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Community, Identity, Motivation

Meet the challenges: Empowering TOEIC students

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This paper introduces a curriculum and two tools to help students become effective TOEIC test takers and autonomous learners. It presents information on how the author dealt with the challenges of motivating students to learn the skills necessary to take the TOEIC. The author of this paper developed a TOEIC curriculum to teach test-taking techniques to low level learners and produced tools to enhance students' motivation and autonomy to improve their TOEIC scores. Since 2003, the syllabus has been used for TOEIC summer intensive courses for those students who needed the most instruction and encouragement to study. To confirm the effectiveness of the syllabus, the strategies, and the tools, IP (Institutional Program) tests were administered at the beginning and end of the 3 week course as pre- and post-course tests. The test results and the survey comments are also discussed.

本稿の筆者は、英語のレベルの低く、他者からの指導が最も必要な学習者の為にTOEICの攻略法を教える為のTOEIC集中講座を立ち上げた。本稿では、筆者が、レベルの低い学生にとって、非常に困難に思われるTOEICのテスト勉強をするにあたって、学習意欲を高め、それを継続させるために、どのように努力してきたかを紹介する。筆者は、自学自習が継続して行える習慣をつけるため、学習意欲を上げるカリキュラムと、学習を習慣付けるスコアシートの導入を試みた。同カリキュラムとスコアシートは2003年度以降使用されており、その概要と、講座前後に行われたIPテストの結果、そしてアンケートの結果を報告する。

More institutions and companies worldwide use TOEIC (Test of English for International Communication) every year as a means to evaluate English language proficiency. In Japan, 1,499,000 people took the TOEIC test in 2005 (IIBC, 2003). English learners, whether at university or in the workplace, struggle to achieve their desired goals, and it can be very difficult for students to keep their motivation levels high while they study; this is especially true for lower level students. In this study, the participants' pre-course IP (Institutional Program) scores averaged 321.

At a university in north-western Japan, a curriculum to teach test-taking techniques specific for TOEIC was developed for a summer intensive course. The classes comprised 2 hours a day, 6 days a week for 3 weeks, which totalled 36 hours of lecture time excluding the two IP tests. To help lower level students improve their TOEIC scores in a short period of time, it was essential that the course provide various activities that actively engaged students everyday. The syllabus was designed to maintain student interest and to help them with their self-study. A score sheet was designed to visually show students their progress throughout the course.

One main textbook and supplementary textbooks were selected to accomplish the goal of reaching students with differing skills and abilities. The main textbook was *Barron's How to Prepare for the TOEIC TEST*, which consists of six model tests, examples of each section, and test-taking strategies. Studying and completing a 700-page TOEIC textbook alone is hard for anyone, and it is even more overwhelming and devastating for low-level students. As the course was voluntary, students started with high motivation; however, some students started to drift off shortly after classes began as a result of not comprehending more than one word per sentence. There were others who were not able to catch up after being absent one day, since the material covered in a single day was enormous. A few students took other summer intensive courses or participated in club activities simultaneously. The temptation to have fun with friends on vacation existed from the beginning of the course. As a result, daily agendas and two tools, the syllabus and the score sheet, were given to students in an attempt to combat

the seemingly impossible challenge of keeping students motivated.

Having searched for ways to keep students motivated and lead them toward becoming autonomous learners, the author asked the following questions:

- Can an engaging syllabus, the questionnaires, and the score sheet motivate students and help them improve their TOEIC scores?
- Can those tools also provide students with additional language learning strategies necessary to become better and autonomous language learners?

TOEIC proficiency scales

TOEIC representatives in Japan have developed a five-level proficiency scale with the following cut-offs: A-860, B-730, C-470, D-220, and E-the lowest level (Boldt & Ross, 1998). The average pre-course TOEIC score of students in this study was 321, which falls into the 220-470 D level, the second lowest level in the category. People at this level are: “Junior domestic office staff dealing with English matters. Engineers dealing domestically with English matters” (Gilfert, 1996). Students in this study are mostly engineering majors, and most of them set a long-term goal of scoring 500-600, which is considered the “minimum acceptable for working overseas” (Gilfert, 1996). According to the TOEIC office in Tokyo, it takes approximately 230 hours of TOEIC instruction to achieve an increase of 100 points (Yasui, 2001). Consequently, if a person receives 4 hours of instruction a week, it will take over 1 year to achieve a 100

point increase on the test. While the training time for most TOEIC preparation courses averages 221.8 hours (Boldt & Ross, 1998), the students in this study had 36 hours of instruction and 3 weeks to study for the test.

