

Successful Strategies: Test-Taking Strategies for the TOEFL

Neil Heffernan

Hiroshima Shudo University, Japan

The TOEFL is an increasingly important test in the Asian EFL context. Learners who wish to study abroad realize the importance of the test and garnering a high score on it. This paper will outline the specific learning strategies employed in a recent TOEFL preparation program in Japan. It will delineate the specific strategies that can be used to improve learner abilities on the test and how scores can be dramatically improved through the use of language learning strategies. Further, through the use of these strategies, learner satisfaction with TOEFL preparation courses can also be greatly increased. This paper will then outline the results of a recent TOEFL preparation program—in which there were 116 participants—that used such strategies with great success. Finally, the results have pedagogical implications for teachers and learners alike: a well-constructed TOEFL preparation program can successfully prepare learners for the test, thus increasing their satisfaction with the methods employed in such a course.

The Test of English as a Foreign Language (TOEFL) is an essential test for Japanese (and in a larger context, Asian) university students wishing to study at a university in the United States, Canada, or any other country where English is the language of instruction. The importance of the study-abroad experience for these students has been well documented in the related literature (Geis & Fukushima, 1997; Heffernan, 2003; Itoko, 2002; Mulvey, 2001). The TOEFL has two formats: Paper-Based (PBT) and Computer-

Based (CBT). The TOEFL consists of four sections: listening, structure/written expression, reading and writing. For students taking the PBT, the writing section is omitted. Both forms of TOEFL are official and acceptable for student use; however, the PBT is limited in scope in that it can only be used by congruent institutions, whereas the CBT is an internationally recognized test.

The Test of English as a Foreign Language (TOEFL) is a major indicator of non-native speakers' English ability. It is used worldwide to measure the English language aptitude of students who apply to universities and colleges in countries where English is the language of instruction. Scores on the TOEFL are required by more than 4,400 universities and colleges around the world at the graduate and undergraduate levels (Abraham, 1990). Although the TOEFL may not be as popular as the Test of English for International Communication (TOEIC) (in terms of the total number of test-takers per year), Japanese university students are acutely aware of the importance of this test and the ramifications it may have on their futures. This awareness is all too evident when one looks at the vast amount of resources the Japanese government has invested in English language education in the past decade (Itoko, 2002). The ambitions of Japanese university students to succeed at the TOEFL comes from their desire to partake in the study abroad experience so that they may further their education.

The ultimate goal of the TOEFL is to help individuals gain the necessary English skills for academic success (Abraham, 1990). Further, with the introduction of the Next Generation TOEFL (NGT) – or iBT (Internet-Based TOEFL), as it will be known in September, 2005- major changes are on the horizon for those wanting to take the test. For example, the iBT – which will appear in the United States in September, 2005 and the rest of the world by 2006 – will be a purely Internet-based test, and will consist of reading, listening, speaking and writing sections (with each section having equal weight), with the latter two sections being of an integrated type: students will be required to use multiple skills (listening, reading, writing and speaking) to answer each question. Thus, instructors teaching TOEFL preparation courses

need to be aware of these changes in order to make better decisions about their students' academic readiness for coursework at a university where English is the language of instruction.

This paper will look at some key test-taking strategies that have been used in a highly successful TOEFL preparation program conducted at a top-tier private Japanese university since April, 2002. The rationale behind setting up the program was to assess students' satisfaction towards the test preparation program, as manifested in their pre- and post-course test scores. The results of the programs have consistently shown immense improvement in student scores, thus student satisfaction with the program has also been great. The importance of programs of this nature lie in whether or not the learners had reached their personal goals upon completion of the course; thus whether or not the learners improve their TOEFL scores.

