

# Evaluating the Role of the Test of English as a Foreign Language--

Institutional Testing Program (TOEFL ITP)  
at a Japanese National University of Technology

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**Key Words:** TOEFL, testing, evaluation, reliability, validity

## I. Introduction

Our industrialized world is awash in tests. The average person in our ever more statistics-oriented society can expect to be subjected to testing, willingly and unwillingly, knowingly and sometimes unknowingly, from cradle to grave. While testing may be designed for a myriad of outcomes, one major purpose in education is to serve a "gate-keeper" function, allowing or denying prospective students the chance of advancement through the maze of academic life. This aspect of testing is certainly a ubiquitous element in the educational system of Japan. Even a cursory examination of the multitude of hurdles on the educational path for Japanese students leaves one in awe of the commanding role which evaluation plays in a Japanese student's life.

In a technology-oriented program of study, such as that at Nagaoka University of Technology (hereafter N.U.T.) on which this article is based, an argument may be made *prima facie* that students entering a Master's program should possess an adequate level of English ability to meet the demands of the curriculum. With the number of articles in English being produced on a daily basis (Champeau de Lopez), the student of technology would be challenged to keep apace of research without some ability to read science journals, etc., which are in many

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instances available only in English. Ascertaining student's English level then becomes a requisite fact for those responsible for admittance to graduate programs. On the surface, the TOEFL-ITP, which may well be described as one of the most prestigious, well-packaged, and highly promoted testing instruments for English available today, seems an ideal choice for this kind of adjudication. However, reliance on such a pre-fabricated test can lead to an unfortunate mismatch between the goals of the administrators as well as with the needs of the students themselves.

The following article briefly analyzes the appropriateness of using the TOEFL-ITP (also called Pre-TOEFL) as a screening and evaluation instrument for third year Engineering students seeking to enter the Master's program at Nagaoka University of Technology in Niigata Prefecture, Japan. As well, it seeks to address the question of possible unintended consequences for such testing in terms of whether or not it promotes or actually hinders English language learning. Several times it will be necessary to refer to a companion article in this issue of the Bulletin of Language Science and Humanities written principally by Chisato Furuya. Furuya's article treats the history of usage of the TOEFL-ITP as well as the discussion that took place in implementing this test at N.U.T. To avoid overlap with this material, only a cursory background to this history will be reviewed, when necessary, in the course of evaluating the TOEFL-ITP.

The format the following evaluation will take will be these three issues: (1) The rationale for the use of the TOEFL to screen students for entrance into the Master's program at N.U.T. will be explored. (2) Several major questions regarding the TOEFL-ITP's adequacy as a testing instrument for its purported uses will be posed. As well, references to the literature from the parent company, Educational Testing Services (ETS), which produces TOEFL will be examined to determine and assess the degree of match between the goals of the administration and the needs and abilities of the students. (3) A survey of the students regarding their reactions to the test will be

discussed to analyze what impact taking the TOEFL-ITP has had on their attitudes and behaviors regarding studying English. Specifically it seeks to determine whether there have been unintended consequences for such testing in terms of whether or not taking the test has actually promoted or hindered the language learning process, what will be referred to as a “washback” effect. (Note #1)

## **II. Testing English Ability at N.U.T.**

### **1. Perceived Needs for Evaluation of English Ability**

A major responsibility of teachers in the Engineering Departments (Mechanical, Electrical, Electronics, Environmental Systems, Civil, Materials Design) at N.U.T. is to ensure that students have a reasonable degree of comprehension of the massive amount of technical material written in English which they will have to deal with in their careers. To make sure entering students' English ability is of the highest level, and, presumably, such that they can cope with technical material in English, two examinations are held for prospective students. First is the national examination for high school graduates hoping to enter as first-year students at N.U.T. Second is the entrance examination for third-year students graduating from two-year preparatory technical colleges. This test is prepared by the English staff at the Language Center and administered independently by the university. The weighting of the English component of the latter test is 200 points on a scale of 1000, other components being tests in Science and Japanese, as well as an oral interview.

The above procedure seems to have a built-in assumption that students will be capable of negotiating technical passages in English upon entering the undergraduate program at N.U.T. However, my own evaluation of the English ability of all but a few entering students (foreign students who make up approximately 5% of the student body being excluded) would suggest that, in fact, either students are struggling mightily with authentic texts related to technology they may be expected to read, or are, bluntly speaking, just not capable of

coping with the materials presented in English at all.

The truth of the above opinion bears empirical testing, but to illustrate, let's look at one factor: students' meager vocabularies. Based on experiences with teaching a third-year reading class I have noted that rarely are levels of entering students higher than the 1000-1500 word range. This, coupled with the patent inefficiency of word-by-word reading, a legacy of the translation method of language learning most familiar to students, suggests that this observation is well-grounded.