Syllabus

The syllabus was developed in an effort to provide a study schedule that was both appealing and easy to follow, and would improve retention of the test-taking techniques for all parts in the test (See Appendix 1). If a syllabus follows the textbook, it starts with learning the test-taking techniques and grammar related to the TOEIC test first, then finishes with model tests at the end of the course. That would not, however, make the syllabus engaging. The syllabus in this study was designed so that the beginning of the textbook, where test-taking techniques are introduced, was first divided into smaller, more digestible chunks, and then combined with one listening section and one reading section to ensure that students:

- had a variety of activities to complete everyday
- did not forget the parts that were taught previously.

Most textbooks concentrate on one part of the test at a time, and by the time students finish part 7, they have forgotten parts 1 and 2, or the difference between parts 3 and 4. Instead, the syllabus in this study covered different parts of the test everyday to aid the retention of different test-taking techniques. For example:

Day 3

- Lesson 1—learn strategies for Part 1 listening
- Lesson 2—learn strategies for Part 6 and 7 reading

Day 4

- Lesson 1—review strategies learned and learn more strategies for Part 5 and 6 reading
- Lesson 2—learn strategies for Part 7 reading

On most days in the course, the schedule included the combination of studying a part of a reading section and a listening section to ensure a diversity of activities. Part 7 in the reading section of the TOEIC requires students to concentrate for the longest period of time among the seven parts, so the first class of everyday, when students were not as tired from studying, was utilized for Part 7 whenever possible. By studying at least one listening section and one reading section a day, students strengthen both skills daily. Teaching one section from the listening section and one from the reading section avoids the problem of having a biased and greater knowledge of the reading section at the time of the post-test, simply because the study of the listening section finished months earlier (Robb & Ercanbrack, 1999). Moreover, the syllabus was designed to maintain and increase learners' self-confidence. One of the approaches that Dörnyei (2001) suggests to enhance students' self-confidence is to offer favourable self-conceptions of LS competence by providing regular experiences of success. Students in this TOEIC class were given opportunities to learn various test-taking strategies and to demonstrate their learning in class in

an attempt to provide regular experiences of success.

Score sheet

The score sheet was designed so that students could track their achievement and progress while in the course (See Appendix 2). The front page of the score sheet has six tables for six model tests with blank spaces for students to write their scores. Students write down a score for one section at a time, as each model test was done part-by-part. After finishing each model test, students then converted their raw scores into the estimated test scores using the test score conversion table in the textbook.

The score sheet allows students to:

- see how many of the tasks have been completed, giving them a sense of accomplishment and progress
- measure their progress by seeing an increase in their scores as they complete each model test.

On the back page of the score sheet, two more blank tables for the model test scores are provided from the official TOEIC Test guidebook written by Educational Testing Service. Since summer 2006, the official textbook has been used to introduce the new TOEIC test styles that were incorporated from May 2006. There is also a table to record scores that are relevant to supplementary activities. In this study, those activities included vocabulary quiz scores. At students' requests, vocabulary quizzes were used as a motivational tool and were given to students three times a week. The textbook used for the vocabulary

quizzes was *TOEIC TEST Eitango Idiom Chokuzen 350*. Different materials have been used every year since 2003 for the vocabulary quizzes. To increase overall language competence, students learned 30 to 50 words and idioms at a time, and they were tested three times a week. The quiz scores indicated how much students studied prior to taking the quizzes and appeared to motivate students to perform better for the next quiz.

