

Incorporating a Communicative Student-Centered Approach in a TOEIC Preparation Course¹⁾

Tae KUDO

1. Introduction

A great number of higher education institutions now offer courses for students to prepare for standardized English proficiency tests, such as TOEIC, STEP, and TOEFL. According to *English Language Classes in Japanese Tertiary Education* (2007: 259), 48% of 114 universities randomly chosen offer test preparation courses, especially for TOEIC. It is true that more and more students are interested in acquiring a higher score on these tests, especially on the TOEIC, since many companies utilize TOEIC as a measure of English proficiency as part of the application process and/or for promotions.

With the rise in popularity of TOEIC preparation courses, I was offered a new TOEIC course, which was called "Practical English II (for TOEIC)" at a private university in Osaka. Though the same course was taught by several instructors at different times, there was no common syllabus and apart from some basic school-wide rules such as the total number of classes offered, each instructor could design their own course as they wished. The university did strongly suggest that the students be assigned homework that would take more than two hours per week to complete and that classes not only focus on test-taking techniques and strategies, but also on the integrated skills of reading, writing, listening, and speaking.

I attempted to create a course in which students could work on all four skills: reading, writing, listening, and speaking in a student-centered learning environment without a strong focus on test-taking skills or just practicing typical TOEIC questions. Furthermore, the ultimate goal of my course was not just to increase students' TOEIC scores, but was to improve the students' general English ability, which would then result in better scores.

1) Portions of this article were presented at Japan Association of College English Teachers 2006.

This paper includes 1) a review of relevant studies, 2) an overview of the course and students, 3) an outline of the course syllabus, 4) examples of activities conducted during class, 5) results of the course in terms of changes in students' TOEIC scores and students' opinions, and 6) implications for the future.

2. Relevant Studies

There have been some arguments about whether test preparation courses should be provided as classes at the college level or not, as Nishitani (2006) claims, "a lot of universities and colleges in Japan recently started offering TOEIC preparation classes, though such classes are often the targets of criticism in academia" (p93). Iyanaga (2008) comments, "in general, it is easy to criticize standardized test preparation courses as backwash. However, learners' competence, motivation, and attitudes toward studying for these standardized tests as well as educational organizations' learning policies and preparation course curriculums differ from school to school. Without understanding the background of a particular institute and what they actually do in the 'test preparation courses,' you cannot argue the advantages nor the disadvantages" (p256)²⁾.

Takayama (2002) argues that using TOEIC as a common test is effective, especially for monitoring changes in students' abilities and for helping evaluate the curriculum of a particular program³⁾. Tsujioka (2008) claims "many universities in Japan now offer TOEIC classes to respond to this need, and students are eager to take TOEIC courses" (p53). In qualification-dominated cultures such as Japan, higher scores can be considered a major advantage for students. In that sense, TOEIC could trigger students to begin studying English more seriously.

It is, of course, important for test-takers to know the test format, procedure, and some strategies for taking a particular test. Even a fluent speaker of the target language might not do as well without knowing some basic information prior to the test. It is necessary to learn about the test to some degree, but Takayama (2002) points out, "If improving one's TOEIC score became the final goal in class, it would be complete nonsense" (p44)¹⁾.

We can see from the above comments from previous studies, that regardless of whether TOEIC preparation courses are taught at the university level or not, it is clear that students are motivated to study for the test. If we do offer preparatory classes, it seems critical that we outline appropriate goals for students as they acquire English skills and that we help maintain students' motivation, which is a key contribution to further learning. Then, how should the test preparation courses actually be taught?

1) Translated by Kudo.

2) Translated by Kudo.

3) Translated by Kudo.