This factor is not presented as yet another way of criticizing Japanese students' language ability, as they are merely the hapless recipients of a mis-guided approach only recently revised by the Ministry of Education. Rather, it is presented as part of the background for developing a framework from which the present use of the TOEFL-ITP at N.U.T. may then be examined. In fact, this has been looked on as a merit the TOEFL-ITP brings with it: independent verification of students' English skills.

As mentioned before, individual departments are naturally responsible for students' mastery of material in English which they must necessarily encounter in their course of studies. However, in addition, for many years the necessity of assessing students' English ability for entrance into the Master's program at N.U.T. was cast on the shoulders of department representatives without the support of either a Ministry of Education-backed examination or a test developed through the Language Center of N.U.T. The result was a mixture of tests made up by individual engineering departments with little or no coordination between them. Enter Education Testing Services with their ITP, "off-the-shelf" solution seemingly tailored for the situation.

## **2. The ITP Solution?**

Since the TOEFL is a well-established test of English proficiency, at least in North America, let's look briefly at how the ITP contrasts with the TOEFL. First, this is a test which is run very much like

the TOEFL which is administered only by paid representatives at selected sites world-wide according to a regular schedule. Secondly, while the scoring is handled by an ETS representative in Japan, the actual logistics of conducting the test are all carried out by personnel of the individual institution. In the case of N.U.T., staff of the Language Education Center were asked beginning in 1995 to take on coordination of administering the test (setting dates, answering questions of the students as well as questions from those administering the test) and acting as liaison to the ETS representative (procuring materials, obtaining updates on changes in the test from ETS). Thirdly, the ITP is a shorter, easier test than the full TOEFL, being based on a maximum of 500 points rather than the full TOEFL's 677 points. Lastly, the ITP is not recognized as an official score on the TOEFL by ETS, and as such it cannot be used to enter a university which requires reporting of a (minimum) TOEFL score, i.e. ETS will not send a transcript of the ITP score to another university, a service available for anyone taking the full TOEFL. This last point is moot for the great majority of N.U.T. students who have no intention of applying to another university, but it makes for an interesting factor in analyzing the appropriateness of the TOEFL-ITP. This point will be dealt with at greater length later.

With such a well-recognized and prestigious test as the TOEFL, what reservations could there be in its use as the testing instrument at N.U.T.? To summarize, the minimum requirements of a testing instrument for the purpose described above would be, 1) to determine the level of English ability of applicants for the Masters program according to criteria of reliability and validity, 2) be an easily administered test which would yield uniform data for comparing students, i.e. a standardized scale, and 3) ideally also to act as a spur for students to increase their efforts to learn English. As we will see, the latter point has had doubtful success. A further, and perhaps unvoiced criteria of the testing instrument, could be that it has name-recognition and the backing of a large and recognized testing agency. On the surface

it would seem that the above factors might all seem to be present in the TOEFL-ITP. However, we now need to discuss several factors which put the value of the TOEFL at N.U.T. into question, not the least of which are statements made by ETS itself.

### **III. Analyzing the Appropriateness of the TOEFL-ITP**

Two basic criteria come into consideration when discussing the appropriateness of any testing instrument: reliability and validity. The former is the degree to which a given test will produce the same results over several applications and refers primarily to the consistency of test scores themselves. On this count, the TOEFL-ITP could be said to have served adequately for yielding uniform test results throughout its use at N.U.T. (See Furuya 1997 for a thorough treatment of these scores.) However, as we shall see, it is this uniformity which contributes to a case against the TOEFL being the right instrument for its purported use.

The second, and for our consideration a more important factor, is the validity of the TOEFL-ITP. Validity is "the extent to which a test measures what it is supposed to measure and nothing else." (Savignon, 1983) The following section will raise three major concerns about the validity of the TOEFL-ITP itself as it is used as a screening device at N.U.T: 1) the match between both the format and the academic content of the test items and the experience and training as well as actual future needs of N.U.T. students, 2) the cultural orientation of the test, and 3) the statistical validity of the test scores currently being obtained and the arbitrary nature of the cut-off score for entrants.

In November when this test is given and students are well into the second semester of their third year, they will have attended English classes for a period of nearly nine years. During all of that time, except for the months they have spent at N.U.T., these students will have had no systematic exposure to aural English. Only in the current year will students begin to arrive at N.U.T. who have

benefited from the recently adopted curriculum of the Mombusho (Ministry of Education) which includes oral communication. It remains to be seen what impact this studying will have on their listening abilities, though initial indications seem positive. Note though, that one of the three sections of the TOEFL is, in fact, based entirely on listening. This violates a key tenet for fair evaluation: test that which has been taught and learned. In this regard, the TOEFL-ITP fails the test.

A further question for assessing the value of the listening section of the TOEFL is how important will aural skills in English be for Masters students at N.U.T.? One might argue that there could be science of technology materials in English available only on video which students may need or wish to view, or that a certain percentage of students will eventually wish to attend conferences at which the lingua franca will likely be English. For the great majority of students though, the skills of reading and writing (the latter not even a part of the TOEFL-ITP) will constitute their only required use of English either during their university days or afterwards.

