M. Kimura (Aoyama Gakuin U.)
M. Kawano (Hoshi U.)
Y. Kanazawa (Tokyo International U.)
M. Kimura (Tokyo Women's Medical U.)

JACET has published 51 issues of JACET Bulletin/Journal since 1970. In this symposium, the presenters look back at the history of the journal by analyzing the published papers, discussing the current situation of the journal, and attempting to offer some suggestions for the JACET members who are considering submitting a paper. The symposium will have three components: first the presenters will report on the results of the analysis of the articles published in the journal from the perspectives of research themes and research methods. As for the research themes, each published paper was categorized under the 28 research fields which are specified in the current Submission Guidelines. In terms of research methods, a new framework of categories was created in response to the latest and ever changing approaches and methods of research. The result shows that there were notable changes and trends both in themes and methods. Second, the presenters will report on the current situations of the journal. Although the editorial committee has been receiving a constant number of articles, the number of papers included in each issue seems to be on a slight decline recently. The committee will discuss the tendencies of the submitted papers. Finally, the presenters will explain how the APA Manual of the 6th edition, the backbone of the Submission Guidelines differs from the previous edition. The new edition adopts a new standard in writing styles and ethical perspectives for researchers as well. An open discussion with the audience is planned about the future of the Journal.

Note: JACET Kiyo was formally called JACET Bulletin up to its 43rd issue, and it has been called JACET Journal since 2007.

J025
Sept. 2/10:30-11:55/Bld2 R402

JACET·ICT Survey and Research Committee Special Symposium:
A Study of On-line and Face-to-face Interactions and CEFR-based Certificates

M. Nakano (Waseda U.)
Y. Kondo (Waseda U.)
K. Owada (Tokyo College of Music)
N. Ueda (Komazawa U.)

This project examines how we can relate English Language Education to certificates based on Common European Framework of Reference for Languages (CEFR). Open Education Center at Waseda University offers a variety of English courses, ranging from cyber discussion programs to small group discussion lessons. The Accreditation Council of Practical Abilities (ACPA) examines the course content, teaching method and syllabi, based on the CEFR descriptors in the respective domains. English Division Committee at Open Education Center decided to submit six levels of English Tutorials, Discussion English Tutorials and Cross-Cultural Distance Learning Programs (CCDL) to ACPA and these courses were accredited by external examiners headed by Professor Kensaku Yoshida of Sophia University. The following certificate schemes are tentatively approved by ACPA:
1. Basic User Certificate is given to the candidates who completed General Tutorial English (Basic) and obtained more than 573 points in the WeTEC.
2. Independent User Certificate (Pre-Intermediate) is given to those who completed General Tutorial English (Pre-Intermediate) and obtained more than 608 points in the WeTEC.
3. Independent User Certificate (Intermediate) is given to those who completed General Tutorial English (Intermediate) and either CCDL (Media Course) or CCDL (Social and Global Issues Course) and obtained more than 733 points in the WeTEC.
4. Proficient User Certificate (Pre-Advanced) is given to those who obtained grade A or A+ in General Tutorial English (Pre-Advanced) and grade A or A+ in Discussion Tutorial English (either Intermediate or Advanced) as well as more than 800 points in the WeTEC.
5. Proficient User (Advanced) Certificate is given to those who obtained grade A or A+ in General English Tutorial (Advanced) and grade A or A+ in either Discussion Tutorial English (Advanced) or Advanced English Plus as well as more than 880 points in the WeTEC.

In this symposium we examine the adequacy of assigning English proficiency-based certificates based on the grades in Tutorial English and scores in the WeTEC. We also discuss how certificates can contribute to enhancing learners’ motivation, compared with rigorous scoring methods.

J026

Sept. 2/10:30-11:55/Bld2 R403

English Language Classes in Japanese Tertiary Education
Focused on Developmental Education for Learner Autonomy -
高等教育における英語授業の研究—学習者の自律性を高めるリメディアル教育

T. Kimura (Nagoya U. of Foreign Language)
H. Kojima (Hirosaki U.)
T. Sasaki (Hokkaido Institute of Technology)
C. Baba (Teikyo U. of Science)
T. Sato (Nagoya U.)

第1次授業研究特別委員会は、委員会活動の総括として『高等教育における英語授業の研究』を刊行した。その中で、全国から寄せられた100を超える授業実践事例が紹介されており、しかも良質なものを見事に提示できたことで、概ね好評であった。ただし、全体的に見ると、成功例が大半を占め、しかもレベル的には中から上にかけての事例が多く、日々、自分の目的の前で学生の状態を考える時、むしろ学びの力を欠いた学生を対象に工夫しながら行う日々の授業例を求める声が高まった。そこで、我々第2次授業研究特別委員会は、中位から下位のレベルと考えられている学習者の指導事例、および教えることに絶望を覚えるを得ないようなケースにいたるまでをカバーする事例を全国から集め、高等教育におけるリメディアル教育について考察することにした。

今回、90分の授業に限らず、授業外の補習授業や個別指導なども対象として、近年多くの大学で取り入れられている習熟度別クラス編成や共通テスト、共通テストを導入している事例や、学習者に対して、どんなに指導が困難であっても「学びの喜び」を味わわせている事例、学習習慣がついていない学習者に、本当に基本を立ち返り、指導している事例など、さまざまな実践事例を扱う。また、スタ