Tsujioka (2008) describes students as follows: "in many cases they are still silent and passive recipients of knowledge in class" (p53). In order to have students more actively involved in class, a student-centered approach would be more suitable than traditional teacher-centered instruction. According to Brown (1994), "learner-centered instruction includes techniques that give some control to the student (group work or strategy training, for example)" (p80). He also points out, "group work promotes learner responsibility and autonomy. Group work places responsibility for action and progress upon each of the members of the group somewhat equally" (p174). Group work not only encourages the students to become more active in class but students also become more responsible for their own learning. In addition, Dörnyei (2001) argues, "if learners are allowed to cooperate with each other towards a certain goal, their *expectancy of success* is likely to be higher than if they are to work individually because they know that they can also count on their peers. The cooperating team is a powerful resource pool" (p101).

Student-centered activities such as group work and cooperative projects will enable the students to become autonomous learners; these activities will not be focusing just on test-taking strategies but will be helping the students acquire the integrated skills as the university had recommended.

3. Overview of the Course and the Students

3.1 The Course and the Students

The course, Practical English II (for TOEIC), was offered to second, third, and fourth year students who had met the prerequisite of having credit for Practical English I (for TOEIC). They were both very popular elective courses among the students. The students' English levels varied greatly, as these courses were elective and students were not placed according to their English proficiency. Their TOEIC scores ranged from "have never taken the test" to over 700. The class size was usually around thirty-five or fewer students, and the class met once a week for the entire year, a total of thirty 90-minute classes. All of the students had taken Practical English I which was taught by different instructors and most of the students expected the same teacher-fronted classes they were used to with teacher explanations, translations, and so forth.

3.2 Students' Expectations

Before the course began, the students filled out a questionnaire so that I could get to know them on a personal level and also learn what they expected from this class and their peers. The following are the three most typical responses from the students: when asked, "what is your reason for taking this class?"

- To answer many TOEIC questions to increase my score
- To increase my TOEIC score by at least 100 points

- To acquire reading and listening skills

On the first day of the class, when I explained the syllabus and described what the students would be doing in class -a variety of communicative activities, discussions, and group work- some students mentioned that they would be least interested in doing such activities because they had frequently done them in their communication classes, and these activities are *not* related to TOEIC. Some even said that they did not need to interact with other students since they would take TOEIC individually.

3.3 The Objectives of the Course

Despite the students' expectations toward this course began somewhat different from mine, based on previous relevant studies and what the university had recommended, it seemed important for students to improve their *real* English skills, not just engage in test-taking training. Therefore, I decided to introduce the following in this TOEIC preparation course.

- Group work to promote learner autonomy and maintain students' motivation
- Student-centered activities to give the students a sense of responsibility for their learning
- Task-based work to allow the students to solve problems by themselves and to become more active learners
- Student learning journal to reflect on what they learned and what they still needed to learn

Though the above would be employed in the class, the students needed more concrete objectives for the course and ways they would be achieved. The following is an excerpt from the list of objectives and class procedure handout which was included in the syllabus distributed to students on the first day of the course.

Objectives:

1. To improve not only listening and reading skills, but also writing and speaking skills for communication.
2. To increase TOEIC scores by an additional 80-100 points; much more importantly, to improve communication skills in corresponding to personal scores.
3. To obtain well-balanced skills of reading, writing, listening, and speaking as well as knowledge about basic grammar.

Table 1 Excerpt from the 30-week course schedule

	Listening / Speaking Vocabulary	Grammar	Reading	Speaking Writing Assignments
Week 2	*Photo discussion 5 min. Listening	Textbook Unit 1 homework		
Week 3	5 min. Listening *Quick Q and A	Homework collected (Checked by the teacher)	*In-class reading exercise	*Topic-based speaking activity Writing assignment draft
Week 4	5 min. Listening *Shadowing	*Feedback *Grammar discussion Textbook Unit 2 homework		*Writing assignment (peer proofreading)
Week 5	5 min. Listening *Pair-Shadowing Vocabulary quiz	Homework collected (Marked by the teacher)	*In-class reading exercise	Writing assignment final draft *Topic-based speaking activity / role play
Week 6	*Photo discussion 5 min. Listening	*Feedback *Grammar discussion Textbook Unit 3 homework		

* indicates pair/group work.

