**English Grammatical Constructions of L2 Japanese University Students and Pedagogical Grammar for English in Japan**

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The purpose of this paper is to investigate the characteristic differences and similarities between the English grammatical constructions in the introductory essays written by L2 Japanese university students of English and the pedagogical grammar for English taught at junior and senior high schools and universities in Japan, and to suggest some effective methods to improve their knowledge of English grammar and their skills of writing English essays from the perspective of World Englishes. First, we will collect 100 introductory essays written by Japanese university students to explain Japanese culture to foreign people. Second, we will examine some characteristics of English grammatical constructions in the introductory essays about Japanese culture. Then, we will consider the differences and similarities between the characteristic English grammatical constructions in the introductory essays and the pedagogical grammar for English taught in Japan. Though we can predict that there are a lot of errors found in the usages of articles, nouns and prepositions, we will mainly discuss the usages of verbs and conjunctions which can distort what writers really mean in the essays. Finally, we will suggest some effective methods to improve not only their knowledge of English grammar but also their writing skills from the perspectives of World Englishes and effective communication, based on their differences and similarities that will come to light through the comparative examinations into the English grammatical constructions in the introductory essays and the pedagogical grammar for English in Japan.

**Continuum Models of Vocabulary Knowledge Depth:**

**Addressing Scalability of Task Types**

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Models of "depth" of vocabulary knowledge and its assessment have typically fallen into two general categories: those which conceptualize vocabulary knowledge as multidimensional, and those which conceptualize it as developing along a continuum. Multidimensional models, which typically incorporate aspects of word knowledge such as polysemy, derivations, spoken forms and collocations, often require elaborate testing methods, posing logistical challenges for educators and researchers in that for each aspect of word knowledge tested, an additional sub-score is required.

In contrast, "continuum" models conceptualize aspects of vocabulary knowledge as developing along a cline, from partial to precise knowledge. A characteristic of such models is that success on a task of a given difficulty essentially confirms mastery of all hierarchical levels of difficulty preceding it. If validated, such a scheme could be of considerable practical value in score reporting. Several such continua have been proposed, but Paribakht and Wesche's vocabulary knowledge scale (VKS) is the most well-known, although it has not heretofore been validated as a single,
unidimensional measure of vocabulary knowledge depth, and numerous researchers have questioned whether the various tasks contained on the scale can reliably be scaled by difficulty.

The present research examines the viability of the VKS as a continuum model of vocabulary knowledge depth, moving from ignorance of the target words through the ability to form semantically and grammatically-accurate sentences using them. Between July and December of 2010, 278 students ranging from very low to very high English proficiency were tested using a computerized version of the VKS. Resultant data were analyzed via full-information factor analysis, Master's Partial Credit Model, and the many-facet Rasch model in order to examine the usefulness of the VKS as a psychometric measurement model, and assess the scalability of the various tasks it contains.

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Liberating Constraints? EAP Presentation  
Training with the 20x20 Format

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Effective presentation skills are critical for university students as they prepare to be successful international professionals. This presentation reports an attempt to use a “20x20” format to enhance presentation skills of university students enrolled in English for Academic Purpose (EAP) courses.

20x20, also called “Pechako-Cha,” requires the presenter to deliver a highly visual presentation using 20 slides shown exactly 20 seconds each. The slides advance automatically and the speaker must present within these constraints. Since its inception in Tokyo in 2003 by architects Klein and Dytham, the format has been growing in popularity worldwide. See pecha-kucha.org.

A 20x20 assignment was given to students in EAP classes at a bilingual liberal arts university in Tokyo. The levels of students varied from TOEFL IP 450 to 600. Students were allowed to choose any academic topic they wanted and many chose to present on a research essay they were writing.

A survey following the 20x20 presentations revealed that responses were mixed. Almost all students agreed that the 20x20 format was useful and enjoyable because 1) it forces them to practice more, 2) it helps them to focus and organize their points, and 3) it helps the audience stay engaged. In contrast, students felt that some of the drawbacks were 1) presentations feel one-way, 2) it was difficult to prepare and practice enough, and 3) the format may be less conducive to certain types of topics.

400 seconds of this presentation will be given in an actual 20x20 format. More detailed explanations of various issues relating to the procedure for helping students to create and deliver successful 20x20s will be given and examples of student presentations will be shown.