Off-setting these negative aspects of the listening component of the ITP, one can say that stressing listening ability on the test will potentially bring about student awareness of their need for improving their listening ability and that the overall trend is toward increasing use of listening not only in testing but also in curriculum development. While these are valid points, and I do not wish to undercut but to support the principle of increasing listening skills, in light of the use of the ITP for admission to the Master's Program, this tool seems, again, to be an unfair one for the students.

The inclusion of a listening component is simply an unavoidable aspect of dealing with the TOEFL-ITP since it is a pre-fabricated test. As Bachman points out, "Test developers subjectively select the specific abilities to be included in a given test. For these reasons, a test score should be interpreted as a reflection of a given test developer's selection of the abilities included in a given syllabus or theory."

(Bachman, p 26) In other words, having selected the TOEFL-ITP, those who need the information/results provided by this test are in effect at the mercy of its developers, Educational Testing Services. As we shall see, this is not the major drawback to use of the TOEFL in the screening process under discussion. Nevertheless, it is a major consideration in the whole issue of validity of using this test instrument.

Related to this restrictive feature in employing the ITP is the factor of the overall purpose which drives the development of the TOEFL: the use of its scores as admission criteria by many North American tertiary educational institutions. (One student who had spent time in the United States and was aware of this factor wrote a comment on his test paper specifically asking the question why such a test was being used at N.U.T.) As a result of this underlying premise, much of the content of the TOEFL-ITP is specifically geared toward academic situations found on American campuses. A further problem with content is the matter of culturally-biased test items and their familiarity to Japanese students. Let's examine some samples from the ETS-published TOEFL Preparation Kit which illustrate the principles of culturally inappropriate content.

The first is from Part C of the Listening Comprehension Section:

"I'm sure you realize that your research papers are due in six weeks. I've looked at your proposed topics and made comments about them. The most frequent problem was proposing too broad a topic--remember, this is only a fifteen-page paper. As I return your topic papers, I'd like you to look over the schedule which sketches out what we'll do during the next two weeks. Today is Monday; by Friday, I want your preliminary outline. Please be sure to incorporate the suggestions I've made on your topics in your outlines. Next week I'll have a conference with each of you. I've posted a schedule on my office door--sign your name to indicate the time you're available for an appointment. In the conference, we'll discuss your preliminary outline. Then you can make the necessary revisions and hand in your final outline, which is due two weeks from today."



Comment: One cannot view the comprehensibility of this text for non-native speakers purely from the perspective of language. Aside from the language difficulties involved, the whole process as described by the speaker, while not inherently difficult to follow, assumes familiarity by the listener of the scenario, the propriety and procedure involved with consulting with a teacher, the relationship of teacher to student, as well as the common assignment of research papers and all that these entail. These compounding factors render the possibility of students at N.U.T. comprehending this piece of text almost to zero.

The next sample is a question from the Listening Comprehension section: (woman) I've finally decided about my history paper: I'm going to focus on the Civil War.

(man) That's so broad--do you think it'll be approved?

(narrator) What does the man imply?

Comment: A student need not only deal with the inherent language difficulties of such an exchange, but will be further befuddled if she has no background to the American Civil War, a piece of information which also seems to assume that anyone wanting to study in the United States might have at their disposal. (Note 2) While a case may be made that such test items may have some relative value for a student on a university campus in the United States if, say, their field of study happens to be history, the practical relevance for a student of technology studying only in Japan is not merely questionable, it borders on being ridiculous and violates the validity principle as stated that "a test should measure what it is supposed to measure and nothing else." Once again, I would reiterate that it also is unfair to this student that she be subjected to material to which she would likely never have been exposed.

The last two factors are both related to the statistical nature of the test scores on one hand, and what is stated and not stated in the literature of ETS on the other. To begin with the latter, it needs to be explained that a cut-off TOEFL-ITP score of 400 is set for entrance into the Masters section of two of the departments, Mechanical and

Electrical Engineering. Students from these two departments who do not achieve 400 in the November test are allowed to take it again in the following spring. The basis for using the number 400 is obscure as this grade was set some years back on a departmental basis. One could surmise that it is just far enough above the average score that it makes for a challenge to students, but the arbitrariness of a round figure such as this makes the reasoning behind its establishment suspect. (Note 3) If indeed convenience was the only consideration behind setting this score, it would call into question the rationale and fairness for using this as the hurdle for students to cross. This is particularly true in view of a point made in section IV: that students may be de-motivated by taking the TOEFL-ITP.