The students used the textbook, *Workout for the TOEIC® Test Book 2* published by Seibido. The reasons for choosing this textbook were 1) each of the twelve units covers both listening and reading sections classified by the same theme, 2) each unit covers one grammar point, 3) the textbook comes with an audio CD for self-study, and 4) the amount of material and the level of difficulty of the textbook are not overwhelming for the students. In addition to this textbook, I prepared additional supplementary materials for students, approximately double that of the quantity in the textbook.

In this way the objectives of the course and the class procedure were briefly summarized. In the following section, a wide range of activities actually conducted during the course will be described in detail.

4. Classroom Activities

4.1 Listening/Speaking

4.1.1 Photo Discussion (TOEIC Part I: Photographs)

On the TOEIC test in Part I, for each question there is one picture in the test book, and the examinee hears four statements only once. They are not printed in the test book, so the examinee must listen carefully and understand what the speaker says. It is common for the examinee to confuse what appears in the picture with their own interpretation. The following discussion can be effective in distinguishing description from interpretation or vice versa.

First, the students are divided into groups of three or four. Given a time limit, they look at a few pictures to consider. Next, each member of the group describes the

pictures using one sentence until they have nothing more to add; they cannot mention *what they think* about the pictures. Last, they talk about not what they have described but how they interpret the pictures.

As the students get used to this discussion format, it takes about ten to fifteen minutes to complete the three steps in English. After the discussion, they will actually try Part I of the TOEIC practice in their textbook. Because of the discussion prior to listening, the students become more focused on what they are going to hear as well as the correct answers. Furthermore, since their discussions have been carried out in English, the students will be able to follow my explanations in English when I explain why certain answers are correct or incorrect depending on whether they are descriptions or interpretations.

4.1.2 Quick Q and A (TOEIC Part II: Questions and responses)

Part II of the TOEIC tests the examinee's ability to respond to an oral question. The examinee will hear a question, and then three possible answers. Nothing is written in the test book so the examinee must listen to both questions and answer choices very carefully.

In class, the students will first try Part II of the TOEIC practice in their textbook. I select questions that are more related to the students' daily lives rather than business situations, or I modify the questions accordingly, so that the students will feel more familiar with each situation.

Every student is assigned one selected question on a piece of paper, for example, "Do you know when the next class will start?" or "What time do you have to be at school tomorrow?" Soon after they receive the questions, they circulate around the classroom for a few minutes and ask as many peers as possible that question. Their goal is to ask the question clearly and the peer must answer the question appropriately with their own original responses as quickly as possible. This activity allows the students to interact with many other students in class and helps create a stimulating learning atmosphere as they also practice their listening and speaking.

4.1.3 Pair Skits (TOEIC Part III: Short conversations)

In Part III of the TOEIC test, the examinee listens to a short conversation between two people, then answers three questions about the dialogue.

In class, the students will first try the TOEIC practice in their textbook and try to understand what each short dialogue is about. At this point, some of the students may still have some questions. Looking at the script, each pair decides which part s/he wants to play. In pairs, they briefly discuss what each line means, how words should be pronounced, and what kinds of body language would go with the dialogue. Each practices his or her own part, with my help if necessary. After a specified amount of practice time, some pairs perform their skit for the class.

The skit can be exactly the same as the script, however after the students are familiar with the activity, they may change some parts of the script or add some lines to the script and create their original skit, which was done as part of their mid-term project. Students are strongly encouraged to practice their part outside of class to develop their speaking skills.

4.1.4 Shadowing (TOEIC Part IV: Short talks)

In Part IV of the TOEIC test, the examinee listens to a short talk such as a voice mail message, an announcement, a radio advertisement, and so forth, then answers three questions about each. As before, in class, the students try the TOEIC practice in their textbook, then they *shadow* the talk as though they were an announcer or a radio show host.

