

Aug. 31 (Sat.) / 13:30-15:00 / 共北 28 (270)

Workshop

## Facilitating Barrier-free Reflection on Teaching Skills through Material Development Activities for University Remedial Learners

Murakami, Hiromi (Kansai Gaidai College)  
 Yamada, Yoko (Kansai Gaidai University)  
 Kanai, Keiko (Kinki University)  
 Takagi, Sachiko (Osaka Prefecture University)  
 Sasai, Etsuko (St. Andrew's University)

Day 2

This presentation demonstrates, through material development activities for remedial learners, possible ways to encourage university English teachers to improve their lessons. Our way of developing materials is quite unique, but it has an extraordinary effect on teachers: it encourages them to reflect on their teaching skills and to acquire various new teaching skills. Through our presentation, we hope that participants will discover teaching skills that were hitherto unknown to them. Our research group has been studying ways to facilitate teacher-friendly lesson improvement, especially for university English teachers. We found that mental barriers exist among such teachers regarding the notion of 'improvement'. Many believe that their lessons are good enough as they are for their students. Additionally, they believe that their students are low academic achievers and that the students' complaints arise from immature attitudes. How can we encourage such teachers to improve their lessons? We found a possible way to offer teachers a simple first step to reflecting on their own lessons. Observing other lessons is a good way to facilitate such reflection; however, the observers are required to have a sense of modesty rather than to be critical. Moreover, reflecting on students' evaluations is necessary to acquire a sense of modesty and to understand what the students are trying to say. For this, it is necessary to train teachers through educational programs designed to take into account the above. However, it is not easy for individual universities to implement such programs. In our presentation, we explain our method of material development and demonstrate our materials. Then, we analyse their effects with regard to the improvement of teaching skills. Finally, we introduce a website we are developing to encourage the building of a community where barrier-free reflection on teaching skills is possible.

Aug. 31 (Sat.) / 13:30-15:00 / 共北 37 (364)

Symposium

## Drama Production as Effective Cooperative Learning

Shiozawa, Yasuko (Bunkyo University)  
 Saeki, Namie (Doshisha Women's College of Liberal Arts)  
 Nomura, Kazuhiro (Kobe City University of Foreign Studies)

The Oral Communication Study Group has conducted an annual festival (JACET Oral Communication Festival) since 1996 where the students of the SIG members perform a variety of oral activities. Drama is a popular genre among them; some are original and others, based on existing scripts. The purposes and the processes differ depending on the context of the project involved; however, the authors have witnessed their students exhibit remarkable growth not only in their English skills but also in their comprehensive communication ability through the process toward the festival. One of the keys to understanding the distinct efficacy of the drama lies in group dynamics. In order to create and perform drama, students are necessitated to interact intensively and extensively among them: brainstorming for the theme, creating the script, deciding on the characters, walking through the scenes, devising effects and so on. This is a typical process of Cooperative Learning, an educational technique proven to be effective in social and cognitive psychology. Cooperative Learning can be defined as the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson & Johnson). Positive interdependence and individual accountability are crucial concepts in Cooperative Learning. In addition, equal participation is expected. Another principle is simultaneous interaction. In fact, all the basic principles of

the Cooperative Learning are involved in the process of producing drama. Once the students have gained confidence, they even start to work on their own; cooperative learning leads to learner autonomy. The authors will exemplify why and how their instruction preparing the students for the performance at the festival can be referred to as Cooperative Learning, using video clips of the festival. They will also discuss requirements for drama production characterized as Cooperative Learning.

Aug. 31 (Sat.) / 13:30-15:00 / 共北 38 (368)

Symposium

### **Integrated-skill Teaching and Integrated Assessment: The Interface between Teaching and Testing**

Nakamura, Yuji (Keio University)  
Ito, Yasuko (Kanda University of International Studies)  
Matsumoto, Kahoko (Tokai University)  
Miyazaki, Kei (Keio Gijuku High School)  
Tsuchihira, Taiko (University of Tsukuba)

Day 2

In 2008, the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) issued new course guidelines for high school English classes, which stress integrated-skills teaching as well as immersion-based English classes (English classes taught entirely in English). Although lessons using only English as the medium of instruction are themselves a matter of debate, the integration of the four language skills is a formidable task for classroom teachers. While there have been various accessible teaching methods that combine receptive and productive skills in language classes, there is a dearth of research evidence about the assessment of speaking in such integrated-skills courses. This symposium focuses on the connection between integrated-skill teaching and testing within the scope of speaking ability. In this symposium, we will present an overview of the literature on integrated-skills teaching (e.g. the new MEXT guidelines), integrated-skills assessment (e.g. Plakans's idea of integrated assessment, and TOEFL iBT integrated tests versus independent tests), and the current theoretical trend of speaking ability assessment (e.g. Taylor's approach to speaking test validity). We will then describe the process of integrated-skills teaching focusing on speaking ability (teaching procedures, material handling etc.), and the development of classroom-based integrated-skills assessment with attention placed on test methods, test tasks, scoring rubrics, test authenticity, and test impact. We will also address general testing concepts such as validity, reliability, and practicality. In addition, we will provide a practical example of how rating scales are used and scored using a sample data set. Also, in order to present a more comprehensive view of integrated-skills teaching from a different perspective, we will provide the results of a questionnaire administered to prospective teachers who participated at recent teacher training workshops. Finally, to wrap up the symposium, we will have a question and answer session with the audience.

Aug. 31 (Sat.) / 13:30-13:55 / 共北 35 (374)

Research paper

### **Autonomy Factors for Japanese Learners of English**

**Cancelled**

Yoshimi, Sahashi (University of Chubu)

The aim of this thesis is to develop an autonomy scale for Japanese learners of English. There are several problems in learner autonomy research, but this paper particularly focuses on two problems in order to explore learner autonomy in Japan. The first problem is that there is not much research that focuses on learner autonomy in Japan. The current research does not fully explain what learner autonomy is among Japanese learners. The second problem is that there is no clear scale to measure students' learner autonomy. In order to solve these problems, this study focused on developing an original scale to measure learner autonomy among Japanese students. To make