IP test results

The average scores of pre-course and post-course IP tests over the 3-year period are as follows:

Table 1. Pre-course and post-course IP test scores

Year	2004	2005	2006
Average score (pre-course)	306	335	322
Average score (post-course)	407	433	424
Increase in scores	101	98	102
% of students whose scores increased 50 points and above	84%	80%	77%
% of students whose scores increased 100 points and above	59%	55%	52%

The test results for 2003 are omitted here, since the course acted as a pilot study and the pre- and post-course tests used came from a commercial textbook, not the official IP tests provided by the TOEIC office in Tokyo. Students took the official TOEIC test 1 day after the course finished, and the data above regarding the post-course IP test scores were

replaced with the official scores which students provided voluntarily. According to the TOEIC office in Tokyo, there could be as large a margin of error as 50 points between tests, even if test takers take two tests one after another without any study time in between. So, the scores ranging from -50 to 45 (3-year average of 23.62% of students' scores) do not count as significant. As can be seen in Table 1, over the 3-year period, the initial average pre-course scores varied from 306 to 335, and the average increase in scores was approximately 100 points. The percentage of students whose scores increased more than 50 points averaged about 80%, and the percentage of students whose scores increased more than 100 points averaged a little over 55%.

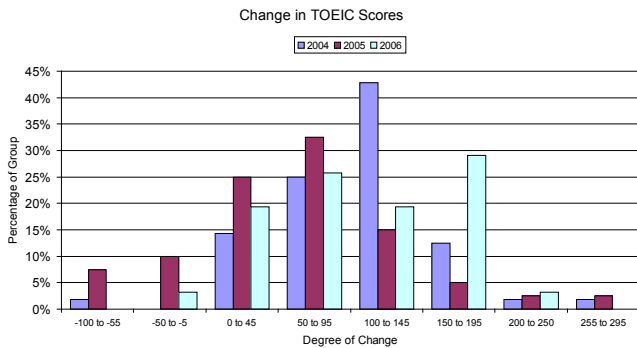


Figure 1. Percentage change in TOEIC scores

Detailed percentage of change in TOEIC scores per year

As mentioned earlier, the Institute for International Business Communication considers a change of up to ± 50 points as the standard deviation for the test, so the second and the third groupings can be ignored. From the third grouping to the eighth grouping (+50 to +295), student scores show significant increases by the end of the 3-week intensive course. There was also a statistically significant regression of scores, as shown in the first grouping (-55 to -100), although the percentage was low.

Table 2. Detailed percentage of change in TOEIC scores per year

	2004	2005	2006
-100 to -55	1.79%	7.50%	0.00%
-50 to -5	0.00%	10.00%	3.23%
0 to 45	14.29%	25.00%	19.35%
50 to 95	25.00%	32.50%	25.81%
100 to 145	42.86%	15.00%	19.35%
150 to 195	12.50%	5.00%	29.03%
200 to 250	1.79%	2.50%	3.23%
255 to 295	1.79%	2.50%	0.00%
Total	100% (56 students)	100% (40 students)	100% (31 students)

Surveys

The participants of this study were 127 Japanese engineering students at a university in north-western Japan. The data was collected from the spring of 2003 to the fall of 2005. The students were from 18 to 22 years old and over 90% of the group were male. The pre- and post-course questionnaires were distributed in classrooms on the first and the last days of a summer intensive course, and the students completed the surveys during 60-minute English classes. The groups had from 31 to 57 students, depending on the year.

A survey (group-administered questionnaire) was chosen as the tool for gathering information. Brown (2001) suggests that the best way to determine opinions regarding any aspect of a language program is to ask students directly in an interview or through a questionnaire. A pilot study was conducted in 2003, with a revised version of the Evaluation Sheet (Plastina, 2000) and Survey of Classroom Interaction (Sasaki, 1995) used as pre-course and post-course surveys.

Numerous changes were incorporated between 2003 and 2006 in an attempt to make the wording of the questions clear and the responses accurately reflect the opinions of the participants (Nunan, 1992). Likert-scale questions were used, as this method is commonly used to investigate how respondents feel about a series of statements (Brown, 2001). Convenience sampling (Dörnyei, 2003) procedures were also adopted. The students were of similar age, gender, ethnicity, academic capability, educational background, social class, and socioeconomic status, and were all taught by the author.