The students make pairs and each picks a different short talk. Because of the limited time in class, they are asked to practice shadowing outside of class with the CD that comes with their textbook. In the following week, partners take turns shadowing each other. Because every student is going to be shadowed by someone, s/he practices his/her part seriously at home. It is usually conducted as pair work, so the students will not feel too embarrassed if they made a mistake while they are speaking. Many of the students seem to enjoy playing their roles.

These four activities all involve pair or group work, which requires the students' participation and effort. Since they work in small groups, it is easier for them to ask questions in class as opposed to when they all sit at their desks in a lecture. As they got used to these activities, they were able to do almost all of the activities only using English.

4.2 Grammar (TOEIC Part V: Incomplete sentences)

4.2.1 The Concept of K-W-L

Generally, the majority of Japanese students have studied grammar in junior high school and high school in a conventional way; that is with the teacher explaining and translating in front of the class. Recently, however, more communicative classes have also been introduced since the mid-1990s.

K-W-L, an instructional technique, which is used as a reading strategy, was created by Ogle in 1986. "Teachers activate students' prior knowledge by asking them what they already *Know*; then students (collaborating as a classroom unit or within small groups) set goals specifying what they *Want* to learn; and after reading, students discuss what they have *Learned*.⁵⁾" This concept can be called "grammar discussion" in this course. The purposes of the "grammar discussion" are the following: 1) to learn what the students already *know*, 2) to specify what they *want to know* and 3) to learn

5) Retrieved October 28, 2008 from <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2kwl.htm>.

what they want/need to know through group discussions in Japanese.

4.2.2 Grammar Discussion

The TOEIC test is a multiple-choice assessment, therefore it is not too much to say that some examinees choose their answers on a hunch. However, there is always a reason for one right answer, which the students need to understand. If students have more opportunities to consider the reasons behind correct answers, it encourages them to apply logic, not simply guess. To encourage more consideration about the grammar, students participate in a K-W-L process.

First, the students are assigned one grammar unit in their textbook, and they need to write down not only just their answers but also the reasons why they have chosen the answers on their K-W-L chart. This process helps them realize what they want to know or need to know, thus stimulates their desire to learn the specific grammar points. Then, in class, the students are divided into groups of four or five, and they discuss all the answers as well as the reasons why they have chosen those answers. Through group discussions, incredibly, some groups manage to solve all the questions they had without teacher intervention. I circulate during the class, so if some groups cannot come to conclusions, they can ask me for help or they can ask other groups who have already finished their discussions. By the time I explain or add some information as a wrap-up, most of what the students had wanted to know had already been covered in their group discussions. Finally, as their homework assignment, they complete their K-W-L chart to review what and how they have learned and/or discovered.

This discussion time is very well-received among the students, though some of them initially did not like it. Some of the reasons why they initially did not feel comfortable during discussions were: 1) they did not understand what the point of this activity was, 2) they felt intimidated by their peers for some reason, and 3) they were not confident about their grammar knowledge. Yet, after doing this a few times, the students commented that they began to answer the questions more logically because they needed to explain their answers to their group members. They also commented that after group discussions they remembered the important points better than they had only listened to their teacher's explanation in class.

4.3 Reading (TOEIC Part VI: Text completion & VII: Reading comprehension) with Speaking and Writing

4.3.1 Reading Comprehension Exercise

In Part VI of the TOEIC test, the examinee reads four passages, for instance a letter, a form, an e-mail message, an article, and so on. In each reading passage, there are three blanks to fill in; the questions can be testing grammar, vocabulary or idiomatic expressions. In Part VII, the examinee reads single and double passages in

the form of letters, advertisements, memos, schedules, e-mail messages, and so forth. In double passages, the examinee will be asked to make connections between the two related texts. Reading comprehension takes much time, so some reading strategies, such as scanning, skimming, reading for details, and guessing from context are required in order to improve reading skills.