THE CONTEXT

Since the program and teaching methods this paper deals with was conducted at a Japanese university – but should not be considered exclusive to the Japanese EFL environment – it is necessary to describe the backdrop of the Japanese university EFL setting in relation to the TOEFL. Recently, it has been shown that the overall English abilities among Japanese seem to be in decline (“Daigaku”, 2001; Monbukagakusho, 2002; Mulvey, 2001). Historically, Japanese college age students have displayed poor performance on the TOEFL test (Honna, 1995; Sawa, 1999). This was further demonstrated in the 2002-2003 official publication of the Educational Testing Service (ETS), which showed that Japanese students ranked in the lowest ten-percentile in the world on the TOEFL (ETS, 2003), with Japanese test-takers receiving a mean score of 186 on the CBT.

As if to underline this grave situation, Japan ranked second behind China and slightly in front of South Korea in the number of test-takers in 2001-2002; China had 163,928, Japan had 84,092, while the number of Korean

test-takers was 76,984. These three groups of nationalities represent the three highest number of test takers in the world. In spite of the high numbers of Chinese and Korean test-takers, their respective mean scores were well above that of their Japanese counterparts: 207 for Chinese and 205 for Koreans (ETS, 2003). Thus, in light of these numbers, the need for Japanese learners to greatly increase their TOEFL scores is quite pressing. Alas, it is clear that Japanese learners need to raise their scores substantially in order to keep pace with their Asian counterparts. Specific teaching methods, strategies and the results of how they affect a TOEFL preparation program are presented in later sections of this paper, and will hopefully work towards achieving this goal.

With a recent increased interest in the study-abroad experience, Japanese students feel that they have more chances of improving themselves academically if they are given this opportunity while in university. Further, with the recent trend of Japanese universities relaxing their admission standards in order to increase their enrollment levels (Mulvey, 2001), the study-abroad experience offers a more inclusive education for Japanese students. General disillusionment with Japanese university entrance examinations has also led to this phenomenon (Brown, 1993; Cutts, 1997; Frost, 1991; Tsukada, 1991). Also, compared to twenty-five years ago, it is now relatively easy to enter a Japanese university, with matriculation rates of approximately 48.9% (as opposed to 46.9% in America) (Monbukagakusho, 1998, 1999a, 1999b). In addition to this, scores on the entrance examination tests have been steadily declining over the past 10 years or so (*Daigaku*, 2001; *Misu-machi*, 1999; Monbukagakusho, 2000). This decrease in skills includes subjects such as science, math, Japanese and English. However, in light of this decrease in skills, many students already in university are increasingly eager to go abroad to either supplement or continue their education. This is seen in the great number of students taking the TOEFL in order to gain entrance into an overseas university.

TARGET AUDIENCE

With the above points in mind, the Japanese Ministry of Education developed a tactical plan to foster English abilities among Japanese. This plan included improving university entrance examinations, boosting the motivation of learners, revising educational content (including how and when English is taught in schools), and upgrading the teaching system (Monbukagakusho, 2002). This recent investment of resources by the Japanese government into the teaching of English in the country is a key element when considering the amount of interest the TOEFL has received in Japan. Accordingly, when the Japanese Ministry of Education introduced a program offering a 12-month grant to students who score well on the TOEFL in 2001, the number of university-aged students taking the TOEFL test increased significantly. The Japanese government has since realized the pressing importance of having students who can perform well on the test: a general guideline being that a score of at least 500 on the PBT or 173 on the CBT will garner entrance into an undergraduate program at a North American university.

The target audience for the preparation program outlined here was Japanese university students. The program outlined here has been in operation since April, 2002 and runs four times a year: an intensive course (fifteen 5-hour days of study in three weeks) twice a year; and a ten-week course (twice-a-week for 3 hours a day) twice a year (results and analysis of one such course will be outlined in the penultimate section of this paper). The students enrolled in this non-credit course (for which they had to pay an extra fee) are divided into three proficiency levels based on a pre-course placement test.

Any successful TOEFL preparation program should effectively groom students for the test, with the ultimate goal of increasing any previous score they may have achieved. In addition, test preparation programs must also appeal to the students enrolled in them and provide the learners with instruction tailored for their specific needs.

