Integrating the TOEIC into the University English Curriculum

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Outline

- Overview of the TOEIC
  - background, aim, format, score system, etc.

- TOEIC in the Workplace
  - popularity growth, uses of TOEIC, etc.

- TOEIC in Universities
  - popularity growth, university TOEIC policies, etc.

- TOEIC in the Classroom
  - levels of integration (implicit, semi explicit, explicit)
  - advantages / disadvantages
  - a new approach to teaching the TOEIC

- Conclusions
Overview of the TOEIC

- **Meaning of the TOEIC**
  - Test of English for International Communication

- **Developed**
  - 1979 (The Chaucery Group of ETS)

- **Popularity**
  - Used by over 2.9 million people in over 60 countries
  - Used by over 1.2 million people in Japan

- **Aim of TOEIC**
  - Evaluate the English language skills of non-native speakers of English in the field of business
    e.g. meetings, telephone calls, riding a taxi etc.
Overview of the TOEIC Scoring System

- Listening (10~495 pts.)
- Reading (10~495 pts.)
- Total (10~990 pts.)

Point Ratings

- 0~220 pts.: Not able to communicate in English
- 470~730 pts.: Able to communicate in daily activities
- 860~990 pts.: Native speaker ability in English

Comparison with other tests

- Eiken 1st Level - TOEIC 495 pts.
- Eiken 2nd Level - TOEIC 895 pts.

Scoring System

- Total (10~990 pts.)
- Listening (10~495 pts.)
- Reading (10~495 pts.)
Overview of the TOEIC

Format

TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION

Listening (100 questions - 45 min.)
- Part 1 - Pictures (20)
- Part 2 - Question Response (30)
- Part 3 - Short Conversations (30)
- Part 4 - Short Talks (20)

Reading (100 questions - 75 min.)
- Part 5 - Incomplete Sentences (40)
- Part 6 - Error Recognition (20)
- Part 7 - Reading Comprehension (40)
TOEIC in the Workplace

- Number of company recruits asked to take the TOEIC in Japan

![Chart showing the number of company recruits asked to take the TOEIC in Japan from 1998 to 2002. The number of recruits increases from 20,000 in 1998 to 60,000 in 2000, then remains relatively stable.]
TOEIC in the Workplace

- Number of companies using the TOEIC for recruitment
  - (survey of 763 companies)

- "Yes" 428 companies (56.1%)
- "No, but would like to in the future" 192 companies (25.2%)
- "No, and have no plans to in the future" 114 companies (14.9%)
- No response 29 companies (3.8%)
TOEIC in the Workplace

- Other uses of the TOEIC in Japanese companies
  - IBM Japan: Promotion to Department Head - TOEIC 600 pts.
  - Toyota Automobile: Promotion to Department Head - TOEIC 600 pts.
  - Matsushita Electric: Promotion to overseas work - TOEIC 650 pts.
  - SMK: Bonus of 10,000 yen per month - TOEIC 730 pts.

- Number of people taking the TOEIC in Japan
TOEIC in Universities

- Number of people taking the TOEIC in Japanese Universities

![Bar chart showing the number of people taking the TOEIC in Japanese Universities from 1990 to 1999. The chart compares the number of students taking the test in 4-year universities (green bars) and 2-year universities (yellow bars). The number of students taking the test increased from 1990 to 1999.]
TOEIC in Universities

- Four Uses of the TOEIC in Universities
  - Encouragement
    - e.g. Certificate from University President - TOEIC 500 pts.
  - University credits

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<th>Type</th>
<th>Faculty/Dept.</th>
<th>Application</th>
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<td>National</td>
<td>5 depts.</td>
<td>786~ pts. - 6 credits</td>
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<td>all depts.</td>
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<td>586~730 pts. - 4 credits</td>
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TOEIC in Universities

- Four Uses of the TOEIC in Universities
  - Credit Requirements
    - e.g. Dept. of Applied Chemistry (Okayama University)
    English for Chemistry I (TOEIC 450 pts.)
    English for Chemistry II (TOEIC 500 pts.)
  - Continuation / Graduation Requirements
    - e.g. (JABEE) Dept. of Mechanical Systems Engineering (OUS)
      2nd year - 3rd year (TOEIC 300 pts.)
      3rd year - 4th year (TOEIC 400 pts.)
TOEIC in the Classroom

