### **Room 12-302 Part IV (14:20–14:50)**

#### **A validity argument for the VELC test<sup>®</sup> score interpretations and uses**

**Takaaki KUMAZAWA (Kanto Gakuin University)**

The Visualizing English Language Competency Test<sup>®</sup> [VELC Test<sup>®</sup> (VELC Research Group, 2013)] was developed for the purpose of estimating test-takers' proficiency levels on vocabulary, grammar, reading, and listening skills, and placing Japanese university students into their appropriate level. We, the VELC<sup>®</sup> Research Group, have been collecting backing that can be used to support a validity argument of the test score interpretations and uses (e.g., Shizuka & Mochizuki, 2014a). Thus, first, I will talk about the main features of the test and then present the validity argument based on an argument-based validity framework.

### **Room 12-302 Part V (14:55–15:25)**

#### **摂南大学における GSE/Progress 導入の経過報告**

**上村 武司 (ピアソン・ジャパン株式会社)**

**松田 早恵 (摂南大学)**

**吉村 征洋 (摂南大学)**

Progress は、GSE (Global Scale of English) に準拠したオンライン英語運用能力テストであり、学生の英語熟達度を 4 技能＋文法力＋語彙力、それぞれの観点から計測することができる。摂南大学外国語学部では、2015 年度導入の新カリキュラムにおいて、「4 技能をバランスよく伸ばす英語教育を目指す」という方針を打ち出し、Progress を導入することとなった。本発表では Progress 採択の経緯を説明するとともに、これまでの実践と、Progress に対する学生、及び教員の意識調査を報告する。

**Construct validity in a university entrance exam: the case of PTE Academic**

**Veronica BENIGNO (Pearson)**

**John de JONG (Pearson)**

Growing numbers of students seek higher education outside of their home country. The ICEF Monitor (2015) reports 5 million students studying abroad in 2014, up from 2 million in 2000 (OECD, 2011). For these students the most likely language of instruction will be English, because even higher education institutions outside of the English speaking countries are offering programs in English for international students. Consequently, English for Academic Purpose (EAP) is increasingly being offered in many parts of the world and has therefore become a global phenomenon. EAP courses aim to provide students with a solid foundation of the academic language skills they will need for success at university. These same skills are supposedly being represented in high stakes official exams such as IELTS, TOEFL, and Pearson Test of English Academic (PTE Academic). The awareness of the complex nature of test validity, however, has raised many concerns as to whether such tests appropriately represent the construct they intend to measure, i.e. academic English.

This paper describes the validation procedures put into place by Pearson to develop PTE Academic, particularly in relation to the content validity of the test, i.e. the extent to which the test reflects skills and knowledge of the specified subject area. PTE Academic is a computer-based test of Academic English used for admission to University. In the first section of the paper, we describe the test format, the procedures and the very detailed item writer guidelines followed during the test construction phase and present the results from the field test carried out with more than 10,000 test-takers worldwide. Construct validity of PTE Academic is mainly evidenced from internal validation processes centring on test item development, item selection, and item analysis, and recognized by independent research. Steps to mitigate construct under-representation and construct-irrelevance were also taken. In the second section of the paper, we present in-house corpora-based resources of academic English used to sample authentic texts of academic English across different disciplines, registers, and varieties.

This paper contributes to an improved understanding of the type of evidence that testing companies and universities should provide to prove that a test has no construct under-representation (Messick, 1996), i.e. that the inferences based on the test scores truly mirror the students' knowledge of academic English. It is important that the test specifications reflect the specific purpose of the test and that rigorous and standard procedures are implemented to define the test construct.



**TOEIC® Listening & Reading test updates について ～よりオーセンティック（実地的な）コミュニケーションを反映したテストへ～**

津田 徹（国際ビジネスコミュニケーション協会）

第 210 回公開テスト 2016 年 5 月 29 日実施より TOEIC テストの出題形式一部変更に伴い、その詳細について発表いたします。新形式問題導入の背景およびテーマはよりオーセンティック（実地的な）コミュニケーションです。日常場面やビジネス場面での英語によるコミュニケーション方法は、時代と共に変化しています。その変化に対応するため、Educational Testing Service (ETS) は TOEIC テストの一部を変更し、より実地的な出題形式を採用します。ETS では、TOEIC テストが今の時代の英語コミュニケーション状況を反映しているか、また現在置かれている、あるいは将来目指している環境で求められる英語能力が、確実にテストの中で問われているのか、常に検証してきました。今回の変更では、過去 10 年間で頻繁に使われるようになってきたコミュニケーション方法を選択し、テスト問題として取り入れています。今回の変更では、テキストメッセージやインスタントメッセージ、チャットといった近年よく利用されてきているコミュニケーション形式や、複数（3 人以上）の人々が参加する会話形式などが新たに加えられています。また、今回の変更で特に重点が置かれているのが、複数の情報源から得られる情報を紐づける能力です。例えば地図やグラフなど問題用紙に印刷された視覚素材（Visual image）と流れてくる会話の情報を関連づけて解答する設問が挙げられます。時代に応じた内容にするために、TOEIC テストの一部は変更されますが、クオリティと難易度には変わりはありません。変更後の TOEIC テストを受験されても、スコアの意味は現行の TOEIC テストと同等であり、スコアの比較も可能です。ご受験者にとっては、グローバルな職場環境において英語でコミュニケーションができる能力の証明に、また企業、学校では、職場環境で求められる英語コミュニケーション能力の判断材料として、引き続き TOEIC テストのスコアをご利用いただけます。

## **Room 12-307A Part IV (14:20—14:50)**

### **英語プレイスメントテストのデータから見る英語力の経年変化**

白 戸 治 久 (ELPA)  
中 村 さ よ (ELPA)  
清水 裕子 (立命館大学)  
中村 洋一 (清泉女学院短期大学)

特定非営利活動法人英語運用能力評価協会 (Association for English Language Proficiency Assessment : ELPA) は 2003 年 4 月の設立以来、大学・短大・専門学校の入学時に「英語プレイスメントテスト」を実施している。その受験校は 100 を超え、受験者は累計 50 万人を越えた。

ELPA プレイスメントテストは事前に数万人規模で実施されたパイロットテストの結果を基に、項目応答理論 (item response theory :IRT) によって検証し、正確で適切な問題に並び替えを行い、どのレベルの受験者についても信頼できるスコアを提供することを目的として作成されている。言語材料は、中学・高校での既習事項範囲で設計されており、各年度のテストの難易度はおおそ実用英語技能検定 (英検) 2 級レベルとなっている。テストの構成は、リスニング・語彙・文法・リーディングの下位パートからなる合計 60 項目、パート毎に時間制限を設定した合計実施時間 60 分、ラッシュモデルによる受験者能力推定値から尺度化した得点の範囲は 0 点～300 点である。

