

Development, Implementation, and Assessment of a TOEIC Preparation Course

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In the academic year of 2014-2015, Miyazaki Municipal University (MMU) implemented a new, institutional-wide curriculum. As part of this new curriculum, the English Language Program (ELP) was assigned to develop and implement a Test of English for International Communication (TOEIC) Preparation course. This was the first time a required course within the English language curriculum focused exclusively on preparation for such a norm-referenced language exam. The purpose of this paper is to describe the development and implementation of that TOEIC Preparation course and to assess its results.

キーワード : TOEIC Preparation, English as a Foreign Language, norm-referenced exam, curriculum development, vocabulary development

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I Introduction

As part of the 2014 New Curriculum at Miyazaki Municipal University (MMU), the English Language Program (ELP) was assigned to develop and implement a Test of English for International Communication (TOEIC) preparation course as a required course for all freshmen. This was the first time in the history of MMU that a course specifically designed to improve test-taking ability on a standardized English exam had been included in the curriculum as a required course. Although the pedagogical value of such a course is a subject of controversy amongst English language teaching professionals, the author accepted the challenge and developed the Test-Taking Strategies I (TTS I or 検定英語 I) course. The purpose of this paper is not to debate whether such a course should or should not be part of an English language curriculum, but rather to describe the development and implementation of the TTS course at MMU and assess its efficacy in improving student scores on the TOEIC.

II Introduction to TOEIC Test

The Test of English for International Communication (TOEIC) is a standardized exam developed by the Educational Testing Service (ETS). According to ETS (2015a),

“The TOEIC (Test of English for International Communication) test is an English-language proficiency test for people whose native language is not English. It measures the everyday English skills of people working in an international environment. The scores indicate how well people can communicate in English with others in business, commerce, and industry. The test does not require specialized knowledge or vocabulary beyond that of a person who uses English in everyday work activities (p. 2).”

As of 2015, nearly 14,000 organizations in 150 countries use the test to assess employees’ ability to succeed in the global workplace (ETS, 2015b). Two forms of the test are currently available: TOEIC Listening and Reading, and TOEIC Speaking and Writing. When used together, TOEIC test scores can give an accurate assessment of proficiency in these four language skills. For the purpose of this paper, only the Listening and Reading test will be discussed.

The TOEIC Listening and Reading test is a multiple choice exam with two timed sections of 100 questions each. The first section is the Listening exam consisting of four parts: Photographs, Question-Response, Conversations, and Short Talks. The second section assesses reading skills and consists of three parts: Incomplete Sentences, Error Recognition or Text Completion, and Reading Comprehension. The entire test takes approximately 2.5 hours to complete (see Table 1).

Table 1: Format and Timing of TOEIC Listening and Reading Test (2006 Version)

Section	Part	Number of Questions	Time Allowed
Section 1: Listening	Part 1 Photos	10	45 minutes
	Part 2 Question/Response	30	
	Part 3 Conversations	30	
	Part 4 Talks	<u>30</u>	
	TOTAL	100 questions	

Section 2: Reading	Part 5 Incomplete Sentences	40	75 minutes
	Part 6 Text Completion	12	
	Part 7 Reading Comprehension		
	- single passages	28	
	- double passages	<u>20</u>	
	TOTAL	100 questions	

As a standardized, norm-referenced language proficiency exam, the TOEIC test is designed to measure overall language skills. As such, improving scores on the TOEIC requires test takers to improve their overall knowledge of English. As Trew (2007) points out, “There are no tricks, secrets, or shortcuts. Helping students to appreciate the magnitude of the challenge is one of your major responsibilities as a TOEIC teacher.” In an often-cited study, Saegusa (1985) estimated the amount of study time required to improve TOEIC scores for Japanese college students. As can be seen in Table 2, the effort needed to significantly improve TOEIC scores is daunting. A student with a score of 350 points would need approximately 450 hours of study time in order to reach a target score of 550. The original developers of the TOEIC, TOEIC Service International (1999), also cautioned that a minimum of 100 hours of language training is required for test takers to see any real improvement. Although neither Saegusa (1985) nor TOEIC Service International (1999) suggest what kind of language training is most effective, the fact is that great improvements in TOEIC scores require great amounts of time and effort.