THE PROGRAM

For the purposes of the program described here, the goal was for a majority of students enrolled in the course to achieve a 50-point gain score from the placement test to the achievement test. This goal has constantly been met since the inception of the course (with 58% of all students over a three-year period achieving this benchmark), thus making the program a qualified success. In addition, an overwhelming majority of students increased their score by some margin. Naturally, the margin by which students increase their score can be called into question. But as the results below will indicate, this margin was quite substantial for most students.

Seeing as a course of this nature is still quite uncommon in most Japanese universities, it is worth noting that this particular program worked because it took place in a Japanese setting. However, the steps and strategies outlined in this paper need not be considered exclusive to the Japanese EFL environment; indeed, they can be applied to most any setting that endeavors to implement a TOEFL preparation program by focusing on the precise needs of the students enrolled in the course. The ultimate aim of any TOEFL preparation course should be a substantial increase in student scores on the test, resulting in student satisfaction in the course of study.

Teachers for the courses are selected in-house, giving highest priority to those with extensive TOEFL teaching experience. This last point is critical, seeing as any TOEFL program that endeavors to be successful must have experienced teachers with an in-depth knowledge of the test.

Classes focused on the four skills in the test: grammatical skills such as recognition of and the ability to manipulate verb forms, pronouns, nouns, clauses, parallel structure, conjunctions, and comparisons; listening skills such as listening for detail, conditions, synonyms, questions, idioms, and anticipation of questions, answers and topics; reading skills such as vocabulary, stated and unstated detail, drawing conclusions, making inferences, finding main topics, and determining the tone and purpose of a passage; and writing skills such as developing ideas, sentences, vocabulary, and paragraphs into

meaningful prose.

It was here that the teachers' familiarity with the TOEFL test—and with their learners' individual needs—was employed. Each teacher had his or her own personal strategies that worked with each class, but a general set of strategies were employed by all teachers involved in the program (discussed at greater length in the next section). A good TOEFL preparation course needs to educate teachers as to how to properly implement learning strategies in their classrooms. The next section will discuss the importance of learning strategies and the specific strategies used by the teachers in each class.

LEARNING STRATEGIES

The use of learning strategies has long been promulgated in the EFL/ESL classroom. They can be of great use to learners wishing to improve their language abilities, and – as in this case—greatly improve test scores. A whole host of researchers have outlined the benefits of teachers employing learning strategies with their learners and teaching them how to use them (Nagy & Herman, 1987; Oxford, 1986). The most effective and commonly known learning strategies that have been researched are: keyword (Pressley, Levin, & Delaney, 1982); semantic processing (Beck, McKeown, & Omanson, 1987); and contextual (Sternberg, 1987). All three have relevance to the TOEFL, but two in particular—keyword and contextual—have specific consequences when used in relation to the test and how preparation courses should be taught. Comprehensive understanding of these two strategies ensure that L2 learners can negotiate difficult vocabulary they may encounter when listening or reading; the key to understanding a foreign language (Krashen, 1989; McCarthy, 2004). Thus, when students come across unknown vocabulary in a listening or reading context, they can use these strategies to aid their comprehension of difficult words. These strategies help students learn more effectively by teaching them how to monitor their own performance while learning and how to overcome problems when they arise.

Seeing as L2 learners have the most trouble with vocabulary (Krahsen, 1989; Nation, 1990), the contextual and keyword strategies become especially important for the TOEFL, which presents a wide range of difficult vocabulary in complex situations to learners. The specific uses of vocabulary in all sections of the TOEFL present problems to L2 learners. Consequently, by learning how to take advantage of the keyword and context strategies, learners can fully understand the meaning of the sentences they hear and read on the test.