Finally, the most compelling of all points for questioning the value of the TOEFL-ITP for use at N.U.T. comes from a review of the literature produced by ETS itself that describes this test. From the Manual for Supervisors we find the distinction which ETS gives between the full TOEFL and the TOEFL-ITP: "The TOEFL test evaluates students' knowledge of English at the intermediate to advanced levels of English language studies" while "The Pre-TOEFL, available only through ITP, evaluates students' knowledge of English at the beginning levels of English language studies". The manual further clarifies that "Because Pre-TOEFL contains fewer test questions than TOEFL, it may be a more efficient means than the regular TOEFL test for assessing students' skills at the lower levels of English proficiency." p 5

This reference to the "lower levels of English proficiency" is much too broad considering the importance of the outcomes for which it is being put to use. ETS makes no effort to show in their literature what this "lower level of English proficiency" translates to in terms of what a test-taker can actually do at such a level of ability. They only state that the questions which make up the TOEFL-ITP are "appropriate for entry-level students in English language courses." It is an unfortunate oversight that no reference is made to any other standardized test by

which to gauge just what is the level of English being referenced.

A further piece of information offered up for comparison in the Manual for Supervisors on the surface seems to give helpful information but is really rather misleading. A TOEFL-ITP Score Comparison Table (based on the scores of examinees who took the test from July 1990 through June 1991) lists scores of 380 and 400 as being at the 45th and 56th percentile respectively (in other words, a test-taker scoring 380 would have gained a score higher than 45% of all test-takers in this group). Once again, the problem lies in having an unclear standard to gauge what this means since we are given no information about who comprises this group of test-takers or what their language skills actually are.

As this relates to the needs of the students at N.U.T. two points may be made. The first is that the traditional use of both the TOEFL and the TOEFL-ITP is as a means of assessing students' readiness to enter programs where the medium of instruction is English. Secondly, it is assumed that students are taking the TOEFL-ITP as a prelude to an intensive study in English, one meant specifically to address their points of weakness in English. Neither of these is the case at N.U.T.

In concluding this section on the meaning of scores on the TOEFL, an assessment from the head of the English Department, Andy Gillett, Department of Modern Languages, University of Hertfordshire, in ascribing values to various scores on the TOEFL states that "The score below 400 seems to be quite meaningless. Someone with 400 would be able to put sentences together, but would not be able to write an essay." Here at least is a modicum of specificity which the ETS literature lacks.

#### **IV. A Washback Effect on Students' Attitudes**

On becoming aware in the fall of 1996 of the striking mismatch between the TOEFL-ITP difficulty level and students' abilities as spelled out in the previous section, questions immediately arose of the effect on students' attitude and motivation toward English learning from

taking this test--a test far beyond the capacities of most students. (Note 4) From this interest there developed a questionnaire (Appendix A) which attempts to ascertain what, if any, impact on students' subsequent language learning arises from taking the ITP. In particular, the concern which prompted the construction of this survey was the realization that this test is clearly so much beyond the capacity of most students that it could possibly contribute to what I see as the already epidemic numbers of students who believe there is little if any possibility of their ever learning English.

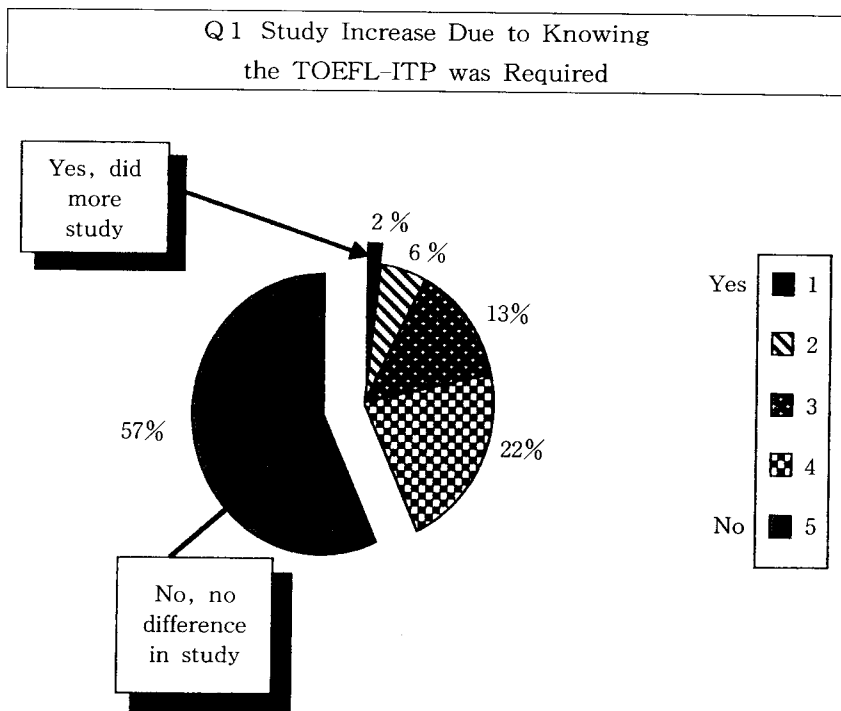
The present article admittedly lacks statistical evidence to back up such a statement. I will merely express my personal observation stemming from ten years of teaching in Japan which has provided me with a sample of some 2,500 university students. Stated frankly, the overwhelming proportion of students not only believe they are not 'good at' English, a fair enough assessment it's true, but what is more troubling, they do not believe there is any hope for themselves to learn English. The reasons for this sad state are many: lack of contact with native speakers, antiquated teaching methods and materials, lack of enough quality time spent learning English in school and the list could go on. My own concern is that the ITP is so completely out of step with learners' abilities and needs that it stands the chance of exacerbating an already discouraging state of affairs for learners.