Table 2. Study Time Required to Reach Target TOEIC Scores*

Current Score	Target Score						
	350	450	550	650	750	850	950
250	200 hrs	425 hrs	700 hrs	950 hrs	1150 hrs	1450 hrs	1750 hrs
350		225 hrs	450 hrs	700 hrs	950 hrs	1225 hrs	1550 hrs
450			225 hrs	450 hrs	70 hrs	975 hrs	1300 hrs
550				225 hrs	450 hrs	725 hrs	1050 hrs
650					225 hrs	500 hrs	825 hrs
750						275 hrs	600 hrs
850							325 hrs

*adapted from Saegusa (1985)

III Main Components of Test-Taking Strategies I Course

The Test-Taking Strategies I (TTS I) was designed for first-year university students. After researching different approaches to teaching a TOEIC preparation course (Gear & Gear, 2013; Lougheed, 2011; Sarich, 2014; Shin, 2012; Talcott & Tullis, 2007; Taylor & Malarcher; Trew, 2012), the author decided to forego using a published textbook relying instead on materials developed specifically for this course. This coursework focused on four main components: test awareness, test-taking strategies, grammar awareness, and vocabulary development.

1 Test Familiarity

For any non-native English speaker, the TOEIC is a daunting and challenging exam. As mentioned above, the test consists of seven sections of listening and reading questions. Each of these sections requires different skills in order to successfully select the correct answer. Crucial to success on the test is familiarity of the test itself, i.e. what to expect from each section of the test, what kinds of questions will be asked, and how best to select the correct answer. This test familiarity helps lower the stress of the test-taking environment and allows the test taker to focus better on the content of the test questions.

In order to promote test familiarity, the TTS I course provided ample opportunities to practice the different genres of TOEIC questions. In weekly class activities and on two mini-TOEIC tests administered on Week 5 and 10, students gained experience with both the content and time constraints that might be experienced on an actual TOEIC test. In addition to this practice, students were introduced to the actual test directions as seen in the ETS test booklet and how to fill out and mark answers on the test answer sheet. By knowing the directions beforehand, students could dedicate more valuable time to answering questions.

2 Test-Taking Strategies

In addition to test awareness, another helpful skill is mastering test-taking strategies specific to the TOEIC in general and to each section of the TOEIC separately. Each of the seven sections have unique question types that require different strategies, and strategies for the listening section are quite different from those for the reading section. On a weekly basis, the TTS I course introduced students to strategies for a different section of the test. The strategies covered in TTS I fall into three general categories: identifying question type, identifying clues to correct and incorrect answers, and time management.

2.1 Identifying Question Types

In a test of 100 questions, it seems obvious that identifying what types of questions are asked would be a valuable test-taking strategy. If test takers can quickly identify the question type, finding an appropriate correct answer becomes much easier. However, each section of the TOEIC test has a variety of question types and the sheer quantity of question types has the tendency to overwhelm test takers. In TTS I, the primary goal was not for students to master the identification of the myriad question types. Instead, students were made aware of the need to know the types of questions and introduced to those question types that were most easy to master, especially for lower level students.

2.2 Identifying Clues to Correct or Incorrect Answers

As mentioned above, the TOEIC is a multiple choice exam. On every question, test takers must choose between three or four possible responses. One of the most challenging aspects of the TOEIC is how well the test writers from ETS create responses that seem to be correct, when in fact they are not. Although guessing is allowed, random guessing of a correct answer is almost impossible. However, for many of the question types mentioned above, there are often contextual clues that help point test takers to either the correct answer or perhaps more importantly, that help them eliminate one or two responses that are incorrect. By eliminating the obvious incorrect answers, the odds of choosing the correct answer increase tremendously allowing test takers a much better chance to make a correct “good guess.” In TTS I, students are instructed on the most obvious question clues and given opportunities to practice finding the clues.

2.3 Time Management

Test takers are given 120 minutes to complete the 100 questions on the TOEIC test. Although this may seem a sufficient amount of time (1.2 minutes per question), in the author’s experience as a proctor of the TOEIC IP exam, most if not all first-time test takers run out of time and end up randomly marking answers in the final minutes. Time management skills, therefore, are crucial. Whether it is the fast-paced, structured timing of the listening sections or the self-paced timing of the reading sections, successful test takers must learn how to conquer the clock. With the Listening Section, particularly, practice activities in TTS I attempted to get students accustomed to the pace and timing of listening material. For example, for the Listening Part 2: Short Conversations, students practice the rhythm and pattern of SKIM – LISTEN – MARK, SKIM – LISTEN – MARK where upon answering one

question, students immediately move on the next question and skim the answers prior to listening. In the reading sections students are taught how to divide each section into chunks of time that allow for only 20, 40, or 60 seconds for each question depending on the type of questions. One of the most difficult habits for Japanese students to accept and learn is the habit of skipping a question that may be too difficult for them to answer. However, with the limited time given on the TOEIC, skipping a question becomes a crucial time management skill. In TTS I, students are taught that it is better to skip and miss a difficult question than not have time to answer questions that they could have answered successfully if given time.