この 14 年の間に英語教育を取り巻く動向には様々な変化があった。2003 年のゆとり教育の開始、そのゆとり教育開始後初の卒業生が出た 2006 年には、センター試験においてリスニングテストの実施が始まった。2013 年には、脱ゆとりの方向も打ち出され、新教育課程の施行が開始された。そして、本年 2016 年は、新教育課程を経た卒業生が、大学・短大・専門学校に入学する時を迎えた。

本発表では、上記した英語教育を取り巻く動向を鑑みながら、2003 年から 2016 年の 14 年間におよぶ、大規模プレイスメントテストのデータを比較し、受験生が大学・短大・専門学校に入学した時点での英語力の経年変化を検討する。

## **Room 12-307A Part V (14:55—15:25)**

### **ライティング指導ツール Criterion のご紹介**

山口 学 (国際教育交換協議会: CIEE)

Criterion は TOEFL テストなどの開発で知られる米国 Educational Testing Service (ETS) が開発した、教育機関向けのライティング指導ツールです。提出後すぐに与えられるスコアとフィードバックが学習者の自律的な学習を促し、これまで添削に追われていた時間を指導に活用できるようになります。本発表では、デモを含めた利用方法や国内における活用状況をご案内します。

**Room 12-307B Part IV (14:20–14:50)**

**日本の高校生の英語スピーキング能力実態調査**

木下 あおい (アルク)  
平野 琢也 (アルク)

日本の高校生の英語スピーキング能力実態調査結果を報告。アルクのスピーキングテスト TSST (Telephone Standard Speaking Test) を受験した3つの高校の1年生323人のレベル分布を社会人全体の分布と対比、さらに学校内外での学習状況に関するアンケート結果と対照させ、学習実態とスピーキングレベルとの関係も考察。同時実施した英語教師のスピーキング関連調査にも触れる。本発表は、同じ生徒を対象とした2015年から2017年までの追跡調査の1年目の報告である。

**Room 12-307B Part V (14:55–15:25)**

**Relating the Speaking and Writing Sections of the Test of English for Academic Purposes, Computer-Based Test (TEAP-CBT) to the CEFR**

TAKAMURA, Kyoko (The Japan Institute for Educational Measurement)  
KUMAR, Edward (The Japan Institute for Educational Measurement)  
YAMANOI, Shinji (The Japan Institute for Educational Measurement)  
NAKAMURA, Keita (Eiken Foundation of Japan)

This presentation reports on the results and findings of the linking project to relate the scores of Speaking and Writing Sections of the Test of English for Academic Purposes, Computer-Based Test (TEAP CBT) to Common European Frame of Reference for Languages (CEFR). A group of panelists had a standard setting meeting and evaluated a set of test-taker responses using the modified bookmark method. We will present the results and discuss some of the challenges we faced during the project.

#### **Room 12-306 Part IV (14:20—14:50)**

##### **GTEC CBT: コミュニケーションスキルに基づいた大学入試テスト**

小田桐 一弘 (ベネッセコーポレーション)

浜 みか (ベネッセコーポレーション)

岡部 康子 (進学基準研究機構)

GTEC CBT は、大学入試での使用を目的とするコンピュータで受験する 4 技能型英語テストです。TBLT のフレームワークをもとに大学での「日常的」「アカデミック」な言語使用場面におけるタスクにより構成され、CEFR を意識して作られています。KSA (knowledge、skills、abilities) と呼ばれる内部規準リストによって、テスト項目で測定する力、タスク、素材やレベルを技能領域別に規定し、これに基づいたテスト開発設計書に沿ってテスト項目の作成がされています。

#### **Room 12-306 Part V (14:55—15:25)**

##### **大学入学後を見据えた 4 技能テストの入試活用**

##### **～TOEFL Junior Comprehensive<sup>®</sup>テストと TOEFL<sup>®</sup> iBT テストの連携～**

大野 直子 (グローバル・コミュニケーション&テストイング)

高田 勇記 (グローバル・コミュニケーション&テストイング)

小椋 茂生 (グローバル・コミュニケーション&テストイング)

TOEFL Junior<sup>®</sup>テストは米 ETS により開発され、世界約 60 か国で実施されており、ペーパー版の TOEFL Junior Standard<sup>®</sup>テストは、リスニング・リーディング・語彙文法を測定し、世界中の中高生の留学時の英語力指標となっている。CBT 版の TOEFL Junior Comprehensive<sup>®</sup>テストは、昨年度使用開始されたテストだが、日本国内では高校生を中心とした英語 4 技能向上を測定するアセスメントとして、これまで全国 100 校を超える大学、高校、中学などの団体で活用されている。また、その信頼性と妥当性の高さから、大学入試の際の英語 4 技能テストとしても活用されている。本発表では、語彙レベル、TLU (目標言語使用)、設問内容／レベルの共通性と発展性などの観点で TOEFL Junior Comprehensive<sup>®</sup>テストと TOEFL<sup>®</sup> iBT テストとを比較し 大学入学後の英語力向上を見据えたテスト活用に関する情報を提供する。

## **Room 12-305 Part IV (14:20—14:50)**

### **Investigating the Factor Structure of TEAP and its Relationship to the National Center 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).

Confirmatory Factor Analysis (CFA) has often been used as a quantitative approach to test validation (e.g., Sawaki et al., 2009; In'nami et al., 2011) in order to evaluate the fit of the stipulated model to the data. Findings (Sawaki et al., 2009; In'nami et al., 2011) from the field of foreign language testing suggest the existence of a higher-order general English proficiency factor under which each of the skill-based factors (i.e., reading, listening, writing, and speaking) are located. Sawaki et al. (2009) investigated the factor structure of the TOEFL iBT using CFA and found that the higher-order factor model was the best-fitting model.

In this study, total of 923 3<sup>rd</sup> grade high school students took part in this study. The study took place in March and April of 2015. All of the participants submitted their score official report of the national center test they took in January of 2015. From the data of TEAP reading, listening, writing and speaking, an item-level CFA was conducted using Mplus 7.11 (Muthen & Muthen, 2013) to compare the degree of fit of the data to the four models which were often investigated by Sawaki et al. (2009), In'nami et al. (2011) and In'nami et al (2016). Those models were correlated-factor model, single-factor model, higher-order factor model, and receptive-productive model. Finally, the factor structure of TEAP and NCT was evaluated using CFA.