Indeed, without being able to understand the vocabulary and context of the situations presented in the TOEFL, students will have great difficulty in achieving a high score. The quality of strategies used has an implication on the success of learners' ability to successfully negotiate the meaning of difficult sounds, words and sentences (Nassaji, 2003). Therefore, instructors are well advised to teach learning strategies correctly and with the proper amount of circumspection, so as not to confuse learners, but to enhance their chances of understanding the meaning of texts and sounds. At any rate, it is clear that classrooms using specific learning strategies have more success than those that do not employ any (Brown & Perry, 1991). In light of this, specific strategies for each section of the TOEFL will be discussed in subsequent sections of this paper.

Listening

Clear, well thought out strategies are required in classes for students studying in a TOEFL preparation course. As discussed above, the use of learning strategies in EFL classrooms has distinct advantages. In the TOEFL preparation courses described here, all of the instructors involved used specific learning strategies to deal with each section of the test. Although each instructor had personal preferences on how to teach, the keyword and contextual strategies were utilized by all teachers.

Firstly, the listening section of the TOEFL presents clear problems to Japanese learners who are unfamiliar with English idioms, phrasal verbs, how

to draw conclusions, listening for negative expressions, and listening for question words. Further, on the iBT listening section, learners will be permitted to take notes while listening to conversations involving two or more speakers and classroom lectures involving classroom dialogue. The iBT will also require students to deduce a speakers' attitude or meaning, thus making the contextual learning strategy all the more important. So, in order to fully understand what one hears, students must be able to put strategies into immediate use while listening to conversations and talks on the test. Teachers who adequately prepare their students for these types of questions need to focus on how these forms are utilized in everyday usage. By using the keyword and context strategies, students can easily gain an understanding of the meaning of most passages on the test. For example, the following listening task may appear in the Listening Part A section of the PBT or CBT:

(man): Would you mind answering my phone for me while I am away from my desk?
(woman): Sure. I have to stay here and wait for a delivery anyway.
Question: What does the man want the woman to do? (Broukal, 1995)

By informing learners that they should be listening intently for keywords and contextual clues, instructors can point out that the words *answering my phone* are the most important in this conversation. They both set the tone for the context of the conversation and are the keywords in what the first speaker says. Thus, students who listen carefully to conversations or talks can understand their gist by focusing on the main elements of each one. Another possible example is:

(man) John missed a lot of classes this month.
(woman) Yes, that's because he was sick with the flu.
Question: What is learned about John? (Broukal, 1995)

For this question, students using the keyword and contextual strategies can ascertain that the words *this month*, *sick* and *flu* are the most important in the

conversation. So, they can imply that John has been sick for sometime and has thus missed a lot of classes.

Lastly, in order to adequately prepare learners for the listening section on the test, instructors should be aware of the need to teach techniques such as memorization skills, shortcuts to answering questions, time saving methods, vocabulary building, looking for keywords, and deciphering idioms. By teaching how to approach these types of questions in a succinct manner, teachers are giving their learners the opportunity to fully understand what they will see on the test. These are all test-taking strategies that given the appropriate amount of class time will undoubtedly assist students in garnering a high score on the TOEFL.

Reading

With the introduction of the iBT, the reading section will change quite significantly, featuring three long passages of up to 700 words. Test-takers will be required to complete narrative summaries and paraphrase readings. The readings will be followed by thirteen or fourteen questions based on each passage. Some of the question types will be similar to those that now appear on the PBT and CBT. However, the introduction of a new variety of questions will require learners to acquire a deeper understanding of reading passages on the test.

The new types of questions on the iBT will include 'schematic table' and 'prose summary' questions (ETS, 2005; Zwier, 2005). However, the basic tenets of the keyword and contextual strategies remain in place for these types of questions. The key is for instructors to prepare their students to use them accurately. To deal with these types of reading questions, the keyword strategy will be of ultimate importance. For the schematic table questions, learners will examine a question, and be required to group answers (by clicking and dragging text with a mouse) into schematic tables. The keyword strategy has great significance for this type of question, as learners need to be able to recognize synonyms for words that can fit into a related group.

Learners will have to understand keywords in the questions they are given in order to answer them correctly and put them in the correct schematic table or summary.