3 Grammar Awareness

In one way or another, many of the questions on the TOEIC require a deep knowledge of English grammar. The sad fact is that after at least six years of formal English instruction, many, if not all, Japanese freshmen lack this knowledge. One of the reasons may be that the grammar presented in the TOEIC is almost exclusively contextually based and communicative in nature. In addition, many of the questions most difficult for Japanese test takers require finding the grammar point that is NOT correct and then knowing why in that context it is not correct. A good example of this is the use of the many verb tenses in English. For many students, the nuance of the difference between the past perfect continuous tense versus the simple past continuous tense is very difficult to comprehend. In TTS I, therefore, relying on the author's almost 30-year experience living in Japan and working in Japanese universities, students were introduced to contextually-based grammar awareness lessons most applicable to lower-level Japanese students.

4 Vocabulary Development

Higher level vocabulary acquisition is generally accepted as crucial for success on the TOEIC test (Chujo, K. & Oghigian, K., 2009; ETS, 2015a; Lougheed, 2011; Sarich, 2014; Trew, 2007). A visit to any local bookstore's section for TOEIC preparation materials will show dozens if not hundreds of books dedicated to learning TOEIC-like vocabulary. All of these books present their author's magic list of vocabulary and a myriad of methods for learning these lists. The real challenge in developing a TOEIC preparation course is deciding which "magic list" to include in the course's curriculum. For the TTS I course, the author chose the 600 word list developed by Lougheed (2011) due mainly to the reputation of the developer and the size of word list which the author felt was manageable within a 15-week course.

IV TTS I in Practice

As mentioned above, TTS I is a required course for all MMU freshmen. For the academic year of 2014, the first-year students were placed into four groups of approximately 55 students (TTS I 1/2, 3/4, 5/6, and 7/8) based on scores of a TOEIC IP test and the Edinburgh Project for Extensive Reading Placement exam given during orientation week prior to the beginning of classes. Each group met separately for ninety minutes once a week for 15 weeks. A post-course TOEIC IP was given as a final exam for the course one week after the last class. This schedule resulted in a total of 22.5 class hours – excluding the final exam. Due to lack of space in the multi-media labs on the MMU campus, the course was assigned to a medium-size lecture hall that seats approximately 80 students in unmovable tables. This room is equipped with a large front screen, a projector display, and a good sound system. With these logistical constraints in mind, the coursework was organized as follows.

1 Weekly Classes

The once-a-week classes focused on three of the components mentioned above: test awareness, test-taking strategies, and grammar awareness. Each week, the author prepared lecture notes and practice worksheets that focused on different aspects of the three components. For individual listening and reading comprehension skills, the class time was divided into half with approximately 40 minutes dedicated to each skill. As often as possible, students were organized into pairs or groups to complete practice activities.

2 Vocabulary Acquisition

In order to acquire higher level vocabulary, students were given Lougheed's (2011) list of 600 words on the first day of class. The words on Lougheed's list was organized into six levels based on its placement in the New General Service List (Browne, Culligan, & Phillips, 2013). Rather than simply assign a certain set of words that all students would learn each week, the author felt it would be better that each student develop their own personal vocabulary list of unknown words. Individual students enter university with vastly different vocabulary skills and by allowing each student to pick and choose words unknown to them, vocabulary acquisition of large amounts of words could be more individualized and efficient.