The phenomenon of "learned helplessness" (Seligman 1990) could be said to have taken place for many language learners. Learned helplessness is a state a learner reaches when, after repeated frustration, the belief takes hold that no action will result in a positive outcome. This leads in turn to increasing and finally total inactivity. Insofar as this seems to be the case with many language learners here in Japan it is unfortunate that this is as yet an unexplored domain. Perhaps this lack of awareness of a well-documented psychological effect is due to the virtual divorce between much of the discipline of linguistics and what should be its sister science, psychology. Sadly, the results of psychological research are scarcely to be found in scholarly discussions

of language learning and teaching (Flaman 1992).

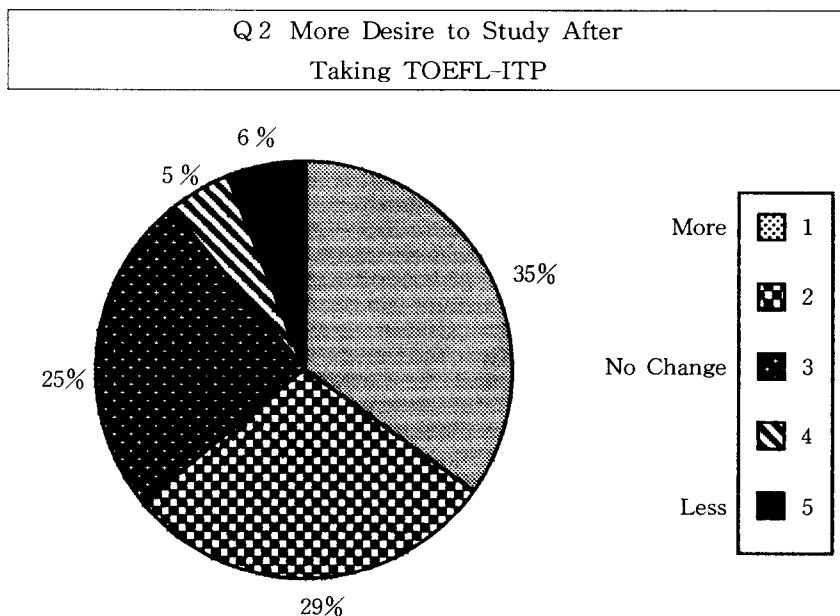
The following survey was conducted with 238 subjects (approximately half of the third year class at N.U.T.), who had taken the TOEFL-ITP in November of 1996. The selection of questions dealt with from the survey has been pared down to those most relevant to the points made in the last section leaving out items which were primarily asked for internal use.

Question 1. *I studied English more while I have been at Gidai because I knew I would be taking the TOEFL.*



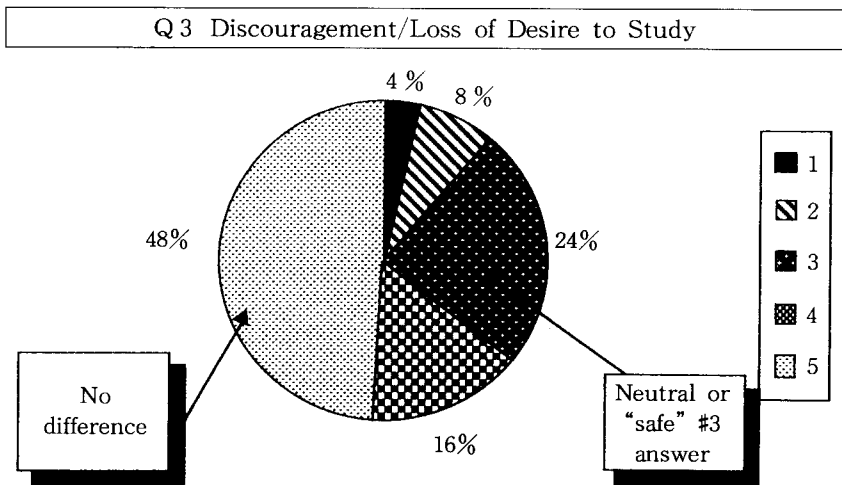
Discussion: Responses to this first question seem to show that knowledge *about* there being a TOEFL-ITP did not translate into more studying (a mere 2%). However, this may be mostly a reflection of the students not being familiar with the test or realizing its importance as a determiner for their being admitted into the Masters Program. Also, while the number of students planning to go on to the Master's Program is quite high, fully one quarter of the students have no intention of continuing. (Note Question 10 which is not graphed returned 63 No responses vs 168 yes responses with 7 not answering.) For these students then, the fact that TOEFL-ITP's results are used for entrance criteria would have no impact.