- Implicit Integration of TOEIC
  - Standard English language course + TOEIC “encouragement”
    - TOEIC advertising
      - e.g. posters, handouts, etc.
    - TOEIC books/software
      - e.g. ALC, Souiku, etc.
    - TOEIC test application forms
      - e.g. in Education Office, etc.
    - TOEIC fee reductions
      - e.g. 100% university subsidy when taking test for the first time
    - Credits for TOEIC scores etc.
Sensors Help Make Air Bags Safer

By Greg Paula

First installed in 1986 in some luxury cars, air bags are now standard equipment in virtually every automobile sold in the United States. Essentially a nylon pouch folded up like a parachute, the bag is intended to supplement the seat belt by cushioning the passenger during a crash.

Air bags, however, are also highly controversial because they have killed 67 people and injured more with severe trauma to the neck and head. Most victims have been either children or small women riding in the passenger seat. Critics contend that air bags are unnecessary and seat belts are enough to maximize passenger safety. They also claim that the deployment threshold set by some air bag manufacturers is too low, and air bags inflate too quickly.

Proponents of the device are quick to point out that air bags are credited with saving 1,500 lives so far. The apparent recent increase in the number of deaths, they say, is due more to the higher number of vehicles equipped with air bags than to the bags becoming less safe. Most importantly, almost every person killed by an air bag was not wearing a seat belt.

Although virtually all of the bag’s safety problems would be eliminated if passengers wore seat belts, auto manufacturers are redesigning air bag systems around the fact that not all passengers do. Most safety improvements revolve around sensor-based systems that detect the size and position of the passenger seat’s occupant and present the air bag from deploying if there is the potential for harm.

Meanwhile, several measures are being taken to address safety concerns. For example, the Ford Motor Co. in Dearborn, Mich., is among the U.S. automakers working on making its bags deploy more softly, which will increase safety for children and small adults. The deployment threshold is a ruling by the National Highway Traffic Safety Administration (NHTSA) that allows automakers to reduce air bag power by 20 to 35 percent.

The first designed, the inflation speed was optimized to provide the protection for an average-size adult not wearing a safety belt in a 30-mph crash. Therefore, although depowered bags provide more protection for drivers, they are less effective for average and large adults. Vehicles of the future will be the first to have the air bags depowered along NHTSA guidelines (Mechanical Engineering).

1. More than 10 years have passed since air bags were installed in every car.
2. Children or small women are subject to airbag accidents.
3. The deployment threshold set by some air bag manufacturers is low enough to ensure passenger safety.
4. The number of deaths caused by air bag accidents is increasing due to the bags becoming less safe.
5. Sensor-based systems deactivate an air bag in potentially dangerous cases.
6. In an attempt to address safety concerns, auto manufacturers try to design airbag deployment systems.
7. Depowered air bags are designed for average and large adults.
TOEIC in the Classroom

- TOEIC Software
Implicit Integration of TOEIC

Advantages
- Easy to implement
- Student’s choose whether or not to study TOEIC
- Encourages self-study learning

Disadvantages
- Students usually need to find/purchase TOEIC materials
- No pressure to study (unless made a requirement)
- Most students don’t improve their TOEIC scores
TOEIC in the Classroom

- **Semi-Explicit Integration of TOEIC**
  - Standard English language course + TOEIC “supplementary materials” (textbook, handouts, etc.)
    - 5 minute quizzes for TOEIC (Macmillan)
    - Listening pointer for the TOEIC test (Seibido)
    - Listening for TOEIC (Yumi)
    -...
  - General text with TOEIC focus
    - Rapid reading with TOEIC Test Vocabulary (Seibido)
    - Communication in the Read World (Seibido)
    -...
Sensors Help Make Air Bags Safer

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Air bags, however, are also highly controversial because they have killed 67 people and injured more with severe trauma to the neck and head. Most victims have been either children or small women riding in the passenger seat. Critics contend that air bags are unnecessary and seat belts are enough to maximize passenger safety. They also claim that the deployment threshold set by some air bag manufacturers is too low, and air bags inflate too quickly.

