education and they often use computers and have a tendency to make use of e-learning. On the other hand, there are some differences between these two: (1) foreign teachers are indispensable for English education, but not for information literacy education (2) the specialties of teachers in English education are mostly English, while those in information literacy education do not always specialize in information literacy, but have diverse expertise related to science. Despite these differences, it would be fair to say that these two fields are core aspects of general education in present Japanese universities, and thus quite a few teachers have tried to standardize English education in general education. Likewise, our group presented the idea for standardization of information literacy education especially in low-level private universities at the Kyoto University Conference on Higher Education this March, and examined the similarities with English education. The purpose of this presentation is to provide some examples of real situations in universities, and to discuss the future possibility of cooperative management in both fields.

Aug. 30 (Fri.) / 16:25-16:50 / 共北23 (262) Research paper

An Analysis of RLG Test Score and its Formative Use for Japanese University Freshmen: To Reach 400 or 600 Points on TOEIC

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RLG-test developed by Masaya Oba was a Criterion Referenced Test (CRT) based on JACET 8000. The test can assess test-takers’ English proficiency on their Reading vocabulary, Listening vocabulary, and Grammatical knowledge. Using this RLG test as a study-tool to examine English proficiency on these three basic English skills, the research has been done over the past three years on freshmen from four universities in Kanto area. The total number of the participants in the research is more than 800. In our first-year study (2010), the test-reliability and a correlation of the RLG test with TOEFL and TOEIC tests was examined statistically, showing the positive result of reliability (0.71 ~ 0.85) and correlation (0.55 ~ 0.87). In the following year (2011), all the participants were divided into three groups according to their RLG test scores. The study of these three groups focused on the analysis of each group’s Reading & Listening perceptive vocabulary sizes and weak areas in English grammatical items. The result showed discrepancies between the variables among these three groups in the level of perceptive vocabulary size as well as incomplete knowledge of grammatical items. Following these two previous studies, the last research (2012) was conducted on the same participants to find the required perceptive vocabulary size and grammatical knowledge for obtaining a score of TOEIC 400 or 600. With discussion of findings from these three studies, in this presentation, several suggestions are made for goals and objectives for English learning of university freshmen in consideration of learners’ levels of proficiency as well as careful task selection in class.

Aug. 30 (Fri.) / 16:25-16:50 / 共東32 (355) Case study

Theatre Education in English at Kyoto Women’s University’s Theatre Production Seminar

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In 2010, the Department of English Studies in the Faculty of Arts at Kyoto Women’s University initiated curriculum reforms, including the reorganisation of senior year specialised research seminars in areas like English language education, English linguistics, English literature and theatre studies. Among other changes, practical and performance-based coursework such as theatrical production and PowerPoint presentation was introduced alongside conventional thesis-based research. The presenter coordinates the newly established Theatre Production Seminar, the objectives of which are not only to facilitate students’ research activities and their individual writing of graduation theses in English but also to stage a play (including a musical theatre piece) in English as their collaborative graduation production on top of their theoretical studies. The Seminar is composed of third and fourth-year students, and there are approximately