For questions 9 to 15 in the post-course survey, answers were scored on a scale of “a” to “e,” where “a” corresponded to “I strongly agree” and “e” to “I strongly disagree.”

Pre-course survey

The pre-course survey consisted of 11 questions related to students’ background, short-term and long term goals, reasons to study for TOEIC, and their expectations of the course (See Appendix 3). Thanasoulas (2002) states that students can benefit from writing their expectations of a course at the beginning of the term and then filling in evaluation sheets at the end of the term so that they can manage their learning more effectively. Students need to experiment, make hypotheses, and improvise in an attempt to master the target language and learn how to learn in their individual holistic way (Papaconstantinou, 1997, cited in Thanasoulas, 2000). As Thanasoulas (2000) also says, to generate, maintain, and protect motivation, teachers must increase learners’ goal-orientedness and create realistic learner beliefs. To this end, students were given the opportunity to revise their short-term goals after receiving the results of the pre-course IP test.

Post-course survey

According to Thanasoulas (2000), a good way of promoting autonomy is a retrospective self-report in which learners are asked to think back on their learning. There are two kinds of retrospective self-report; semi-structured interviews and structured questionnaires, and they are quite often open-ended. The post-course questionnaire in this study incorporated a structured questionnaire to:

- extract information about learner’s feelings towards particular skills, problems encountered, and techniques resorted to in order to tackle these problems

- reveal learner's views on optimal strategies or ways of acquiring specific skills or dealing with learning tasks.

The first nine questions in the post-course survey (See Appendix 3) investigated students' backgrounds, and the rest of the survey contained 19 questions and was subdivided into three categories to measure students' attitudes toward study techniques (questions 1-8), class administration (questions 9-15), and test-taking techniques (questions 16-19).

Question 1 examined how long students studied everyday, and question 2 asked how long they studied for the vocabulary quizzes each time. Question 4 investigated how many model tests students completed within 3 weeks. The choices were:

- More than 2 hours
- 1.5 to 2 hours
- 1 to 1.5 hours
- 30 minutes to 1 hour
- 1 to 30 minutes
- None

The results for questions 1, 2, and 4 were:

Table 3. Results for Questions 1, 2, and 4

	A	B	C	D	E
Q 1	11 %	7%	46%	25%	11%
Q 2	0%	7%	11%	33%	48%
Q 4	93%	0%	0%	4%	4%

For 30 minutes to 1.5 hours a day, 71% of the students studied, whereas 81% of the students studied 30 minutes to 1 hour for each quiz. Also, 93% of the students completed all 6 model tests, and 8% completed 2 to 3 model tests.

Questions 3, 5, 6, 7, and 8 asked if students put the study techniques and habits introduced in class into practice or not. If they did not practice them, answering these questions gave students the opportunity to consider them for future study.

Table 4. Results for Question 3, 5, 6, 7, and 8

	a. Yes	b. No
Q 3: Did you study the vocabulary by reading aloud the example sentences?	32%	68%
Q 5: Did you review grammar on your own using your own textbooks?	54%	46%
Q 6: I used the text-taking techniques I learned in class when taking the Model Tests.	96%	4%
Q 7: I attended the classes everyday unless there were unavoidable circumstances.	79%	21%
Q 8: When I was absent, I contacted either the instructor or my friend so that I could review notes and do homework.	79%	21%

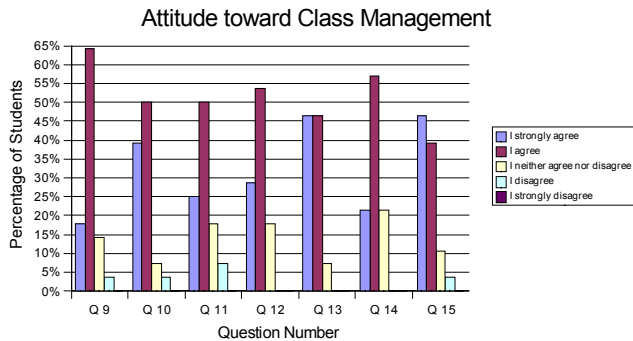


Figure 2. Results for Questions 9 to 15

Questions 9 to 15 dealt with students' attitudes toward class administration, and students seemed to agree that most of the activities and instructions given in class were effective.

