

Aug. 30 (Sun.) / 13:00-14:30 / 132

Symposium

The Possibility of Using Integrated-skills Assessment for University Entrance Examinations

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With an aim to raise communicative competence of Japanese students, the Ministry of Education changed the high school English Course of Study and guidelines to incorporate more integrated-skills teaching by connecting input (reading and listening) and output (writing and speaking) activities. However, it has been reported that the teaching practices of high school teachers have remained largely unchanged, and the major reason seems to be that most university entrance examinations, with only a few exceptions, are still of paper and pencil type which focus on receptive skills. With widely accepted international tests such as TOEFL® and IELTS® measuring integrated skills, it is time for Japanese universities to consider the possibility of creating integrated-skills tests if they are serious about producing so-called “global human resources” who can truly function in a globalizing world. Also, university entrance examinations should assess what has been learned in secondary schools in terms of validity. In this symposium, we will first report the results of our surveys and interviews of high school and university English teachers about the difficulties related to introducing and creating integrated-skills tests both at the individual and administrative levels. Secondly, based on our research on various existing integrated-skills tests including ones produced in Japan, we will present the requirements for integrated-skills test items to have sufficient validity and reliability in the form of Can-do statements. Then, the strengths and weaknesses of using integrated-skills assessment as university entrance examinations will be illustrated from multiple perspectives, paying special attention to feasibility or practicality in the present Japanese environment of English education. Lastly, we will propose different ways of incorporating integrated-skills test items to varying degrees into future university entrance examinations. At the end of the presentation, we would like to have a lively discussion with the audience by inviting questions and comments.

Day 2

Aug. 30 (Sun.) / 13:00-14:30 / 211

Symposium

New Perspectives on Development of an English Grammar for Learning in the Advanced Language Education

大学言語教育観に適應する多元的学習英文法の新展開

大森 裕實 (愛知県立大学)
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日本人英語学習者にとって、大学英語教育において扱うことに意味があると考えられる文法（言語知識）について考察する。大学英語教育と一口に言っても、大学生の多様化という現在の環境では、その内容は多岐に亘る。しかし、高校までの焼き直しの英語授業に物足りなさを感じている大学生が少なくないことは事実であり、新たなことや、既習の事項でも違った視点から学べば、そこに学びの意味を見出し、有意義に感じるものである。このような背景を念頭に置き、本シンポジウムでは、「最新言語理論に基づく応用英語文法研究会」を構成する3名が、それぞれの立場から学問知を活かして、大学英語教育で扱うことに意義があると考えられる文法（言語知識）教育のモデルを提示し、ともすると画一的に陥りがちな学習英文法に対する多元的な方略について、フロアの参加者と共に考える場を提供したい。第一発表では、機能主義言語学及び語用論的視点から、音声文法の構築とその応用について考察する。従来の「英文法論」では、文脈を意識せずに、一応意味の通じる英文を構成する規則の習得に専念する傾向が強かったが、今回、発話を意識した文意の違いを文法の一部として学習するために、A Communicative Grammar of Englishを参考に、音声情報記述によ

る practical grammar を検討する。第二発表では、生成文法の知見と文末焦点などの情報構造の考えを導入することにより、英語母語話者が持つ英語の感覚を学習者に理解させる術について考察する。高等学校までの学習英文法では扱われない英語母語話者が持ちあわせる言語的直観を、上述の理論的枠組みから探り出すことができることを示す。第三発表では、metaphor, granularity の調整、frame 知識など認知言語学の道具立てから、高校までに学んだ英語をより深く、違った視点から眺めることで、学習者が英語学習に対して enjoyable で valuable であるという意識を持ち、言語についてさらなる学びを動機づけることを受講生のコメントにも触れながら紹介する。

Aug. 30 (Sun.) / 13:35-14:00 / 212

Case study

Activities to Foster Students' Initiatives in Listening Class

Haraguchi, Tomoko (Tokoha University)

How can a learner-centered, active learning environment be created in listening classrooms for business majors? The class size is twenty-five students whose TOEIC scores range between 500 and 250. In this presentation two kinds of activities will be proposed based on Part 3 and 4 of TOEIC. Often heard in Part3, for example, is a dialogue in which a man leaving the office asks his colleague to order copying-paper. Based on this dialogue, the presenter wrote a conversation as follows: his colleague, Ms. A, calls a stationary store, and Mr. B answers, fills out an order form, politely asking her necessary information, and negotiates the delivery date. To fill out a form, students must ask questions, listen and write things down, just like in an authentic situation. To make pair work even more authentic, students were given four word lists: stationary goods, departments and titles in a company, common English names and famous companies' names. As students in Ms. A's role change information, those in Mr. B's role must listen to their partner attentively to fill out their form. Students' comments showed they felt like they were working in a foreign country and that they wanted to do well because they thought the skills they acquired will be useful in future. The advantage here is that students become "participants" in Rost's (1990) classification. The other activity is based on Part4. After learning a station announcement and repetition practice, for example, students are given a card written in Japanese "You are working at JR Shibuya Station. Inbound Yamanote-Line trains will be five minutes late due to snow. Please make an announcement in English." The students are given time to think and rehearse, and record their announcements. The same pattern can be applied to any other announcements.

Aug. 30 (Sun.) / 13:35-14:00 / 213

Research paper

Effects of Spoken Rehearsal on L2 Learning

Nagasaki, Mutsuko (Ehime University)

Orimoto, Sunao (Ehime University)

This presentation introduces research which investigated whether "spoken rehearsal" could improve the speaking ability of 39 Japanese university students from two English classes. Rehearsal is defined in this presentation as "performing a task once or more in preparation for a demonstration of that task." Two main research questions were generated: (1) Were the participants able to modify the points they noticed during rehearsal?; (2) Did spoken rehearsal improve their L2 speaking ability? One class was designated as the rehearsal required group (RR, n=20); the other was designated as the rehearsal control group (RC, n=19). During the 13-week data collection period, the students each gave eight speeches (i.e. performance). For each speech the topic was different. RR participants were required to orally rehearse each speech five times at home and record their spoken output with an IC recorder, while RC participants were not required to rehearse and record, but were encouraged to do so. Immediately following rehearsal, participants in either group wrote down anything they had noticed regarding five aspects—vocabulary, pronunciation, fluency, content, and grammar—