Proponents of the device are quick to point out that air bags are credited with saving 1,900 lives so far. The apparent recent increase in the number of deaths, they say, is due more to the higher number of vehicles equipped with air bags than to the bags becoming less safe. Most importantly, almost every person killed by an air bag was not wearing a seat belt.

Although virtually all of the bag’s safety problems would be eliminated if passengers wore seat belts, auto manufacturers are redesigning air bag systems around the fact that not all passengers do. Most safety improvements revolve around sensor-based systems that detect the size and position of the passenger seat’s occupant and present the air bag from deploying if there is the potential for harm.

Meanwhile, several measures are being taken to address safety concerns. For example, the Ford Motor Co. in Dearborn, Mich., is among the U.S. automakers working on making its bags deploy more swiftly, which will increase safety for children and small adults. A judgment follows a ruling by the National Highway Traffic Safety Administration (NHTSA) that allows automakers to reduce air bag power by 20 to 35 percent. Though air bags were first designed, the inflation speed was optimized to provide the protection for an average-size adult not wearing a seat belt in a 30-mph crash. Therefore, although depowered bags provide more protection for children, they are less effective for average and large adults. Vehicles offer will be the first to have the air bags depowered along NHTSA guidance.

(Mechanical Engineering)
1. (A) (B) (C) (D)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)
4. (A) (B) (C) (D)
5. (A) (B) (C) (D)
6. (A) (B) (C) (D)
Falling in Love

Falling in love is a special experience.

Key Words for TOEIC

1. share: to use or enjoy something in common
2. assume: to guarantee; to promise
3. attempt: to make someone angry; to anger
4. attempt: to ask for something boldly, as if one has a right to
5. private: individual
6. experience: knowledge or wisdom you gain from doing or being
7. everlasting
8. color: strength; to disappear
9. physical or psychological pain
10. bravery; ability to face difficulty or danger

People—young and not-so-young—often think about love. They want to meet that special someone who will make them fall in love. But they also worry about love. How will they know if they have fallen in love? What will they feel? What should they do? Perhaps you too have asked yourself these questions.

I cannot give you the answers, but I can share with you the advice that my grandmother gave me. Whenever she asked her about love, she always told me to stop worrying. She assured me that I would know when I was in love. Her advice irritated me, because I was so eager in an angry voice, “How will I know?” My grandmother replied calmly, “You’ll know.” But I didn’t believe her.

One evening many years later, I went out to dinner with an interesting man. Although it was only our second date, he ordered a bottle of expensive wine. He raised his glass, and I was a toast to us. At that moment, I knew that he was that special someone. After we were married, I asked him how he knew that he had fallen in love. “I just know,” he replied. He gave me the same answer as my grandmother.

Falling in love is a very special and personal experience. You can fall in love with a stranger or with a friend. You can fall in love with your next door neighbor or with somebody from a different country. No matter how and when you fall in love, you know. Something inside you tells you that this is love. You can feel love in your heart. When you look in the mirror, you can see love in your eyes, and in your smile.

Unfortunately love is not always eternal. Love fades if people take each other for granted. It could be that they are blind or unfaithful to each other. It is always sad when two people stop loving each other. Falling out of love makes you suffer, but it teaches you about life. With time and courage, you will fall in love again. As my grandmother said, you’ll know when it happens.

Your time: ______ seconds

(7) ___________ words/_________ words/_________ words/_________ words/_________ words/_________ words/_________ words/_________ words