Question 16 asked students to write the question styles that appear on the TOEIC and test taking techniques learned in class. The objective of this question was for students to recognize how much information they had learned in the course and to give them self-confidence.

Survey comments

The top three post-course survey comments for open-ended questions 17 to 19, collected from 127 students, were as follows.

The students were asked to write good points and things to be improved regarding their own study.

Good points regarding my own study (Question 17)

- I learned how to concentrate for the test. (28 students)
- The course helped me set time to study. (22)
- I attended class everyday. (20)

Things to be improved regarding my own study (Question 18)

- I need to make a habit of studying before and after class. (34 students)
- I prioritized other things such as my part-time job and driving school. As a result, I did not make enough effort to study. (24)
- I did not make enough effort to increase vocabulary on my own. (20)
- It was sometimes difficult to keep my concentration level high. (17)

Students were also asked to write good points, things to be improved, suggestions, and other comments regarding the TOEIC course.

Good points regarding this class (Question 19)

- The teacher's instructions on test-taking techniques were good. (18 students)
- I felt that the quality of every class was high. (12)
- I could learn test-taking techniques related to TOEIC. (10)

Things to be improved regarding this class (Question 19)

- The model tests in the BARRON'S textbook seemed a little easier than the actual TOEIC test. (4 students)
- The amount of material is large compared to the length of the course. The course period should be longer. (2)

Suggestions regarding this class and other comments

(Question 19)

- Students should study vocabulary before they start taking this course. (7 students)
- I would like to learn more grammar in class. (6)
- Sometimes the class went over the break. I would like all of my break time. (4)
- You need to have motivation to study when you take this course. (27)
- Since the pace of the class is fast, students need to keep their concentration level high. (8)
- I would recommend this course to people who feel they are poor at English. (3)

Limitations

The participants in this study were from the university where the author works and were not selected according to any other criteria. While this allowed the author to access groups of similar demographics, respondents were not randomly selected.

Another limitation of the survey was that the responses were elicited by means of a questionnaire using Likert-scale questions. Thus, some of the respondents may have chosen a neutral non-opinion option, "I neither agree nor disagree," in the survey presented in this study. The validity of data drawn from the questionnaire was also questionable, since it is not possible to determine if the respondents answered the questions truthfully. However, the principal goal of the post-course questionnaire is to help students see their accomplishment and motivate them to study further.

Some might argue that "Studying for the exam" often represents an inefficient use of time to achieve English language proficiency (Kaufmann, 2006), and having students "belaboured with practice tests" is against the current methodologies for teaching L2 acquisition (Falout, 2006). However, the author of this study believes that the syllabus, the score sheet, and the vocabulary quizzes can help achieve the objectives of increasing reading speed and listening comprehension, improving vocabulary, and familiarizing students with the target cultural expressions that come with the language introduced in the text. These skills can be concurrently taught with test-taking techniques.

Discussion and conclusion

This study examined if an engaging syllabus, questionnaires, and a score sheet can motivate students and help them improve their TOEIC scores. The average increase of 100 points consistently over a 3 year period and student comments show that the above mentioned tools had some positive impact on students' attitude toward studying English and the TOEIC test. Further research into assessing

variables that might have affected the score increases and understanding the effects of various motivational tools is essential.

It can also be said that the score sheet and the syllabus help motivate students, and as a result, improve students' TOEIC scores. According to the student survey comments, these tools can provide students with additional language learning strategies necessary to become better and autonomous language learners. The tools also gave both students and the teacher the chance to visually see the progress every step of the way.

Doing well in a test does not always mean being able to speak or function well in English. As Trew (2006) states, the TOEIC has a negative “washback” effect, since there is a gap between the types of activities used to improve test scores and those with real world utility. With all the challenges a test preparation course entails, the feeling of satisfaction is a significant factor in reinforcing achievement behavior, which renders satisfaction a major component of motivation (Thansoulas, 2002). Achieving a higher score after a short period of time, whatever the initial scores might have been, motivates students to study further and helps them take another step toward their long-term goals. To facilitate these positive attitudes toward realizing their respective goals, educators should play a major role in encouraging students to acknowledge and be proud of their own success and help them walk out of class feeling better equipped to become autonomous learners.