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

## **Room 12-305 Part V (14:55—15:25)**

### **Cambridge English (ケンブリッジ英検) のご紹介**

～大学入試に適したレベル: Preliminary (PET)を中心に、センター試験との比較を交えて～

**青山 智恵 (Cambridge English: ケンブリッジ大学英語検定機構)**

「学生の英語力が期待値と合致しないリスクを減らす試験」 “(the exam) reduces the risk that a student's English does not match expectations” = 「測定精度の高い試験」として世界で高評価を得ている Cambridge English は、IELTS に直結する唯一の試験です。センター試験の難易度レベルに最も近い Preliminary (PET) [CERF レベル B1] について、リスニングやペア型面接のスピーキング等、実際にサンプル問題の音声や動画を示しながらご紹介します。

## 4. Workshop Information (ワークショップ情報)

### Workshop 1 (ワークショップ 1)

題目：「はじめて学ぶ効果量～基礎概念から実践まで～」(日本語で実施)

講 師 長谷川 佑介 (上越教育大学), 高木 修一 (福島大学)  
司 会 横内 裕一郎 (弘前大学)

日時： 2016 年 9 月 17 日 (土) 10:00-13:15 (休憩を含む)

場所： 東海大学湘南キャンパス (12 号館 12-310 教室)

参加費： 1,000 円

定員： 48 名 (申し込み順)

参加条件： 本ワークショップのテーマに興味があり、Microsoft Excel を使ったことがある方であればどなたでも歓迎です。大学生・大学院生から現職教員まで、テストニングの知識がある・なしを問わず気軽にご参加いただけます。

目的：

1. 現職教員が敬遠しがちな「効果量」「有意差」といった統計用語に慣れ、基本的な概念を理解する (入門編)
2. 効果量やそれに関連する理論的概念について理解する (理論編)
3. Excel や他のアプリケーションを用いて効果量等を算出する初歩的な手法を身につける (実践編)

手順：

1. 入門編の講義
2. 理論編の講義
3. 実践編の演習 (会場備え付けのパソコンをご利用いただけます)

申し込み方法：

1. 申し込みの締切は、9 月 9 日 (金) です。(定員に達していない場合には当日参加も可能です。)
2. 申し込みは JLTA ホームページ、公式 Twitter (@JLTA\_official) に申し込みサイトへのリンク (<https://goo.gl/oz3NJf>) を用意いたしますので、そちらからお申し込みください。
3. お申し込みいただいた後、1 日以内に申し込み完了のお知らせを登録いただいたメールアドレスにお送りいたします。24 時間以上経ってもメールを受領できない場合、下記の連絡先にご連絡いただきますよう、お願いいたします。
4. 昨年までと同様、メールにてお申し込みいただくことも可能です。その際は、下記の情報を横内裕一郎 (弘前大学) [u16yoko@gmail.com](mailto:u16yoko@gmail.com) まで e-mail でご連絡ください。

- |   |
|---|
| <ol style="list-style-type: none"><li>(1) 氏名・所属・e メールアドレス</li><li>(2) これまでに統計に関して学ばれたことはありますか (もしあれば、どのようなことを学びましたか)。</li><li>(3) テストの得点を分析するときに何かソフトウェアをお使いになったことはありますか (もしあれば、何のソフトでどのような分析を行いましたか)。</li><li>(4) 講師へのご質問 (希望者のみ)</li><li>(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)</li></ol> |
|---|

## Workshop 1

### Introduction to effect size: Basic concepts and practices (Conducted in Japanese)

Lecturer: Yusuke HASEGAWA (Joetsu University of Education)

Shuichi TAKAKI (Fukushima University)

Chair: Yuichiro YOKOUCHI (Hirotsaki University)

- Date: September 17, 2016 (Saturday), 10:00-13:15 (including break)
- Venue: Tokai University, Shonan Campus (Building 12, Room 12-310)
- Attendance Fee: 1,000 yen
- Max Capacity: 48 (first-come, first-served basis)
- Prerequisite: Elementary, junior high, or senior high school teachers, undergraduate or graduate students, or others who are interested in the topic of this workshop and can use Microsoft Excel. No background knowledge on testing theories is required.

#### ● Aims

1. To familiarize yourselves with basic statistical concepts such as effect size and significant difference.
2. To understand more about effect size and other related statistical concepts.
3. To learn how to calculate effect sizes and other related statistical indices such as statistical power using Excel and other useful software.

#### ● Procedure

1. Lecture 1: Introduction
2. Lecture 2: Theory
3. Practice (Computers available at the venue)

#### ● How to register

1. The deadline for registration is Friday, September 9. (Note: If the workshop does not reach maximum capacity, the registration will be allowed on the day of the workshop.)
2. You can register through the JLTA Workshop Registration site (<https://goo.gl/oz3NJf>). The URL will be provided on the JLTA official website and Twitter (@JLTA\_official).
3. Confirmation of registration will be sent within 24 hours. If you do not receive it, please contact the email address below.
4. As in the past, email registration is also available. In that case, please send the information below to Yuichiro Yokouchi (Hirotsaki University) at [u16yoko@gmail.com](mailto:u16yoko@gmail.com).

Let us know the following information and answer to questions when you register for the workshop:

- (1) Your name, affiliation, and email address.
- (2) Have you ever studied statistics? If so, describe what you learned.
- (3) Have you used any software to analyze test data? If so, describe what you used (software, statistical methods, etc.).
- (4) Questions to the lectures, if you have. (Optional)
- (5) Request to this workshop, or JLTA workshops in general. (Optional)

## Workshop 2

### **Title: “How good is your test?—First step: Ministep” (Conducted in English)**

Lecturer: Myles GROGAN (Kansai University)

Chair: Akiyo HIRAI (University of Tsukuba)

- Date: September 17, 2016 (Saturday), 14:00-17:15 (including break)
  - Venue: Tokai University, Shonan Campus (Building 12, Room 12-310)
  - Attendance Fee: 1,000 yen
  - Max Capacity: 35 (first-come, first-served basis)
  - Prerequisite: A willingness to work with computers is helpful! We will be using Microsoft Excel, but basic level skills will suffice. Some data sets will be provided, but participants may want to bring a small data set (up to 25 items and 75 participants) if they wish.
- Aims
    1. To understand how the Rasch model helps us interpret test data and improve tests, in broad, non-expert terms (i.e. non-mathematical!).
    2. To get hands-on experience using of inputting and analyzing data from Rasch-based software, such as Winsteps.
  - Procedure
    1. Introduction 1: Outline of the day, followed by a first Rasch example – what Ministeps helps us understand about our tests
    2. Short lecture: The Rasch Model and how it works
    3. Hands-on workshop 1 and 2: Control files (how to prepare data) and running data for the first time
    4. Hands-on workshop 2: An overview of charts and tables, and how they help us with our test
    5. Hands-on Workshop 3: A new data set– time to try your hand!
    6. Lecture: Where to next?
  - How to register
    1. The deadline for registration is Friday, September 9. (Note: If the workshop does not reach maximum capacity, the registration will be allowed on the day of the workshop.)
    2. You can register through the JLTA Workshop Registration site (<https://goo.gl/oz3NJf>). The URL will be provided on the JLTA official website and Twitter (@JLTA\_official).
    3. Confirmation of registration will be sent within 24 hours. If you do not receive it, please contact the email address below.
    4. As in the past, email registration is also available. In that case, please send the information below to Yuichiro Yokouchi (Hirosaki University) at [u16yoko@gmail.com](mailto:u16yoko@gmail.com)