19
1. She assured her boss that the new computer system was easy to use.
   彼女は上司に新しいコンピューターシステムは使い易いと言って安心させた。
2. You need courage if you want to change your career.
   あなたは経歴を変えたければ勇気が必要です。
3. The passengers demanded an explanation for the flight delay.
   乗客は飛行機遅延の説明を求めていました。
4. An English poet wrote that “Hope springs eternal in the human breast.”
   ある英詩人の詩は「希望は人間の胸に永遠に芽を破る」です。
5. If you have computer experience, you can find a job.
   コンピューターリテラシーがあれば仕事に見えます。
6. If a project is expensive, the boss’s enthusiasm fades quickly.
   プロジェクトが高価であれば、上司の熱意は急に冷めます。
7. His sexist jokes irritate the women in the office.
   彼のセクチーなジョークは、職場の女性をいら立たせました。
8. The office phone should not be used for personal calls.
   事務所の電話は私用に使わないでください。
9. The CEO urged the employees to share responsibilities.
   代表取締役社長が職員を共同で責任を分担しようと勧めました。
10. Many families suffer during a recession.
    多くの家庭が不況の苦しみをしています。
TOEIC in the Classroom

- **Semi-Explicit Integration of TOEIC**
  - **Advantages**
    - Easy to implement (especially if using a supplementary textbook)
    - Easy to vary TOEIC content amount (adapts to learner needs)
    - Encourages a mix of in-class and self-study learning
  - **Disadvantages**
    - Balance between TOEIC and standard English is difficult to find (usually not enough TOEIC)
    - Repetitive TOEIC mini-tests is not very effective (necessary to also explain TOEIC rational, aims, strategies, etc.)
    - Some “general texts with a TOEIC focus” do not help with TOEIC at all!  
      (Supplementary textbook selection is VERY important)
TOEIC in the Classroom

- **Explicit Integration of TOEIC**
  - TOEIC Preparatory Course
    - **Classroom use**
      - Essential Listening Strategies for the TOEIC Test (Kenkyusha)
      - Skills and Strategies for the TOEIC Test (Macmillan)
      - TOEIC Short Listening Course (Seibido)
      - ...
    - **Self-study use**
      - How to Prepare for the TOEIC Test (Barrons)
      - Preparation Series on the TOEIC Test (Longman)
      - Complete Guide to the TOEIC Test (Rogers)
      - ...
Part I: Photographs

Chapter 2

1. The man is sleeping on the bed.
2. The lamp is to the left of the bed.
3. The suitcase is on the floor.
4. The pictures are on the wall.
Day 1

**Vocabulary — Means of Transportation**

 حاجية وحيدة مياه في معنى السكك الحديدية

1. fare
   What’s the fare to Piccadilly Circus?

2. divide
   In London, the Tube is divided into six fare zones:

3. delay
   The train was delayed for 3 hours due to a bad snowstorm.

4. stand a chance of-ing
   We don’t stand a chance of arriving on time.

5. be bound for
   I’m bound for Chicago.

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**Listening Practices for Part 1 — STEP 1**

1. (A) _____ (B) _____ (C) _____ (D) _____

2. (A) _____ (B) _____ (C) _____ (D) _____

3. (A) _____ (B) _____ (C) _____ (D) _____

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*Essential Listening Strategies for the TOEIC® Test*

By Kathleen Clinton-Williams

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TOEIC in the Classroom

Explicit Integration of TOEIC

Advantages
- Guaranteed to improve the student’s TOEIC score!

Disadvantages
- Difficult to implement in the classroom especially if textbook does not contain detailed explanations about the TOEIC test and test questions (teacher experience of TOEIC is very important)
- No learner choice (TOEIC or nothing!)
- Limited in scope (only TOEIC listening and reading)
  - Usually textbooks consists of repetitive TOEIC practice questions
- Few textbooks to choose from that are suited for the classroom
  - Many books are designed for self-study with answers etc.
- Difficult (students will usually not be able to answer more than half the questions - TOEIC 500 pts.)
TOEIC in the Classroom (A New Approach)

- A New Approach to Teaching the TOEIC
  - An Explicit THREE skills approach
    - Listening, Reading, Speaking
  - Primary Aim - To improve the student’s TOEIC score
    - Focus on TOEIC rational, aims, strategies, questions practice
  - Secondary Aim - To improve the student’s general English communication skills
    - Focus on developing skills tested on the TOEIC
      (TOEIC is a test for international COMMUNICATION)
  - Pair and Group work
    - Enables speaking/listening activities
  - All classroom materials and instruction in English
    - Gives exposure to a variety of English types in addition to “TOEIC English”
      - e.g. English descriptions, explanations, instructions, etc.
TOEIC in the Classroom (A New Approach)