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Appendix 1

Course schedule and contents

日程	回数	講座内容	題 材	1. 練習問題	答え	台本	課 題
7/1	1	TOEIC IP Test					
	2	TOEIC IP Test					
7/2	3	オリエンテーション	TOEIC講座について				
	4	Listening (Part I)	絵からの推測 p18-19	Model Test 1, p285-295	p554	p641-643	
7/4	5	Listening (Part I)	人、物、行動の確認 p20-25	Model Test 2, p323-333	p565	p654-656	
	6	Reading (Parts V-VI)	接頭辞、接尾辞など p109-120	Cumulative Review, p121-123	p537		Model Test 5, p435-445
7/5	7	Reading (Parts V-VI)	可算、不可算名詞 p126-128	Cumulative Review, p128-129	p538		
	8	Reading (Part VII)	Part VIIの質問のタイプ p206-208	Model Test 1, p309-314	p563		Model Test 1, p303-308
7/6	9	Reading (Parts V-VI)	冠詞, p131-136	Cumulative Review, p137-138	p539		
	10	Listening (Part I)	大体の、または特定の場所 p26-29	Model Test 3, p361-371	p576	p667-669	Model Test 6, p473-483
7/7	11	Reading (Parts V-VI)	主語と動詞の一致 p139-142	Cumulative Review, p142-143	p540		
	12	Listening (Part I)	似ている単語の問題 p30-40	Model Test 4, p399-409	p586	p680-682	Model Test 2, p341-346
7/8	13	Reading (Part VII)	PSRA ストラテジー p208-210	Model Test 1, p315-320	p563		
	14	Listening (Part II)	時間を表す単語、否定 p40-45	Model Test 1, p296-297	p555	p644-647	Model Test 5, p446-447
7/9	15	Listening (Part II)	語順、比較 p45-50	Model Test 2, p334-335	p567	p657-660	
	16	Reading (Parts V-VI) Reading (Parts V-VI)	前置詞 p144-146 等位接続詞 p148-151	Cumulative Review, p146-147 Cumulative Review, p151-152	p540 p541		Model Test 3, p379-384
7/11	17	Reading (Part VII)	広告、書式用紙、レポート p211-214	Model Test 2, p347-357	p574		
	18	Listening (Part II)	助動詞/used toの用法 p50-55	Model Test 3, p372-373	p577	p670-673	Model Test 6, p484-485
7/12	19	Listening (Part II)	質問1-16までの復習	Model Test 4, p410-411	p577	p670-673	
	20	Reading (Parts V-VI) Reading (Parts V-VI)	従属接続詞 p153-155 比較級、最上級 p159-163	Cumulative Review, p155-156 Cumulative Review, p163-164	p541 p542		Model Test 4, p417-422
7/13	21	Reading (Part VII)	手紙、ファックス、メモ p214-218	Model Test 3, p385-395	p584		
	22	Listening (Part III)	人についての質問 p56-61	Model Test 1, p298-300	p557	p648-650	Model Test 5, p448-450
7/14	23	Listening (Part III)	場所と時間 p61-64	Model Test 2, p336-338	p568	p661-663	
	24	Reading (Parts V-VI) Reading (Parts V-VI)	頻度の副詞 p166-171 使役動詞 p173-177	Cumulative Review, p171-178 Cumulative Review, p177-178	p543 p544		Model Test 5, p453-458