In class, first, the students individually read passages in a specified limit time without consulting a dictionary. And then, even if some may not have finished reading, they form small groups and discuss possible answers. As in the grammar discussions, they talk about the reasons why they chose a particular answer. Not only do they talk about possible answers, but they explain what kinds of reading strategies they needed to employ while reading. During group discussions, the students are not allowed to look up words in a dictionary. They are strongly encouraged to try to guess meanings as a group. After the discussions, the students usually become more enthusiastic about finding the correct answers, and consequently they become more familiar with the contents.

4.3.2 Topic-based Discussion and Writing Assignment

In reading comprehension exercises, the students are introduced to a few reading passages classified by the same topic, for example, a telephone message, a job posting, an application letter, asking for a quote, writing/responding to a letter of complaint, and so on. Topics that would interest the students and those that are directly related to their daily lives should be selected. One of the most popular topics, a letter of complaint and its response, will be used to describe this task.

First, students brainstorm in a small group, discussing mostly in English, things that they might want to complain about. This brainstorming is actually related to their real-life situations -talking about how they do not feel comfortable with the temperature on the train, how a new cell phone is not working, and so on. Then, each student creates their story, including a fake company name, a product and its problem(s), and how they want it to be solved. It is important to remind the students that everyone will receive a letter of complaint from someone in class, and later they will all write a response. Their letter should not be too long because the situation is relatively formal. However, all the necessary information should be described concretely enough for someone to respond. Since the class time is not sufficient for them to finish writing the letter, the first draft is submitted the following week.

Using the checklist provided in the next class, their first draft is proofread by a peer. This procedure helps the students find not only errors in English but also helps them realize that they need to write logically and clearly in order to deliver their message and intention, especially when using English. The final draft is submitted the following week. After I have collected the letters and corrected, each student receives a complaint letter from a peer and is assigned to write a response as a manager

or clerk of a fake company. Brainstorming and peer proofreading sessions are done in the same way as when they wrote their first letter.

Other topics the students have written about include a letter of inquiry about a trip and its response, a resume and an application letter, and an invitation letter and its response.

4.3.3 Role Play

The topics illustrated above can also be implemented in role-play activities. The students are given a specific situation. Using the theme, complaints for example, one of the situations is shown below:

Student A: Your landlord just called and told you s/he is raising the rent again, the third time in six months. Talk to your landlord about this. (You are going to start to talk to him/her).

Student B: You are the landlord of the apartment. The person who is renting asks you not to raise the rent again, but you think the rent is reasonable compared to other places in the area. Talk to him/her about this.

Each student is given about five minute preparation time and each pair is given about five minutes to prepare for this role play. At the end of their role play, the students decide which was more successful. A number of various role plays have been performed in class, such as taking/giving a telephone message, giving/asking for directions, a job interviewer/interviewee, and others.

4.4 Goal Setting and Reflections

As mentioned earlier, this class is comprised of students with different backgrounds and skills such as their English proficiency, overseas experience and, previous grades, not to mention, individual learning styles and strategies as well as individual needs and wants which vary from student to student. Though the goal for the majority of students is to improve TOEIC scores, it is too vague, and they should know more exactly what they want to learn through this class and how.

It is critical that the students realize what they want to learn, but they should also understand how they learn for the sake of further learning. Their entire learning process -creating their own goals, participating in class activities both inside and outside of class, assessing the quality and quantity of their individual work, and applying their learning in practical situations- should be acknowledged and evaluated so as to recognize each learner as an individual.

At the beginning of the course, the students are given a "goal sheet", which has three categories: 1) how they want to be prepared for each class, 2) how they want to take part in classroom activities, and 3) how they want to review materials. In each category, the students are encouraged to create at least three specific goals. Every

month, as they look at their individual goal sheet, they reflect on their learning, and write how they have accomplished their goals or not, identifying any problems if necessary, and then set new goals for the following month. This helps the students become more aware of their learning process as they become more responsible for their own learning.