Course Outline

- **Week 1:** General Overview of TOEIC
- **Week 2:** TOEIC Practice Listening Test (100 questions)
- **Weeks 3~5:** Part 1: Pictures Strategies
  - Skill development activities
  - Practice questions
- **Weeks 6~8:** Part 2: Quest/Resp. Strategies
  - Skill development activities
  - Practice questions
- **Weeks 9~11:** Part 3: Short Conv. Strategies
  - Skill development activities
  - Practice questions
- **Weeks 12~14:** Part 4: Short Talks Strategies
  - Skill development activities
  - Practice questions
- **Week 15:** TOEIC Practice Listening Test (100 questions)
TOEIC in the Classroom (A New Approach)

Example of the New Approach

Teaching the TOEIC Listening Section: Part 1 (Pictures)

‘Big Picture’ Strategies

1. Look at the picture BEFORE listening to the statements
2. Decide if the picture is mainly about ‘people’ or ‘objects’
3a. If it is a people picture - who are the people?
3b. If it is an object picture - what is the object?
4. Where is the picture taken?
5. What is happening in the picture?
Example of the New Approach

Teaching the TOEIC Listening Section: Part 1 (Pictures)

“Small Details’ Strategies (people)

1. How many people are there?
2. Are there any men/women/children?
3. Where are they in the picture?
4. How do they feel?
5. What do they look like?
6. What are they doing?
7. (What were they doing before the picture was taken?)
8. (What will they do next?)
TOEIC in the Classroom (A New Approach)

- Example of the New Approach
  - Teaching the TOEIC Listening Section: Part 1 (Pictures)

- Question
  - (a)
  - (b)
  - (c)
  - (d)
TOEIC in the Classroom
(A New Approach)

Example of the New Approach

Teaching the TOEIC Listening Section: Part 1 (Pictures)

Question

(a) They are taking a nap

(b) The light show is very beautiful

(c) The trees lose their leaves in winter

(d) Some skiers are sitting on the snow
Example of the New Approach

Teaching the TOEIC Listening Section: Part 1 (Pictures)

Classroom Content

- Teaching vocabulary for object names/occupations/family relationships
- Teaching how to describe appearance/feelings
- Teaching prepositions
- Teaching present continuous tense

Questions:

- What is this?
- Who is that?
- What does the woman look like?
- How does she feel?
- Does the woman have short hair?
- Is she happy?
- Where is the man? Where is the table?
- Is there a train at the station? Is there a plant on the desk?
- What are they doing?
- Is the car moving?
Example of the New Approach

Teaching the TOEIC Listening Section: Part 1 (Pictures)

Classroom Exercises

- Write down the names of as many objects in a picture as possible
  - Winner has the most names
- Finding differences between two pictures by asking/answering questions (An INFORMATION GAP exercise)
  - object names / location / actions
- One person describe a picture - Three people find the correct picture
- Standard conversations activities
  - e.g. Describe your family name/age/appearance/character/occupation etc.
- Analysis of TOEIC Part 1: Picture statements
TOEIC in the Classroom (A New Approach)

A New Approach to Teaching the TOEIC

Advantages
- Three skills approach (rather than only two)
- Wide scope (business, classroom, conversation English)
- Varying activities between teacher, group, pair and individual
- TOEIC score improves
- Motivational
  (all English, TOEIC, conversation, little grammar translation)

Disadvantages
- Difficult to implement (no textbook available ... yet!)
- Copyright issues
  - Photos from royal free internet sites?
  - Photos/questions from different textbooks?
  - Create your own photos/questions?
- Classroom layout/equipment
Conclusions

- Growing importance of TOEIC in the workplace and school system
- Various levels of integration into the school curriculum
- Most current TOEIC materials have a narrow scope and/or are not suitable for the classroom
- An effective approach to the TOEIC needs to address background/rational/aims/strategies etc. of the test
- An effective approach to the TOEIC needs to use a variety of activities
- A new approach to TOEIC can incorporate many activities from a standard English CONVERSATION course and develop the skills of listening, reading AND speaking
Integrating the TOEIC into the University English Curriculum

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