The ability to recognize synonyms for words that match keywords in the question is of paramount importance on the reading sections of the PBT, CBT and iBT. That is, knowledge of synonyms (and in turn, vocabulary) holds the key to success on the reading section of the TOEFL. Teachers should encourage their students to make word lists, where they add a new word to a categorized list upon encountering it. The use of this technique has been proven to be a success in many TOEFL preparation courses, and as long as learners are willing to constantly review their lists, they are certain to have these grouped items stored in their long-term memory for when they need to recall them. Indeed, developing skills at completing these types of questions will not only help on the TOEFL but will also make learners better readers of English in general. On the PBT, CBT or iBT, students may come across a sentence and question that says:

...The barges headed across the lake...(Phillips, 2003, p. 294).

Question: What is a barge?

By using contextual clues and keywords, learners quickly realize that *barge* and *lake* are the important elements of this sentence. They can then look through their answer choices and speculate that a barge is a boat because it moved across the lake. A similar sentence on a CBT passage might say:

...A female beaver gives birth each spring to two to four babies at a time. (Phillips, 2001, p. 433).

Question: Click on the sentence in the passage that mentions the time of year when new baby beavers are born.

By looking at the keywords *beaver* and *babies*, the reader can quickly ascertain that the above sentence has the answer to the question. The *time of the year* in the question is answered by looking at the words *each spring*.

Thus, the reader clicks on the part of the passage that contains this sentence. Clearly, comprehending keywords in the above sentences gives students an idea of how to answer them. In fact, learners do not even have to read the whole passage to find these answers: they merely have to locate the keywords in the question, match them to the passage and then match them again to their answer choices. Instructors who emphasize the importance (and in some cases, simplicity) of this method are doing a great service to their students.

Speaking-iBT

The introduction of the iBT will undoubtedly bring about drastic changes in the way in which the test is taught in preparation classes. Japanese learners will undoubtedly exhibit a fear of this section, due to their reluctance to use the target language in its spoken form. The addition of a speaking element to the test will mean teachers will have to find the time and proper procedures to adequately tutor students on how to answer questions that are multifaceted in nature.

The speaking section of the test will feature six questions in all: two tasks focusing on the test-takers' personal experience (a familiar place or event) or personal preference (in reference to specific actions or situations); two tasks utilizing a reading/listening/speaking question based on a university campus related problem or a reading/listening/speaking academic task based on an academic subject; and two problems based on a listening/speaking situation where the test-taker will have to listen to a problem and then give a possible solution, and a listening/speaking academic problem where the test-taker must listen to and give a spoken summary to a talk given by a professor in a university class. All of these tasks require the learner to listen and read intently in order to deliver an appropriate spoken answer.

Given that a learners' answer depends on how well he or she has understood what was heard or read, the importance of the keyword and contextual strategies should be evident to teachers and students alike. The types of questions that will appear in the speaking section of the iBT are all

arranged around the student-university paradigm, and how university students interact with each other and their teachers within this paradigm. So, instructors should present their students with these types of situations in class, and give them opportunities to role-play them while closely monitoring their progress. This new communicative element of the iBT means that teachers must prepare their students for these new kinds of questions by providing ample opportunity for in-class speaking practice. Remembering to exploit the context and keyword strategies will allow learners to test their speaking skills and sense the kinds of circumstances they may encounter on the test (there are sample questions and situations for all of the new iBT questions located on the ETS TOEFL website—<http://www.ets.org/toefl/>) Seeing as the tasks on the iBT will be much more integrated than the current PBT and CBT versions of the test, instructors have to prepare their students for this integration of skills by teaching them the correct strategies to deal with the new variety of questions on the test.

Writing

The writing portion of the CBT and iBT presents students with extra challenges: attempting to decipher a question and writing a thesis-based answer in a thirty-minute time allotment (CBT and iBT); and performing an integrated task that includes listening, reading and writing in thirty-minutes (iBT). More specifically, the writing section on the iBT will be comprised of two types of questions: one reading/listening/writing task where the test-taker reads a passage about an academic topic, listens to a lecture about the same topic, and then answer a question based on the relationship between the reading and the listening; and one task in which the test-taker must state, explain and support his or her opinion on an issue—a question type similar to the writing task now on the CBT.