Question 2. *Taking the TOEFL made me want to study English ... (more, no change, less)*



Discussion: These results seem to indicate that there is an increased *desire* among students to study after taking the TOEFL-ITP. As the results of question 5 indicate, however, this is not as clear-cut a conclusion as might be expected. Additionally, a reservation needs expressing: is perhaps the sole reason for a putative increase in desire to study because of an increased fear of failure after being exposed to the reality of the test's difficulty? If this is so, then the result may not translate into actual increased study of English for most students. Indeed, the answer to Question 5 seems to bear this out.

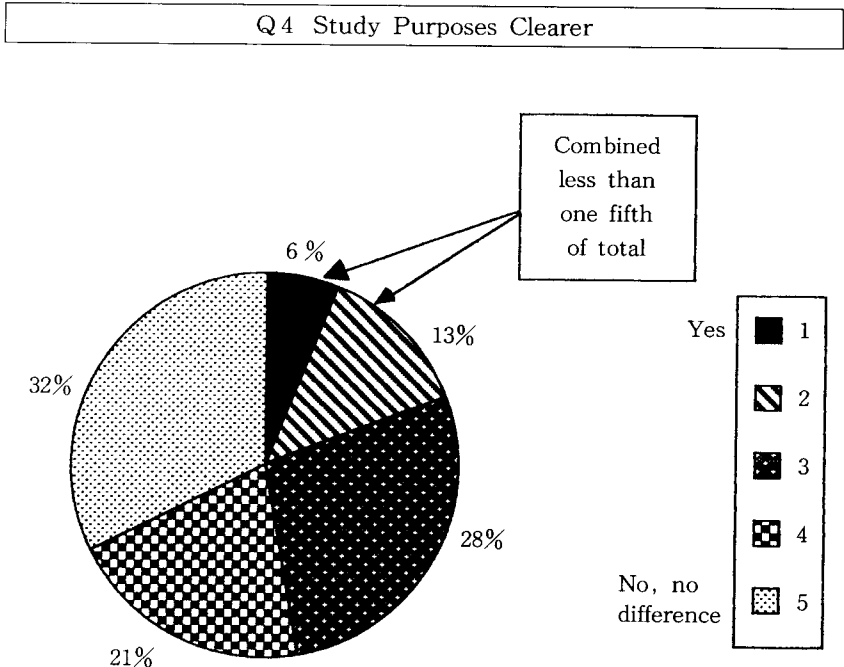
Question 3. *Taking the TOEFL discouraged me in my English study.*



Discussion: The concern expressed earlier about students becoming discouraged as a result of taking a test which is so difficult (as expressed by many of them in their written comments) does not seem to have been born out. There is a difficulty in analyzing this question since those students who are already set in their study habits may be simply unconcerned by the difficulty of this test. Regarding the large number of responses clustered around point 3 on the graph an interpretation may be that students do not have a great deal of

opinion on the question, perhaps another case of taking the 'safe' route. This is a frequent problem in administering surveys of this kind where students are asked for their opinions/reactions and take the most neutral answer.

Question 4. *My goals in studying English are clearer now than before taking the TOEFL.*

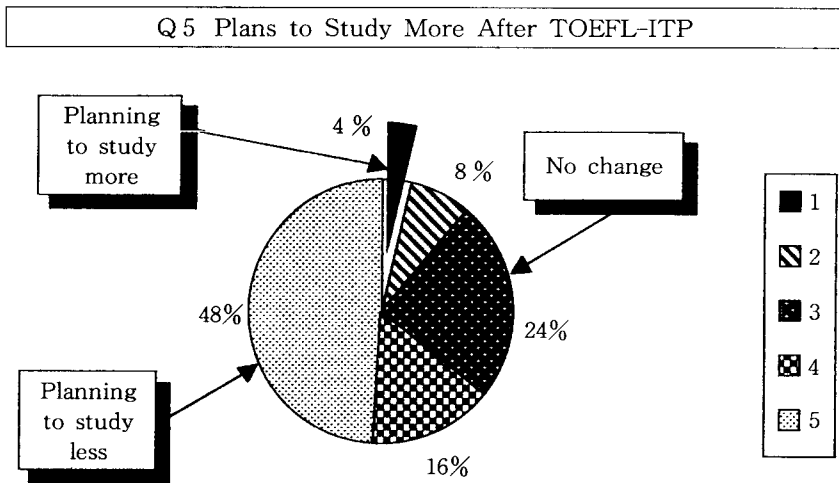


Discussion: While it could have been assumed that taking the TOEFL-ITP with its distinct format would help to crystallize students' goals, such is clearly not the case. Of the 238 answers, fully four fifths, 192 responses, were from the 3 to 5 range, seeming to show very little change in students feeling they now have a more clear-cut goal. One interpretation of this result is that students may not have clear ideas of how to go about their studies of English. Alternatively, it is possible



that students may not believe their studying will have much impact on their performance, a 'why bother anyway' approach. Considering the following result, this interpretation may be quite viable.