Each week, students would choose unknown words from the master list and create a Personal Vocabulary List on a handout provided by the author. On this PVL, the students would include the base word from the master list, the NGSL number, Japanese translation,

and 3 related words with their Japanese translations. These related words could be derivatives, synonyms, antonyms, or idiomatic expression using the base word that were not included on the master list of Lougheed's 600 words. By using a more lexical approach (Lewis, 1997), the author hoped vocabulary acquisition would be more consistent and long-term. In order to facilitate learning of these words, the students were also required to make flash cards of each word and practice daily. Finally, the students were quizzed weekly on their word lists at the beginning of class. On this quiz, students would copy the base word from their PVLs, and then write the Japanese meaning and their three related words from memory. As a result, students were expected to learn 1200 vocabulary items over the 15 week course.

3 Mini-TOEIC Practice Tests

On the fifth and tenth weeks of class, students simulated taking a real TOEIC test by taking adapted versions in class. The adapted versions had all seven sections, but were shortened to fit in the 90-minute class schedule.

4 Homework

The major homework assignment in TTS I were the preparation of the PVL and creation and practice of the PVL flashcards. Additional homework activities on grammar awareness and sample TOEIC questions were provided on the weekly worksheet. The TOEIC questions were almost exclusively teacher-generated sample questions from the reading section. Due to the difficulty in producing the type of listening material found on the TOEIC, students were introduced to online listening resources and encouraged to use these resources as often as possible. However, these resources were not specific to the TOEIC and there was no monitoring or grading of such use

V Pre-Course and Post-Course TOEIC Results

Due to its definition as a TOEIC preparation course, the primary gauge of the efficacy of the TTS I curriculum is, therefore, results on a post-course TOEIC test. However, what effect, if any, the individual components of the curriculum had on the post-course test is also important to analyze. The analysis below will first focus on comparing results of the pre-course (April) and post-course (July) TOEIC IP test. Following that, individual components of the course will be analyzed to demonstrate any correlation with final results.

1 Overall Results

The pre-course TOEIC IP test was given in orientation week prior to the beginning of classes in April 2014. The post-course test was given as a final exam a week following the final class in July of the same year (see Table 3 for results).

Table 3. Pre-Course and Post-Course Results: Total Scores

Descriptive Statistics (n=204)					
	Mean	Std. Dev.	Min	Max	Range
TOEIC April	417**	99.62	225	915	690
TOEIC July	442**	106.41	165	965	800

** Differences are significant at 0.001 level

The pre-course results showed an average score of 417 with a range of 690 points (minimum: 225, maximum 915). This wide range of scores demonstrates the vast differences in English language skills of freshmen students at MMU. The post-course scores showed an increase of 25 points. Although significant (paired sample t-test, $p < .001$), an increase of only 25 points over 15 weeks is less than impressive. Even less impressive is the increase in range from 690 to 800 on the post-course and post-course exams, respectively. A large group of students ($n=73$) saw gains over the term while an equally large group ($n=68$) saw actual decreases. Table 4 shows these increases and decreases in 50-point bands of scores.

Table 4. Post-Course Results: Increases/Decreases at 50-point Bands

Post-Course TOEIC Score	Number of Students
over 200	2
151 to 200	3
101 to 150	13
51 to 100	55
1 to 50	57
0	6
-1 to -50	44
-51 to -100	16
-101 to -135	8

2 Comparing Listening and Reading Sections

Tables 5 and 6 below show the pre- and post-course results for the listening and reading section. Listening scores increased from 235 to 247 and reading scores from 183 to 196. Both the increases in listening and reading scores were significant (paired sample t-test, $p < .001$) showing an overall improvement in skills. However, as with total scores, these small increases of 12 points for listening and 13 points for reading are not what the author had hoped, especially when considering the increase in range and decrease in minimum score for listening over the term. Reading scores fared a little better with an increase in both the minimum and maximum score and a range that stayed consistent.

Table 5. Pre-Course and Post-Course Results: Listening versus Reading

Descriptive Statistics (n=204)					
	Mean	Std. Dev.	Min	Max	Range
TOEIC Listening April	235	52.803	115	475	360
TOEIC Listening July	247	60.319	90	495	405
TOEIC Reading April	183	57.711	45	440	395
TOEIC Reading July	196	58.067	75	470	395

Table 6. Gain/Loss for Listening and Reading Section

	Average Gain/Loss
TOEIC Listening Section	12**
TOEIC Reading Section	13**
TOEIC Totals	25**

** Differences are significant at 0.001 level

3 Results Based on Pre- and Post-course Levels

In order to ascertain if pre-course and post-course English levels affected post-course test results, an analysis was made based on three proficiency levels: high, middle, low. For this, students were divided into three groups based on pre- and post-course results and gains were compared (see Table 7).