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

- (1) Your name, affiliation, and email address.
- (2) What kind of tests do you usually use (classroom tests, coursebook test, placement tests)?
- (3) What experience do you have of analyzing test results?
- (4) Have you had any experience with Winsteps or similar Rasch/IRT tools? Please describe the experience if you have.
- (5) Questions to the lectures, if you have. (Optional)
- (6) Request to this workshop, or JLTA workshops in general. (Optional)



## Workshop 2 (ワークショップ 2)

題目 : “How good is your test?—First step: Ministep” (英語で実施)

講 師 Myles GROGAN (関西大学)

司 会 平井 明代 (筑波大学)

日時 : 2016 年 9 月 17 日 (土) 14:00-17:15 (休憩を含む)

場所 : 東海大学湘南キャンパス (12 号館 12-310 教室)

参加費 : 1,000 円

定員 : 35 名 (申し込み順)

参加条件 : コンピュータを使って分析します。Excel (やその他の表計算ソフト) を使ったことがある (必須ではありません)。参加者には演習形式で分析を行うデータが当日配布され、分析ソフトで実際に分析を行っていただきます。自分のデータ (25 項目, 75 名まで) を持ち込んでいただいても結構です。

目的 :

1. ラッシュ・モデルの理解がテストデータの解釈, テストの改善に役立つことを理解する。(広く専門的ではない, 数学的ではない観点から)
2. Winsteps のようなソフトを実際に使って, データを分析・解釈することができるようになる。

手順 :

- (1) Introduction 1: Outline of the day, followed by a first Rasch example - what Ministeps helps us understand about
- (2) our tests
- (3) Short lecture: The Rasch Model and how it works
- (4) Hands-on workshop 1 and 2: Control files (how to prepare data) and running data for the first time
- (5) Hands-on workshop 2: An overview of charts and tables, and how they help us with our test
- (6) Hands-on Workshop 3: A new data set- time to try your hand!
- (7) Lecture: Where to next?

申し込み方法 :

1. 申し込みの締切は、9 月 9 日 (金) です。(定員に達していない場合には当日参加も可能です。)
2. 申し込みは JLTA ホームページ、公式 Twitter (@JLTA\_official) に申し込みサイトへのリンク (<https://goo.gl/oz3NJf>) を用意いたしますので、そちらからお申し込みください。
3. お申し込みいただいた後、1 日以内に申し込み完了のお知らせを登録いただいたメールアドレスにお送りいたします。24 時間以上経ってもメールを受領できない場合、下記の連絡先にご連絡いただきますよう、お願いいたします。
4. 昨年までと同様、メールにてお申し込みいただくことも可能です。その際は、下記の情報を横内 裕一郎 (弘前大学) [u16yoko@gmail.com](mailto:u16yoko@gmail.com) まで e-mail でご連絡ください。

- (1) 氏名・所属・e メールアドレス
- (2) 普段、どのようなテストを実施していますか。(授業内でのテスト、プレースメントテストなど)
- (3) テスト結果を分析する経験はどの程度お持ちですか。
- (4) Winsteps やその他のラッシュ・IRT 分析ができるソフトを使った経験がありますか。もし経験があればどのように使用したことがあるか教えてください。
- (5) 講師へのご質問 (希望者のみ)
- (6) その他、ワークショップまたは JLTA ワークショップ全体に対して何かご要望がありましたらお書きください。(希望者のみ)

## アクセス (Access to the venue)

### Address

4-1-1 Kitakaname, Hiratsuka-shi, Kanagawa 259-1292, Japan

### Directions (Approximate time to get to the destination is provided below.)

#### **A. From Haneda Airport to Tokai Daigaku Mae Station (Odakyu Train Line)**

**By Public Transformation System:** Take the KEIKYU Airport Express (Shun-Zushi-bound) at the Haneda Airport Station below the arrival hall of the airport and get off at Yokohama Station (about 500 yen). Then transfer to the SOUTETSU Line (Ebina-bound) and get off at Ebina Station, the terminal station (about 400 yen). From there, take the ODAKYU Line (Odawara-bound) to Tokai Daigaku Mae Station (250 yen). From Tokai Daigaku Mae Station to Building 12, see “**D. From Tokai Daigaku Mae Station (Odakyu Train Line) to the venue**” below.

**By shuttle bus system:** From Haneda Airport, take Airport Limousine (Shuttle bus) to the Ebina Station (bus fare is 1,550 yen per person). From there, take the ODAKYU Line (Odawara-bound) to Tokai Daigaku Mae Station (250 yen). From Tokai Daigaku Mae Station to Building 12, see “**D. From Tokai Daigaku Mae Station (Odakyu Train Line) to the venue**” below.

#### **B. From Narita Airport to Tokai Daigaku Mae Station**

Take Narita Express bound for Ohfuna, get off at Totsuka Station, transfer to JR Tokaido Train Line heading for Hiratsuka (Odawara, Atami, Numazu, etc), and get off at Hiratsuka Station. From Hiratsuka Station to Tokai University, see “**F. Use the JR Tokaido Train Line to get to Hiratsuka Station and to the venue**” below.

#### **C. Use the Odakyu Train Line to get to Tokai Daigaku Mae Station OR to Tsurumaki-onsen Station**

From the Odakyu Line Shinjuku Station, catch the train bound for Odawara or Hakone-Yumoto and get off at Tokai Daigaku Mae Station (70 min. by express train) or at Tsurumaki-onsen Station (60 minutes by express train).

From Odakyu Line Odawara Station, catch the train bound for Shinjuku and get off at Tokai Daigaku Mae Station. (25 minutes by express train) or at Tsurumaki-onsen Station (30 minutes by express train).

小田急線（新宿より快速急行 70 分、小田原より 25 分）「東海大学前」駅下車  
 または、小田急線（新宿より快速急行約 60 分、小田原より 30 分）「鶴巻温泉」駅下車



#### D. From Tokai Daigaku Mae Station (Odakyu Train Line) to the venue

There are three ways: to walk, take a bus, or take a taxi.

##### (1) **Walking from Tokai Daigaku Mae Station (25 minutes; see the map below)**

From Tokai Daigaku Mae Station to the North Gate (北門：Kitamon) of Shonan Campus: 15-minute walk

From the North Gate to Building 12: 10-minute walk

小田急線「東海大学前」駅下車、徒歩約 15 分で東海大学北門着、そこから 12 号館までは徒歩 10 分

##### (2) **Bus from Tokai Daigaku Mae Station**

Ride a bus bound for Simootsuki-danchi or Hadano-eki at the bus stop called Tokai Daigaku Mae Eki Minamiguchi (South Exit) and get off the bus at the second stop Tokai Daigaku Kitamon (North Gate) (180 yen, 5 minutes). Building 12 is 10-minute walk from the North Gate, Kitamon. You can find the bus schedule in ① below.)

