to the concept of ‘seken’, which is public eye in communities in Japan, it appears necessary to tackle with these deep-rooted, value-laden aspects of the problem in order to foster effective communicators who can actively participate in the globalizing society. In fact, our findings revealed the strong affective tendencies in the subjects, especially related to the concept of “other-directedness”, the overly consciousness towards their outside world. In this presentation, these obstacles, namely, the deep-rooted socio-psychological constructs that may account for Japanese hardworking learners’ failure to communicate effectively will be explained based on the analysis of questionnaire and in-depth interview data. Additionally, pedagogical implications/recommendations to overcome such weaknesses will be suggested.

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Internationalisation and Corruption in Higher Education:
Taxonomy of Vulnerabilities

Fenton, Anthony Lawrence (Tokyo University of Science)

Internationalization continues to significantly reshape many universities in developed countries. Globalization has drastically effected how universities conceive and characterize internationalization. Hyper-competition is indicative of sociocentric globalist environment in which a winner-take-all mentality dominates. Greater competition among universities, with diminished resources and under increased scrutiny to deliver more with improved efficiency at a lower cost basis, has opened the door to new vulnerabilities. Corruption at universities recently presented as an emergent theme in higher educational literature and threatens to undermine institutional integrity. Building onto his recently completed doctoral research on internationalization and quality assurance, this scholar will present an internationalization-corruption taxonomy that accounts for a vast array descriptors with implications for global universities.

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Measuring Vocabulary Size Using Overlapping Test Forms

Gilson, Aaron (Kyushu Sangyo Univeristy)

Vocabulary is an important component of students so as to be able to recommend using a vocabulary test with two different versions for teachers to know the vocabulary size of students from a large private university in Japan. Students were in low-level compulsory English courses with average TOEIC bridge scores between 90 and 140. A vocabulary test was administered to students at the beginning of the semester. Students were given a 50-item test that contained items of multiple-choice gap-fill sentences and a productive format where students were asked to fill in the first letter of the word in English given the Japanese translation. Multiple versions of the test were distributed some as to test over 120 items. The tests contained common items so they could be linked together. Words were selected from the 2000 most frequent words in English. Difficulty estimates of the vocabulary test items were calculated using Rasch and added to items tested previously. Person estimates were then used to calculate how many words examinees were expected to know. This presentation will show the method of how the current research was gathered, how the tests were constructed and how the item difficulties were estimated. Teachers can use a similar format to conduct their own vocabulary size estimates for their students.