Table 7. Results based on Pre-course and Post-Course Levels

Group Level	Results based on Pre-course Level (April)			Results based on Post-Course Levels (July)		
	April Mean	July Mean	Gains	April Mean	July Mean	Gains
High (n=68)	525	533	7	505	555	49
Middle (n=68)	413	443	30	404	443	39
Low (n=68)	314	352	38	342	330	-12

When considered based on pre-course and post-course levels, the results show two interesting tendencies. First, the students who had the highest scores in April showed the least improvement over the term while students who had the lowest scores showed the greatest improvements. Second, the students who had the highest scores in July were also the students who saw the greatest gains over the term. These two tendencies clearly show that improvements over the term were not consistent with all levels improving at the same pace. In addition, the results give evidence that amongst the more than 200 students participating in the TTS I course, there were definite high achievers and quite obvious low achievers and the criteria for high or low achiever was based on something other than English proficiency.

VI Correlation Between TTS I Coursework and TOEIC Results

As shown above, the comparison of pre-course and post-course TOEIC scores show that, although significant, improvements were modest. In this section, post-course TOEIC scores will be compared to several components of the TTS I coursework to determine the effect, if any, the coursework might have had. The components that will be discussed are test familiarity, grammar awareness, and vocabulary development,

1 Test Familiarity and Grammar Awareness

In order to see how well test familiarity and grammar awareness components of the TTS I course affected post-course TOEIC scores, coursework activities were correlated with post-course scores. As mentioned above, weekly worksheets included in-class activities and

homework assignments on grammar awareness, as well as, sample questions from the reading sections. These worksheets were given a weekly score which were totaled and compared to post-course scores using a one-tailed Pearson product moment coefficient (r) (see Table 8).

Table 8. Correlation Between Coursework and TOEIC Post-Course Scores

Correlations					
		TOEIC Listening July	TOEIC Reading July	TOEIC Total July	Weekly Worksheet Score
Weekly Worksheet Score	Pearson Correlation	.250**	.330**	.328**	
	Sig. (1-tailed)	.000	.000	.000	
	N	204	204	204	
Vocab Quiz Weekly Average	Pearson Correlation	.115	.078	.110	.566**
	Sig. (1-tailed)	.052	.135	.061	.000
	N	204	204	204	200

** Correlation is significant at the 0.01 level (1-tailed).

* Correlation is significant at the 0.05 level (1-tailed).

Although the correlations between scores on the test familiarity and grammar awareness weekly worksheets and the post-course TOEIC scores do correlate at either the 0.01 or 0.05 levels, these correlations are quite low showing a disappointingly weak effect of coursework on final TOEIC scores. For what little effect there might have been, reading scores ($r = .330$) benefitted marginally more than listening scores ($r = .250$).

2 Vocabulary Development

In order to correlate post-course TOEIC scores with student effort in vocabulary development, weekly vocabulary quiz scores were used. The results of a one-tailed Pearson product moment coefficient of quiz scores and final TOEIC scores can also be seen above in Table 8. Surprisingly and most disappointingly, there seems to have been no significant correlation between vocabulary quiz scores and final TOEIC results. Neither the Listening Section ($r = .115$), Reading Section ($r = .078$), or Total Score ($r = .110$) can be seen to have been positively affected by effort to learn new vocabulary. The only really encouraging result that can be seen in Table 8 is the stronger correlation between scores on the weekly worksheet and the scores on the weekly vocabulary quiz ($r = .566$). This significant correlation shows that those students who achieved well on the weekly worksheets also tended to do well on the weekly vocabulary quizzes.

VII Discussion

Discussion of the results presented above will necessarily focus on possible reasons why the curriculum designed for the TTS I did not help students improve their TOEIC scores to any great degree. Although many students did improve their TOEIC scores over the 15-week course, there were many that did not and for those who did, showing any causal relationship between effort shown in the course and possible improvements is tenuous at best. The following is the author's best attempt to explain why this may be so.

1 Nature of the Test

As a norm-referenced, proficiency exam, the TOEIC test is designed to measure overall language proficiency in the skills of listening and reading. Unlike criterion-referenced exams which are designed to measure improvements in a specific curriculum over a specific course of study, the TOEIC is designed to be “study proof.” That is to say, test takers cannot expect to spend a few hours of intensively cramming TOEIC prep materials and then see major improvements in their scores. In essence, that is what the TTS I course tried to do – study a specific coursework over a relatively short term of 15 weeks.