東海大学前駅からバス利用の場合

「東海大学前駅南口」バス停から「下大槻団地行」または「秦野駅行」に乗車し、2 つ目の

停留所「東海大学北門」で下車（180 円）。北門から 12 号館まで徒歩 10 分。（時刻表は下①）

### (3) Taxi from Tokai Daigaku Mae Station

東海大学前駅からタクシー利用の場合

Taxi telephone number: 神奈中：0 4 6 3－8 1－0 1 3 5 愛鶴：0 4 6 3－8 3－7 7 7 7

- (a) 「12 号館前まで」と頼むと 1,000 円弱 (Ordering taxi to the building 12 costs around 1000 yen.)
- (b) 「東海大学北門」と頼むと 740 円 (Ordering taxi to the North Gate, Kitamon costs 740 yen.)。  
北門から 12 号館まで 10 分徒歩 (Building 12 is 10-minute walk from the North Gate, Kitamon.)



## E. From Tsurumaki-onsen Station (Odakyu Train Line) to the venue

There are two ways: to take a bus or take a taxi.

### (1) Bus from Tsurumaki-onsen Station

- (a) Ride a bus bound for Simootsuki-danchi or Hadano-eki at the bus stop called Tsurumaki-onsen Ekimae and get off the bus at Tokai Daigaku Kitamon (180 yen). Building 12 is 10-minute walk from the North Gate, Kitamon. You can find the bus schedule in ② below.

鶴巻温泉駅からバス利用の場合

「鶴巻温泉駅前」バス停から「下大槻団地行」または「秦野駅行」に乗車し、停留所「東海大学北門」で下車（180 円）。北門から 12 号館まで 10 分徒歩。（時刻表は下②）

- (b) Ride a bus bound for Tokai Daigaku at the bus stop called Tsurumaki-onsen Ekimae and get off the bus at the last stop Tokai Daigaku (230 yen). The last stop is close to the main gate and Building 12 is 3-minute walk from the main gate. You can find the bus schedule in ③ below.

「鶴巻温泉駅前」バス停から「東海大学行」に乗車し、終点の停留所「東海大学」で下車 (230 円)。終点の停留所が大学正門で、そこから 12 号館まで 3 分徒歩。(時刻表は下③)

## **(2) Taxi from Tsurumaki-onsen Station**

鶴巻温泉駅からタクシー利用の場合

Taxi telephone number: 神奈中: 0 4 6 3 - 8 1 - 0 1 3 5 愛鶴: 0 4 6 3 - 8 3 - 7 7 7 7

- (a) 「1 2 号館前まで」と頼むと 1,000 円超 (Ordering taxi to the building 12 costs more than 1000 yen.)
- (b) 「東海大学北門」と頼むと約 820 円 (Ordering taxi to the North Gate, Kitamon costs 820 yen.)。北門から 12 号館まで 10 分徒歩: Building 12 is 10-minute walk from the North Gate, Kitamon.)

## **F. Use the JR Tokaido Train Line to get to Hiratsuka Station and then to the venue**

From JR Tokyo Station (JR Tokaido Train Line), catch the train and get off at Hiratsuka Station (60 minutes by express train)

JR 東海道線 (東京より快速約 60 分)「平塚」駅下車

### **Bus from Hiratsuka Station**

- (1) From Hiratsuka station, catch the bus bound for Tokai Daigaku or Hadano Eki at the bus stop called Hiratsuka and get off at Tokai Daigaku Seimon-Mae Stop (30 min.). Shonan Campus is a 5-min walk from the stop.

JR 東海道線「平塚」駅バス停から「東海大学行」または「秦野駅行」バスに乗車し、「東海大学正門前」で下車 (約 30 分)。「東海大学正門前」から正門まで徒歩 5 分。

- (2) Ride a bus bound for Tokai Daigaku at the Hiratsuka Eki Kitaguchi (Bus stop number 2) and get off at Tokai Daigaku (390 yen, 30 minutes). 3 minute walk to Building 12. See the bus schedule ④ below.

「平塚駅北口」バス停 2 番乗り場から「東海大学行」に乗車し、「東海大学」下車 (390 円、所要時間 30 分)。そこから 12 号館まで徒歩 3 分。(時刻表は下④)

- (3) Ride a bus bound for Hadano Eki at the Hiratsuka Eki Kitaguchi (Bus stop number 8) and get off at Tokai Daigaku Seimon Mae (390 yen, 25 minutes). Building 12 is 7-minute walk from the bus stop (See the bus schedule ⑤ below.)

「平塚駅北口」バス停 8 番乗り場から「秦野駅行」に乗車し、「東海大学正門前」で下車 (390 円、所要時間 25 分)。「東海大学正門前」停留所から 12 号館まで徒歩 7 分。(時刻表は下⑤)

バス時刻表① 「東海大学前駅南口」バス停から「下大槻団地行」または「秦野駅行」（土日用）  
(Weekend bus schedule ①: from Tokai Daigaku Mae Eki Minamiguchi to Simootsuki-danchi or Hadano-eki)

6:00	10	49		13:00	15	38	55
7:00	9	26	46	14:00	15	38	55
8:00	5	32	51	15:00	15	38	55
9:00	11	32	55	16:00	15	38	55
10:00	12	33	56	17:00	15	38	55
11:00	15	38	55	18:00	15	38	58
12:00	15	38	55	19:00	25	55	

時刻表② 「鶴巻温泉駅前」バス停から「下大槻団地行」または「秦野駅行」（土日用）  
(Weekend bus schedule ②: from Tsurumaki-onsen ekimae to Simootsuki-danchi or Hadano-eki)

6:00	5	44	13:00	32
7:00	20	59	14:00	32
8:00	26	45	15:00	32
9:00	26	49	16:00	32
10:00	27	50	17:00	32
11:00	32		18:00	32 52
12:00	32		19:00	20 50

時刻表③ 「鶴巻温泉駅前」バス停から「東海大学行」（土日用）  
(Weekend bus schedule ③: from Tsurumaki-onsen ekimae to Tokai Daigaku)

6:00	20	13:00	15
7:00	5      50	14:00	
8:00	35	15:00	10
9:00	20	16:00	00
10:00	5	17:00	
11:00		18:00	25
12:00	30	19:00	10      55

時刻表④ 「平塚駅北口」バス停 2 番乗り場から「東海大学行」（土日用）  
(Weekend bus schedule ④: from Hiratsuka Eki Kitaguchi (Bus stop number 2) to Tokai Daigaku)