5. The Results of the Course

To assess the students' English proficiency, the students took a listening section of a TOEIC practice test on the first day of the course, April 17, 2006, and then the reading portion was administered the following week, April 24, 2006. To assess their growth, another TOEIC practice test was taken on January 15 and 22, 2007 in the same manner. The total number of the students who enrolled in this course was 105, but the students who missed either pre-test or post-test were not included in the data. Ninety-five students took listening section and ninety-eight students took the reading section.

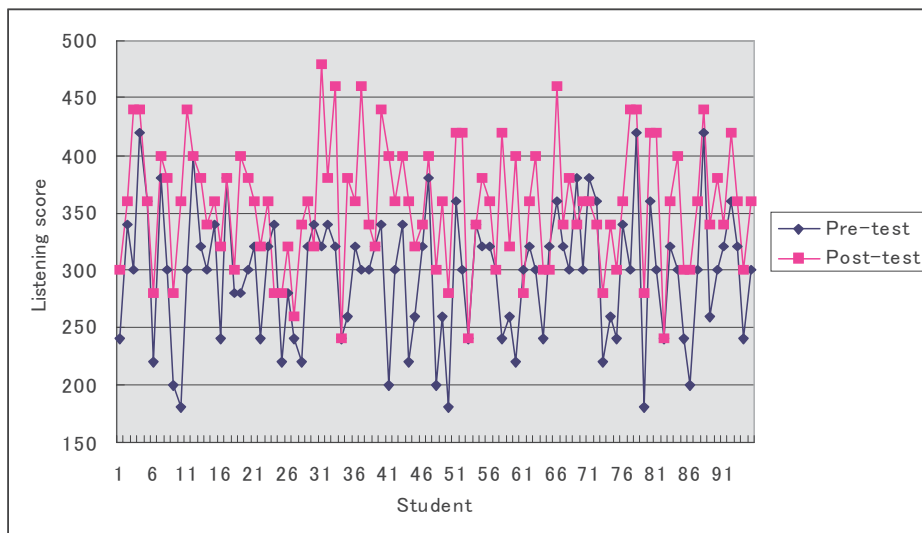


Figure 1 Comparison of 95 students' pre-test and post-test scores (Listening)

Figure 1 shows the comparison of differences between each student's pre-test and post-test listening scores. It indicates that most of the students' listening scores increased. No student had a lower post-test score. Ten students' (#5, 12, 17, 34, 39, 53, 54, 57, and 82) listening scores remained the same. Of special note, four students (#10, 41, 58, and 60) increased their scores by more than 180 points each, and seven other students (#3, 11, 31, 33, 37, 44, and 77) increased their scores by more than 140 points.

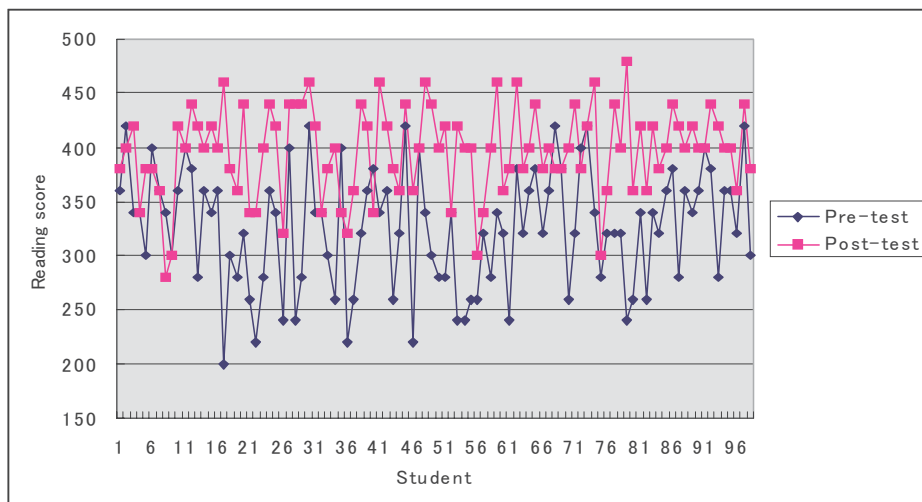


Figure 2 Comparison of 98 students' pre-test and post-test scores (Reading)