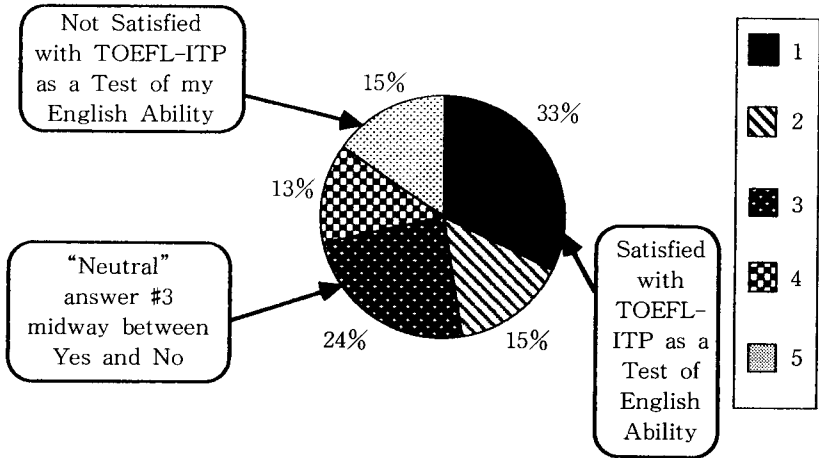
Question 5. *I actually plan to study English more now because of taking the TOEFL.*



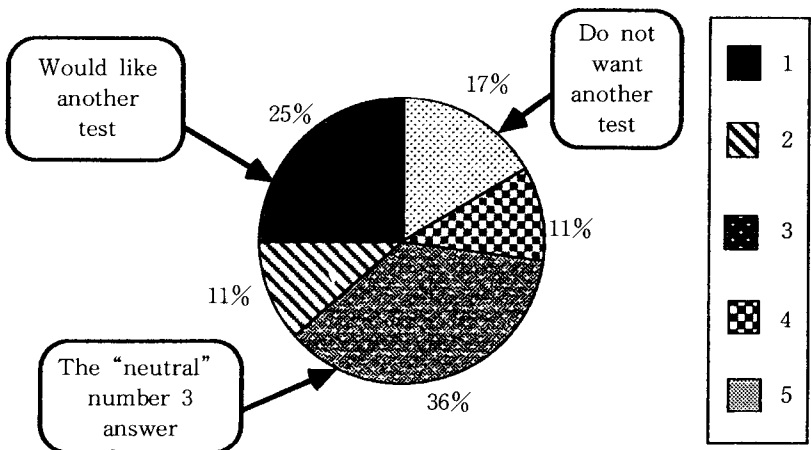
Discussion: The surprising finding from this question is the wide discrepancy between the students who answered question 2 by saying they wanted to study English more (62% in the affirmative response categories of 1 and 2) vs those who say here they will actually study less (64% for response levels 4 and 5). How to explain such a gap? A possible solution is that students may be confusing the kind of study being referred to, i.e. formal classroom study with mandated classes, or study which is planned and initiated entirely on their own. If the first has been applied in the case of question 2 and the latter applied in question 5 then it could supply a partial reason for the discrepancy between these closely related questions. (*Note: Question 6 results are not listed*)

Question 7. *I am satisfied with using the TOEFL as a test for rating my English ability.* / Question 8. *I would like a different test for rating my English ability.*

Q7 Satisfaction with TOEFL-ITP



Q8 Preference for Another Test



Discussion: These questions will be dealt with together since their basic thrust is the same regarding students' satisfaction with the TOEFL-ITP. Once more, contrary to the hypothesis that this paper began with, students seem to be generally in favour of the test. However, three points can be made. The first is that students do not generally have much or any acquaintance with formal tests of English other than the Entrance Exam. With this consideration, the premise of whether this question can be interpreted in a way that yields valuable input or not is doubtful. Indeed, the second point, that such a large number of responses were number 3, the "neutral" answer (the largest percentage in Question 8 and second largest in number 7) would substantiate this. The third point is the need to not discount the number of students who, despite the points just made, do have a dissatisfaction with the test (39 gave a strong yes answer to Question 8, i.e. they would like another test). Finally, an observation concerning the students who were in favour of the TOEFL-ITP. Could this be a case of better the devil you do know than the devil you don't, i.e. better to stay with a test that is now known rather than say there is a desire for a different (and potentially harder?) one.

## **V. Conclusion**

The major impetus for developing the above survey which led to this article was to determine whether students were discouraged in their English learning as a result of taking the TOEFL-ITP. While a clear answer was not obtained to this question, it would be safe to say that the use of this test is not having much impact on promoting English study and learning at N.U.T. Moreover, the results obtained do not preclude the chance that students are further discouraged at their poor performance. Another contrasting possibility is that students may feel resigned to their English ability level and have given up expending much effort at learning English long before taking the TOEFL-ITP.