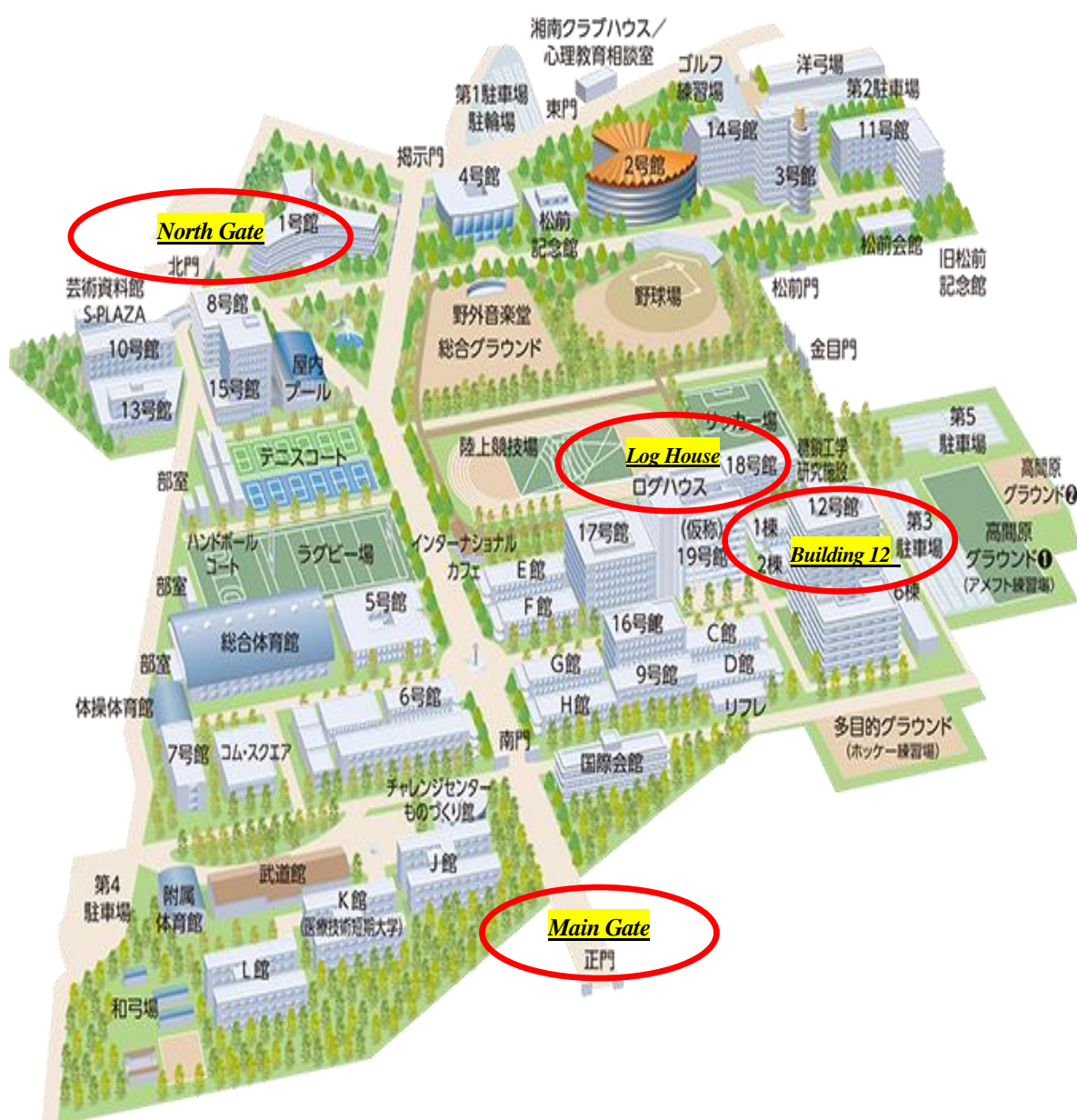
6:00		13:00	2
7:00	2 45	14:00	3
8:00	25	15:00	3
9:00	5	16:00	3
10:00	1	17:00	00 38
11:00	1	18:00	40
12:00	00	19:00	38



時刻表⑤ 「平塚駅北口」バス停 8 番乗り場から「秦野駅行」 (土日用)  
 (Weekend bus schedule ⑤: from Hiratsuka Eki Kitaguchi (Bus stop number 8) to Hadano Eki)

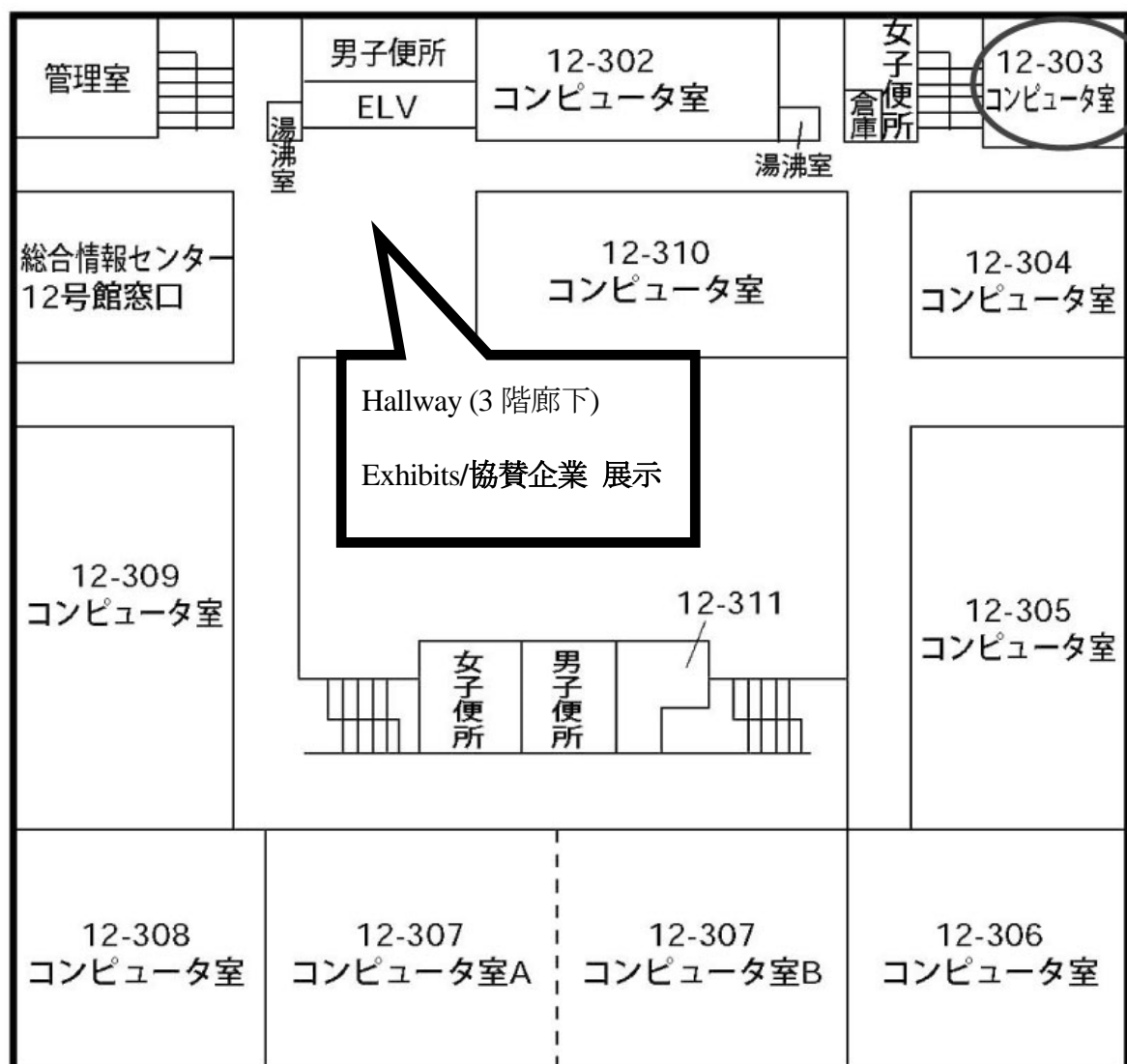
6:00	20	35	50		13:00	12	27	43	57	
7:00	5	20	35	50	14:00	12	27	42	57	
8:00	1	10	25	43	58	15:00	12	27	42	57
9:00	12	27	42	57	16:00	12	27	42	59	
10:00	12	27	42	57	17:00	12	27	35	47	58
11:00	12	27	42	57	18:00	12	25	36	51	
12:00	12	27	42	57	19:00	1	14	25	37	54