If Saegusa's (1985) calculations are correct, the 22.5 hours of classroom instruction should have seen an improvement of approximately 20 points – if that was all the effort the students put in. A modest average increase of 25 as seen in the students of TTS I is, therefore, on par with Saegusa's predictions. In order to significantly improve TOEIC scores, by 100 points for example, a student with a pre-course score of 417 would have had to spend over 200 hours (roughly 13 hours per week!) working on the type of listening and reading skills that are needed on the TOEIC. The majority of that effort (approximately 11 hours per week) would have to be self-study outside of the classroom.

Although highly motivated students may be willing to dedicate such an amount of time and effort, the post-course results show that few of the TTS I students were. The fact that the majority of students gained less than 50 points shows evidence for the conclusion that most students did not put much effort into TOEIC study outside of the classroom, or that the coursework provided as homework was insufficient or ineffective. A more rigorous outside-of-class homework routine may be needed to see more satisfactory results.

2 Motivation

Although motivation was not considered in the analysis presented above, methods to

motivate students to put in the amount of effort needed to achieve higher scores must be considered. With graduation four years away, students may not appreciate the value of securing a high TOEIC score that might improve their chances to find good jobs after graduating. As a required course for freshmen students, the primary motivating factor for most students is most likely to get a passing grade. The motivation, therefore, is almost entirely extrinsic in nature. The practical reality, however, is that the TTS I course is worth only one credit compared to two credits for almost all other required English courses at MMU. As a result, even the extrinsic motivation is weak due to the relative worth of the TTS I course within the overall curriculum. This presents a conundrum for instructors like the author who hope to see improvements in their students' scores beyond the 20-30 point range. To see greater gains, a huge amount of self-study requiring several hours of study every night is necessary, but that effort is not rewarded to any great degree.

However, eighteen students did improve their scores by over 100 points, and another 55 students improved by over 50 points (see Table 4). More research is needed to explore why and how students such as these could see such impressive gains when the majority of their classmates did not. As mentioned above, these high achievers were not the students with the highest scores on the pre-course test, so proficiency doesn't seem to have been a factor. Neither does the quality of work these students did on the TTS I coursework correlate highly with their high post-test scores. So, why and how these students did so much better over the 15-week term remains unknown.

3 Vocabulary Development

As mentioned above, vocabulary development has been targeted as necessary for improving TOEIC scores. A major component of the TTS I coursework focused on acquiring vocabulary likely seen on the TOEIC. Unfortunately, this component saw the weakest correlations with post-course scores. To put simply, the amount of time and energy the students put into learning the Lougheed (2011) list of TOEIC vocabulary was pretty much a waste of time. Seeing these results, several questions come to mind. The first is whether the acquisition of vocabulary is really all that important for success on the TOEIC. The second is whether the method of vocabulary acquisition described above was ineffective. Another question is whether the use of weekly vocabulary quiz scores as a measure of vocabulary development was appropriate and whether there might be better ways to operationalize the learning of vocabulary. The fourth is whether Lougheed's list was the appropriate vocabulary to be learning. Related to this, the final question is whether the amount of newly acquired

vocabulary was sufficient to have any significant affect on post-test scores.

All of these questions are left to be answered with future research; however, the author still feels that vocabulary development should be crucial to TOEIC success. The little or no correlation between vocabulary development and final scores was perhaps the greatest surprise and disappointment to the author.

VIII Conclusion

As the developer and instructor of the TTS I course, contemplating the analysis presented above is rather depressing. Hours and hours of effort went into developing the course goals and objectives, creating materials, teaching the course, marking student work, and completing the data analysis. To what end? Any realistic consideration of the results would conclude that the TTS I course did not help most of the students to increase their scores to any great degree. In the defense of the TTS I coursework, however, the TOEIC is a very challenging exam and the motivation for MMU students to put in the time and effort necessary to improve their scores on such a difficult exam is quite low at this point in their lives. Considering this, seeing any statistically significant improvement is maybe all that could have been hoped for. An average increase of 25 points is significant, if not impressive. Using the lessons gained in developing, implementing, and assessing this original TTS I course, the author feels in a much better position to improve on and see greater results in future iterations of MMU's TOEIC preparation course.

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