日程	回数	講座内容	題 材	1. 練習問題	答え	台本	課 題
7/15	25	Reading (Part VII)	表、索引、図表、グラフ p218-222	Model Test 4, p423-432	p594		
	26	Listening (Part III)	活動、イベント、事実 p65-68	Model Test 3, p374-376	p579	p674-676	Model Test 6, p486-488
7/16	27	Listening (Part III)	感情と理由 p68-71	Model Test 4, p412-414	p589	p687-689	
	28	Reading (Parts V-VI) Reading (Parts V-VI)	直説法と仮定法 p179-182 動詞の時制/状態を表す動詞 p185-188	Cumulative Review, p183-184 Cumulative Review, p188-189	p544 p545		Model Test 6, p491-496
7/19	29	Reading (Part VII)	発表、お知らせ p222-224	Model Test 5, p459-470	p604		
	30	Listening (Part IV)	数の表し方、意見、主な話題 p72-79	Model Test 1, p301-302	p559	p651-653	Model Test 5, p451-452
7/20	31	Listening (Part IV)	条件文 p80-83	Model Test 2, p339-340	p570	p664-666	
	32	Reading (Parts V-VI) Reading (Parts V-VI)	関係代名詞 p191-194 動名詞、不定詞 p196-197	Cumulative Review, p194-195 Cumulative Review, p198-199	p546 p546		Mini-Test p88-97, 203-205
7/21	33	Reading (Part VII)	新聞や雑誌の記事 p224-226 スケジュール、カレンダー p226-229	Model Test 6, p497-508	p614		
	34	Listening (Part IV)	提案の確認 p83-84	Model Test 3, p377-378	p580	p677-679	Model Test 6, p489-490
7/22	35	Listening (Part IV)	依頼、言い換えの確認 p85-87	Model Test 4, p415-416	p590	p690-692	
	36	Reading (Part VII)	メール、ホームページ、 コンピューター言語 p229-231	Mini-Test, p232-242	p552		
7/23	37	Reading (Parts V-VI)	形容詞としての過去分詞 p200-201	Cumulative Review, p201-202	p547		
	38	Evaluation & Feedback	結果についての個別指導				
7/25	39	TOEIC IP Test					
	40	TOEIC IP Test					

Appendix 2

TOEIC score sheet

Student #: _____ Name: _____

Model Test 1

Listening

Part 1 /20 /100
 Part 2 /30
 Part 3 /30
 Part 4 /20

Reading

Part 5 /40 /100
 Part 6 /20
 Part 7 /40
 Total Score /990

Model Test 3

Listening

Part 1 /20 /100
 Part 2 /30
 Part 3 /30
 Part 4 /20

Model Test 2

Listening

Part 1 /20 /100
 Part 2 /30
 Part 3 /30
 Part 4 /20

Reading

Part 5 /40 /100
 Part 6 /20
 Part 7 /40
 Total Score /990

Model Test 4

Listening

Part 1 /20 /100
 Part 2 /30
 Part 3 /30
 Part 4 /20

Reading

Part 5 /40 /100
 Part 6 /20
 Part 7 /40
 Total Score /990

Model Test 5

Listening

Part 1 /20 /100
 Part 2 /30
 Part 3 /30
 Part 4 /20

Reading

Part 5 /40 /100
 Part 6 /20
 Part 7 /40
 Total Score /990

Reading

Part 5 /40 /100
 Part 6 /20
 Part 7 /40
 Total Score /990

Model Test 6

Listening

Part 1 /20 /100
 Part 2 /30
 Part 3 /30
 Part 4 /20

Reading

Part 5 /40 /100
 Part 6 /20
 Part 7 /40
 Total Score /990

Please use the conversion charts on pages 523-524

TOEICテスト 新公式問題集					
TOEIC練習テスト(1)			TOEIC練習テスト(2)		
Listening			Listening		
Part 1	/10	/100	Part 1	/10	/100
Part 2	/30		Part 2	/30	
Part 3	/30		Part 3	/30	
Part 4	/30		Part 4	/30	
Reading			Reading		
Part 5	/40	/100	Part 5	/40	/100
Part 6	/12		Part 6	/12	
Part 7	/48		Part 7	/48	
Total Score	/990		Total Score	/990	

Appendix 3

TOEIC pre-course questionnaire

The objective of this TOEIC course is to study test-taking techniques used for the listening, grammar, and reading comprehension questions unique to the TOEIC test. Therefore, it is your responsibility to increase your vocabulary and review grammar. By learning test-taking techniques for the TOEIC test, your scores will most likely increase at the end of the course; however, it depends on your effort and desire to study hard, 6 days out of a week. After studying hard for 3 weeks, hopefully your efforts will bear fruit, and the possibilities for your future will increase.