Figure 2 shows the comparison of differences between each student's pre-test and post-test reading scores. Compared to the listening section scores, more of the students increased their scores in the reading section. Figure 2 reveals that most of the students' reading scores improved. Remarkably, two students (#17, 79) were able to add more than 240 points to their previous score, thirteen students (#13, 29, 34, 46, 49, 51, 53, 54, 55, 61, 70, 87, and 93) were able to gain more than 140 points, while ten students (#4, 7, 9, 11, 32, 47, 52, 69, 73, and 91) saw no change. Similar to the listening section, no one received a lower post-test score in the reading portion.

Comparisons of the pre-test and post-test scores were also computed by the paired t-test procedure using Microsoft Excel 2003 (See Table 2) and the results show that in one year the students have made significant progress in their listening ($t(94) = -11.05, p < 0.01$) and reading ($t(97) = -11.67, p < 0.01$).

Table 2 Comparisons of pre-test and post-test scores (listening and reading)

	Pre-test		Post-test		Growth	t	
	Mean	SD	Mean	SD			
Listening (N=95)	296.42	56.72	356.63	54.94	60.21	-11.05	**
Reading (N=98)	325.31	54.76	396.73	41.69	71.42	-11.67	**

** $p < 0.01$

There are some limitations in this study. First, some of the students were English majors, which means that they take other English classes. Some students did not take any other English classes. Therefore, it is difficult to prove that the students' TOEIC scores increased solely as a result of this course. It should be noted that the only TOEIC preparation course they took this year was this one-year course. Also,

the data analyzed above is from a TOEIC practice test; which is made up of seven different parts. All seven parts should have been analyzed individually to figure out how well or poorly the students did each section. Such data would have been helpful for me to understand the reasons why the students did not do well in a particular section, and this would have helped me to understand how to improve the class activities. In spite of these limitations, the results of the students' post-test scores clearly show score gains. These positive results indicate that incorporating communicative activities in TOEIC preparation courses is beneficial in helping many students improve TOEIC scores.

I also asked students for their comments on a questionnaire distributed the last day of class. Some students commented that it was fun to be in class because they felt like they were in charge during the class, not the teacher. A few mentioned that it was very interesting to talk *about* learning English because they had never done it before, and they were able to share anxieties, beliefs, learning strategies, and so forth with their peers, which enhanced their learning. Others stated that because almost all of the class activities were done as group work, it took much time to prepare for the class, but it was worth it.

While there was much positive feedback, some negative feedback was also given. The most common criticism was related to group work: group work was not always useful and fun, it really depended on whom they worked with. It reminds us that individual students' effort, especially outside of class, should be recognized and evaluated more explicitly, so that both group results and individual results are clearly acknowledged.

6. Implication for Further Research and Future Programs

As for implications for further research, as mentioned earlier, first, each part of the TOEIC practice test should be analyzed to evaluate which activities are the most effective. Secondly, students' learning strategies and styles should also be investigated. Based on the data, it would then be feasible to examine how their learning strategies and styles affect their individual preferences and interests in various activities. At the same time, it would help to survey which factors possibly hindered their learning. Thirdly, this article has described the course and briefly examined the effects of the course. It would be valuable to conduct interviews with students to learn more precisely what they actually thought about the course to assist me in designing future courses.

I have summarized my attempts to teach a "TOEIC preparation course" using communicative approaches in a student-centered learning setting. It is very challenging to find a method that satisfies every student in class. Each student has their own personality, learning preferences, wants, needs, learning styles, and strategies. Keeping that in mind, allowing each student to create their own goals is one way to

both address these individual differences and promote learner autonomy. No matter how great a particular class might be one year, in the end, students still need to spend considerable personal time and energy on their learning for quite a long time to acquire a foreign language. If a teacher helps students develop autonomous learning skills, such as helping them learn goal setting skills, it will do much to contribute to their success as learners beyond this one class.