## キャンパスマップ (Campus Map)



## 12 号館 3 階フロアマップ (Building 12, 3rd floor map)

Individual Presentations and Institutional Member Presentations





## Testing and Evaluation (TEVAL) SIG of the Japan Association for Language Teaching (JALT)

The Testing and Evaluation SIG of JALT shares many of the concerns, interests, and goals of the JALTA and is honored to co-sponsor this conference.

Information about the TEVAL SIG and our publication SHIKEN can be found here:

or here: <http://teval.jalt.org/>



TEVAL SIG upcoming events of special note:

- The SIG will be publishing a book later this year by JD Brown based on his regular column "Statistics Corner" in SHIKEN, our TEVAL publication. A free copy of the book will be offered to all new and current TEVAL SIG members.
- JD Brown will also give a plenary talk this November at the annual JALT international conference held this year in Nagoya. He will speak on "Using Classroom Assessment to Improve Teaching and Learning"
- Kimi Kondo-Brown will give featured speaker workshops at the annual conference on "Teachers Transforming Education through Evaluation" and "Transforming Curriculum with Task-Based Assessment"



**CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge

### Cambridge English は 世界が認める国際資格。

- 国際児童英検から IELTS まで英語コミュニケーション力を測定
- 英国ケンブリッジ大学の非営利機関、ケンブリッジ大学英語検定機構が開発
- 4技能を世界基準 (ヨーロッパ言語参照枠: CEFR) で評価
- スピーキングテストはケンブリッジ認定の試験官が対面式で評価
- 世界 20,000 機関以上が英語力の証明として認定
- 毎年 500 万人以上が受験

★ IELTS は、ケンブリッジ大学英語検定機構、ブリティッシュ・カウンシル、IDP: IELTS Australia のパートナーシップにより共同運営されています。



[www.cambridgeenglish.org/jp](http://www.cambridgeenglish.org/jp)

✧ [infoJapan@cambridgeenglishreps.org](mailto:infoJapan@cambridgeenglishreps.org)

✧ TEL: 080-5545-8969

Follow us on Facebook  
[www.facebook.com/  
CambridgeEnglishEastAsia](https://www.facebook.com/CambridgeEnglishEastAsia)

# 伝わる英語は TOEIC® S&W

世界中の企業や海外からのお客さまに  
意思を伝え、交渉し、ビジネスを成功に導く。  
グローバルな舞台で結果を出していくには、  
英語で話す・書く力が求められています。

TOEIC®S&Wで  
世界へ羽ばたいていく力を磨きませんか。

## TOEIC® Speaking & Writing 英語で伝える力を測るテスト

TOEIC® Speaking & Writing は、団体・個人どちらでも受験できます。

	IPテスト(団体特別受験制度)	公開テスト(個人向け)
試験会場	団体内で任意に設定 IIBCテストセンター(東京・大阪・名古屋)でも実施できます。	申込時に選択
受験料 (1名あたり)	9,050円(税込) ※「賛助会員制度」による割引もあります。	10,260円(税込)
受験人数	1実施につき5名以上	—
試験日	団体内で任意に設定 ※日曜・祝日・年末年始を除く。	毎月1回(土曜または日曜)、 午前/午後に1回ずつ実施。 ※年24回



# 世界が認めた 使える英語の測り方

2017 年度入試より 110 大学で活用開始<sup>※1</sup>

TOEFL Junior スコアで中学・高校留学が可能に<sup>※2</sup>

## 2016年度公開テスト

TOEFL iBT®に直結する唯一のテスト	世界基準で「読む力」「聞く力」を測定	世界にはばたく「はじめの一步」として
<b>TOEFL Junior. COMPREHENSIVE</b> 4 技能	<b>TOEFL Junior. STANDARD</b> 2 技能	<b>TOEFL Primary.</b> 2 技能
第2回検定日 2016年10月30日(日) 申込期間 2016年8月2日(火)正午～9月30日(金)	第2回検定日 2016年12月11日(日) 申込期間 2016年9月23日(金)正午～11月1日(火)	
受験料 9,500円(税込) 試験会場 全都道府県会場	受験料 4,320円(税込) 試験会場 全国16会場	受験料 3,880円(税込) 試験会場 全国16会場

※1: 2016年6月現在 ※2: 活用校情報は公式サイトをご覧ください。

お問い合わせは



グローバル・コミュニケーション&テストイング

〒108-0074 東京都港区高輪4-10-18 京急第1ビル13F

TEL 03-6836-0125 [平日9:30~17:30]

E-mail info@gc-t.jp

check!