Name: _____ Student number: _____

- Please circle all the English courses including the elective that you have taken so far.
外国語学習法 英語 1 英語 2 英語 3 英語 4
英語 5 選択科目 _____
- The English course you will take in the fall semester: _____.
- I will take the official TOEIC test on: Month _____
Day _____.
- The easiest way to contact you is: _____.
- My best TOEIC score is: _____. I took it on:
Month _____ Year _____.
- My goal after completing this course is: TOEIC _____ points.
- My long-term goal is: TOEIC _____ points.
- How do you want to use English in the future? _____
- The requirement for this course is perfect attendance. However, if you need to be absent for other school functions or unavoidable circumstances, please write the dates and the reasons below: _____
- What do you think you should do to become successful in this course? _____
- What do you expect from this course?

TOEIC post-course questionnaire

How was the TOEIC course? Please give your opinion regarding the extent of your effort to perform well in class and the administration of the class. Please answer questions 1 to 15 on a scale of *a* to *f*. (Please use the scan sheets) Questions 16 to 19 are open-ended questions.

Questions regarding the extent of my effort to study

1. How long did you study everyday?
 - a. More than 2 hours
 - b. 1.5 to 2 hours
 - c. 1 to 1.5 hours
 - d. 30 minutes to 1 hour
 - e. 1 to 30 minutes
 - f. none
2. How long did you study for the vocabulary quizzes?
 - a. More than 2 hours
 - b. 1.5 to 2 hours
 - c. 1 to 1.5 hours
 - d. 30 minutes to 1 hour
 - e. 1 to 30 minutes
 - f. none
3. Did you study the vocabulary by reading aloud the example sentences?
 - a. Yes
 - b. No
4. To what extent did you complete the Model Tests in Barron's textbook (including the tests completed in class)?
 - a. 6 model tests
 - b. 5 model tests
 - c. 4 model tests
 - d. 3 model tests
 - e. 2 model tests
 - f. 1 model test
5. Did you review grammar on your own using your own textbooks?
 - a. Yes
 - b. No
6. I used the text-taking techniques I learned in class when taking the Model Tests.
 - a. Yes
 - b. No
7. I attended the classes everyday unless there were unavoidable circumstances.
 - a. Yes
 - b. No
8. When I was absent, I contacted either the instructor or my friend so that I could review notes and do homework (please answer only if you were absent).
 - a. Yes
 - b. No

Questions regarding class administration. (Answer the questions from 9 to 15 on the following scale.)

- a. I strongly agree
 - b. I agree
 - c. I neither agree nor disagree
 - d. I disagree
 - e. I strongly disagree
1. It was good to have vocabulary tests because the motivation to study vocabulary increased.
 2. It helped me memorize the important points by taking notes from the transparencies shown in class.
 3. The way the instructor conducted class including the explanation, speech, and pace was appropriate.
 4. The amount of the test-taking techniques introduced in class was appropriate.
 5. It was beneficial for class to be conducted with model tests similar to the actual TOEIC test.
 6. The amount of homework assigned was appropriate.
 7. I would recommend this class to other people.
 8. Please write the question styles and the test-taking techniques for each part in TOEIC. Write everything you can remember that you learned in this class. (Also write the differences between the old and the new TOEIC question styles and related test-taking strategies.)

	形式(question styles)	攻略法(test-taking techniques)
Part 1		
Part 2		
Part 3		
Part 4		
Part 5 & 6		
Part 7		

1. In which part of the TOEIC test did your skills improve most? (For example, listening, reading comprehension, grammar, or vocabulary)
2. What needs improvement regarding your effort and methods to study?
3. Please feel free to write any comments or suggestions regarding this class. Also write any messages or advice to students who might consider taking this course in the future.

The summer intensive TOEIC course is finished. However, if you have any questions regarding TOEIC or English study, please feel free to email or visit me in my office anytime. When you receive your official TOEIC scores, please inform me of your scores.

I hope you remember all the test-taking techniques learned in this class. Keep studying English and I hope you improve your scores even more in the future. Good luck for the future!