Takayama (2002) points out "when there is a gap between the difficulty of TOEIC and the examinees' English proficiency, the examinees tend to give up answering the questions on the test" (p44)⁶⁾. I have frequently seen this happen. In fact, soon after the students begin studying for the TOEIC, many of them give up due to the difficulty of the test. Preparing students for standardized tests is not only a process of developing test preparation skills, such as covering the relevant grammar points, it is also to a great extent a matter of helping students learn how to apply logical thinking when they approach difficult questions, instead of simply guessing or giving up. Group discussions may be one way to encourage this more logical approach, not only in test-taking situations, but also when studying English in general.

Motivating students to learn English through providing opportunities to study for and take the TOEIC test is tempting, but we must remember that *maintaining* motivation is crucial, so they can *continue* to learn. If students enjoy the class format and the approach to studying English, they may continue studying on their own after the course is completed. Just as in the course I have described here, we should always bear in mind that the TOEIC ought not to be set as students' end goal. If we set general improvement in the four skills as the end goal, and we teach the integrated skills, TOEIC scores can also improve along with the improvement in general English skill. This general overall improvement may, in the end, prove to be more motivating in the long run than the original desire to just improve TOEIC scores.

References

- 1) Brown, H. D. (1994). *Teaching by Principles*. Prentice Hall.
- 2) Dörnyei, Zoltan (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.
- 3) Dörnyei, Z & Murphey, T (2003). *Group Dynamics in the Language Classroom*. Cambridge University Press.
- 4) Gross, Barbara D. (1993). *Tools for Teaching*. Jossey-Bass.
- 5) JACET Classology Research Committee (2007). *English Language Classes in Japanese Tertiary Education*. Shohakusha.
- 6) Kojima, K. & Teranishi, M (2005). "How Can Teachers Lead Students to Acquire "True" Communicative Skills?" *Research Bulletin of The Hiroshima Institute of Tech.*, vol.4 83-91.
- 7) Ooga, R. & Pierson-Umezu, N (2004). *Workout for the TOEIC® Test Book 2*. Seibido.
- 8) Nishitani, Atsuko. (2006). "Is test preparation instruction effective in improving scores of

6) Translated by Kudo.

Incorporating a Communicative Student-Centered Approach in a TOEIC Preparation Course (Tae KUDO)

the grammar section of the TOEIC?" *Kyoto Sangyo University essays. Humanities series*, vol. 36, 93-104.

- 9) North Central Regional Educational Laboratory. Retrieved October 28, 2008 from <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2kwl.htm>.
- 10) Nunan, David. (1994). *Second Language Teaching & Learning*. Heinle & Heinle Publishers.
- 11) Shmidt, Ken. (2003). "Preparing for the TOEIC: Research and Implications" *Tohoku Bunka Gakuen University Policy Management Studies* vol.3, No.1, 73-95.
- 12) Tsujioka, Hiroko. (2008). "Communicative Activities based on TOEIC" *The Bulletin of Arts and Sciences Meiji University*, 429, 53-60.
- 13) Yamaga, Naoko. (2006). "Integration between TOEIC Results and Class Implementation" *Bulletin of Tokyo Junshin Women's College*, No.10, 1-12.
- 14) Zelman, N. (1986). *Conversation Inspirations for ESL*. Pro Lingua.
- 15) 石村貞夫(2006)『入門はじめての統計解析』東京図書.
- 16) 弥永啓子(2008)「大学におけるTOEIC対策」『京都橘大学研究紀要』第34号, 256-238.
- 17) 高山芳樹(2002)「大学英語教育におけるTOEICの活用」『武蔵野女子大学文学部紀要』(3), 33-45.
- 18) 山口光哉(2003)『心理・教育のための統計法 第2版』サイエンス社.
- 19) 米山朝二(2003)『英語教育指導法辞典』研究社.