<http://gc-t.jp/>

トフルジュニア

検索

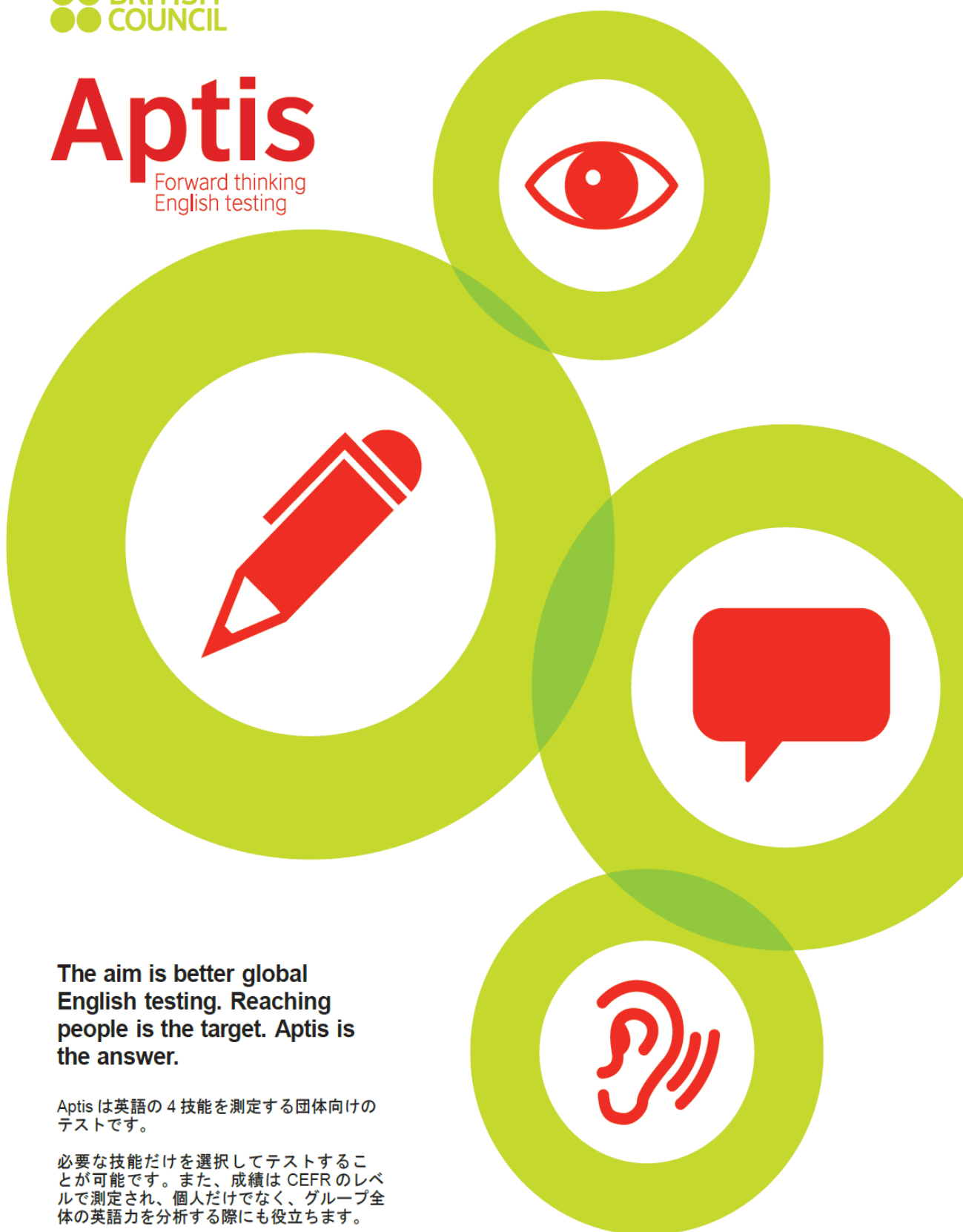






# Aptis

Forward thinking  
English testing



**The aim is better global  
English testing. Reaching  
people is the target. Aptis is  
the answer.**

Aptis は英語の 4 技能を測定する団体向けの  
テストです。

必要な技能だけを選択してテストするこ  
とが可能です。また、成績は CEFR のレベ  
ルで測定され、個人だけでなく、グループ全  
体の英語力を分析する際にも役立ちます。

お問い合わせは [aptis@britishcouncil.or.jp](mailto:aptis@britishcouncil.or.jp)

[www.britishcouncil.or.jp](http://www.britishcouncil.or.jp)

This conference is supported in part by Tokai University General Research Organization. Our special gratitude also goes to Tokai University for making its Shonan Campus available as the venue for the 20th Annual Conference of the Japan Language Testing Association.

本大会開催にあたっては、東海大学総合研究機構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、東海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 2017 at the University of Aizu in Fukushima. The conference schedule will be announced via the JLTA website as soon as the details become available. We look forward to seeing you there.

2017 年度の日本言語テスト学会全国研究大会は、2017 (平成 29) 年秋に会津大学で行われます。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願いたします。

---

日本言語テスト学会 (JLTA) (2016 年度) 20 周年記念全国研究大会発表要綱  
Handbook of the 20th Anniversary Conference of the Japan Language Testing Association  
発行日：2016 年 8 月 1 日

発行：日本言語テスト学会 (JLTA) 会 長：渡部良典 (上智大学)

事務局：〒270-1695 千葉県印西市平賀学園台1-1 順天堂大学

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

編集：全国研究大会実行委員会

印刷：株式会社国際文献社 〒162-0801 東京都新宿区山吹町358-5

TEL: 03-5937-0249 FAX: 03-3368-2822

---

＜協賛企業・法人・団体の一覧（50 音順）＞

一般財団法人 国際ビジネスコミュニケーション協会 ＊  
The Institute for International Business Communication (IIBC)  
<http://www.toeic.or.jp/iibc.html>

株式会社 アルク ＊  
ALC PRESS INC. <http://www.alc.co.jp/>

株式会社 教育測定研究所 ＊  
The Japan Institute for Educational Measurement, Inc. <http://www.jiem.co.jp/>

株式会社 金星堂 ＊  
Kinseido Publishing Co., Ltd. <http://www.kinsei-do.co.jp>

株式会社 ニホン・ミック ＊  
NIHON-MIC <http://www.nihon-mic.co.jp/>

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

ケンブリッジ大学英語検定機構 ＊  
Cambridge English <http://www.cambridge.org>

JALT TEVAL SIG (Japan Association for Language Teaching, Testing and Evaluation  
Special Interest Group) ＊

特定非営利活動法人 英語運用能力評価協会 (ELPA) ＊  
Association for English Language Proficiency Assessment  
<http://english-assessment.org/>

ピアソン・ジャパン株式会社 ＊  
Pearson Japan <http://www.pearson.co.jp/>

ブリティッシュ・カウンシル  
British Council <https://www.britishcouncil.jp/exam/aptis>

ベネッセコーポレーション ＊  
Benesse Corporation <http://www.benesse-gtec.com/cbt/>

リアリーイングリッシュ株式会社 ＊  
Reallyenglish.com <http://www.reallyenglish.co.jp/>

We would like to greatly acknowledge 13 companies, corporations, and groups for their support.  
本大会にあたり以上の 13 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）＊**  
Commercial exhibits are located in the hallway on the 3rd floor of Building 12.  
展示は 12 号館 3 階フロアで実施いたしております。