This article has attempted to raise questions about the efficacy of use

of the TOEFL-ITP for the purposes it has been meant to fulfill. As has been argued, major problems obtain from using any such 'off-the-shelf' diagnostic instrument. Perhaps the most apropos statement to end with is from ETS, from the TOEFL Test and Score Manual 1995/96 edition: "The TOEFL office suggests that institutions evaluate their TOEFL requirements regularly to ensure that they are consistent with the institutions' own academic requirements and the language training resources they can provide connative speakers of English." (p 25) It is hoped that this paper will be a first step in encouraging a rethinking of the needs of students and the present use of the TOEFL-ITP at Nagaoka University of Technology.

### End Notes:

1. The way in which I am using the term 'washback' is different from Bachman's (1990) use which is the effect on instruction of implementing a given test format or content. In this paper the use of 'washback' refers to the effect on subsequent performance when learners are discouraged or encouraged by the taking of a test
2. For an excellent treatment of the role cultural knowledge plays in comprehension of meaning see Hirsch (1988).
3. The 400 score does show up often in the ETS literature simply because it represents a natural statistical reference point. However, one outstanding instance where it is mentioned is the TOEFL Test and Score Data Summary where a score of 400-447 represents a mere 1% of admissions to Undergraduate programs. (For Graduate programs no students are considered at less than the 500-547 range.) Also, considering the average score of 380 of N.U.T. students, it is ironic that ETS claims a test score increase averaging 20 points may take place just because of a test 'practice effect'.
4. While analyses of score patterns and results has been left to the aforementioned paper by Chisato Furuya, other than to note the abysmal average score of 380 among third year students, one other factor skews the result of even this low score. An average of 130-

140 students from nearly 20 countries are in attendance at N.U.T. each year, primarily from south-east Asia. The English level of these students is often exceptional, particularly those from Malaysia and the Philippines. Though a small percentage of the total student population, their scores contribute to a higher average than would be the case if only Japanese students were being tested.

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## Appendix A

### Survey for Third Year Students on TOEFL ITP

#### アンケート-TOEFL試験について

Now that you have had a chance to experience the TOEFL, we at the Language Center would like to know your reactions to this examination.

11月19日に受けたTOEFL試験について感想をお聞かせ下さい。

Answer the following questions. Please give your most honest answer, not the answer you think we would like to hear or the way you would like things to be, but your real reaction to this test (especially questions 2, 3, 4, and 5). It will help to better decide how the TOEFL is used in the future. Remember, this is an anonymous survey.

アンケートに正直にお答え下さい。希望的な回答は避けて本当の気持ちをお聞かせ下さい。特に2.3.4.5には事実を書いて下さい。皆さんの意見によって大学のこれからの英語力の評価方法を検討したいと思います。

#### TOEFLについて

1. I studied English more while I have been at Gidai because I knew I would be taking the TOEFL. (TOEFLがあることを知っていたので技大に入ってから英語を以前より勉強しました)

Yes					No (no difference)
1	2	3	4	5	

2. Taking the TOEFL made me want to study English...

TOEFLを受けたのでもっと英語を勉強しなくてはと思いました。

More			No Change			Less
1	2	3	4	5		

3. Taking the TOEFL discouraged me in my English study.

TOEFLを受けてから、がっかりして勉強する気にならなくなりました。

Yes

No (no difference)

1

2

3

4

5

4. My goals in studying English are clearer now than before taking the TOEFL.

TOEFLを受けてから、英語を勉強する目的がはっきりしました。

Clearer

No Change

Less Clear

1

2

3

4

5

5. I actually plan to study English more now because of taking the TOEFL.

TOEFLを受けてから、勉強をもっとしっかり勉強する計画をたてました。

More

No Change

Less

1

2

3

4

5

If you answered 1 or 2, please briefly tell specifically what and how you will study.

1 又は 2 と答えたかたはどんな計画を立てたか簡単に書いて下さい。

6. I would like one of my classes at Gidai to just be studying the TOEFL.

技大の授業にTOEFL準備クラ作って欲しい。

Yes

No Opinion

No

1

2

3

4

5

7. I am satisfied with using the TOEFL as a test for rating my English ability.

TOEFLは英語力調査としてよいと思います。

Yes

No Opinion

No

1

2

3

4

5

8. I would like a different test for rating my English ability.

英語力調査には別のテストを使って欲しい。

Yes

No

1

2

3

4

5

9. I study English outside of my regular classes.

私は授業以外で英語を勉強しています。

Yes

No (please circle one)

10. I hope to go on to the graduate program at Gidai.

私は技大の大学院へ進学する予定です。

Yes

No (please circle one )

If you have a special comment you wish to add regarding the TOEFL, please write it in the space below. Leaving the space blank is all right.

TOEFLについて何か御意見がありましたら、下のスペースに書いて下さい。