Consequently, in order for learners to be successful in the writing portion of the CBT and iBT, it is imperative for teachers to promote strategies that center on the learning of vocabulary and how to effectively interpret the

questions on the test. Since one writing task on the iBT is similar to the one now on the CBT, learners will know what to expect ahead of time. However, for the new type of question on the iBT, learners must fully understand what they hear and read in order to answer the question. The contextual and keyword strategies can be employed in a similar manner as on the previous sections of the test. Only by understanding what they hear and read will learners be able to provide an appropriate written answer. Instructors should impress the importance of answering every part of the question given to them, and not only a part of it. Learners who only answer part of the question will only receive partial marks for their answers. However, those who completely understand the situation and meaning of the given tasks will be able to give a complete written answer.

RESULTS

As outlined above, the program in which these strategies have been used runs four times a year at a top-tier private Japanese university. The following results are from one such course that ran from May to July of 2005 for ten weeks. The number of students enrolled in the course was 116 (n=116). The students took a placement test two weeks before the course started, and then took an achievement test two days after the end of the course (both being the PBT). Of the 116 students in the course, 11 had taken a TOEFL preparation course before. Further, 39 had taken some form of the TOEFL prior to the placement test. The results demonstrate that a systematically taught and well-planned course can indeed garner positive results from learners, thus increasing their satisfaction with the given course of study. Further, due to the specific targeting of learning strategies by the teachers involved in the course, a case can be made that this method of teaching is indeed a beneficial one that is bound to help our learners in increasing their TOEFL score.

TABLE 1
Gain Scores from Placement Test to Achievement Test

Placement-Achievement/Increase			
340-397/57	340-393/53	340-417/77	347-443/96
347-440/93	347-400/53	347-403/56	357-440/83
357-413/56	360-440/80	363-417/54	363-390/27
367-437/70	367-420/53	380-393/13	380-443/63
380-450/70	387-397/10	387-447/60	390-460/70
390-440/50	393-463/70	393-450/57	393-460/63
393-463/70	397-450/53	397-463/66	397-430/33
400-450/50	400-440/50	400-457/57	400-427/27
403-483/80	403-477/74	403-503/100	403-430/27
407-457/50	413-443/30	413-453/50	413-423/20
413-467/54	417-490/73	420-473/53	427-467/40
427-513/86	427-503/76	430-427/-3	430-487/57
430-493/63	433-493/60	433-463/30	433-423/10
440-500/50	440-447/7	440-513/73	440-493/53
440-430/-10	440-463/23	443-503/60	443-493/60
443-493/50	443-447/4	443-520/77	447-553/106
447-450/3	450-520/70	453-493/40	460-513/53
463-477/14	463-517/54	463-490/27	463-463/0
460-537/77	467-490/23	467-533/66	467-517/50
473-500/27	473-460/-13	473-473/0	477-513/36
477-567/90	477-533/56	477-513/36	483-497/14
483-497/14	490-500/10	490-533/43	493-567/74
493-520/27	500-537/37	503-517/17	513-560/47
513-567/54	513 -567/54	517-520/3	517-480/-37
520-537/17	520-513/-7	520-547/37	520-580/60
523-523/0	523-500/-23	533-547/13	533-567/34
533-523/-10	537-560/23	537-567/30	547-580/43
557-560/3	560-550/-10	560-533/-27	567-570/3
567-570/3	567-580/13	580-593/13	580-583/3

Note: n=116

The results demonstrate that 60 students (or 52% of the total number of students) saw a gain score of at least 50 from the placement test to the achievement test. This is slightly below the average of 58% of students

increasing their scores by this margin over the past three-and-a-half years at this university. However, clearly a majority of students did increase their scores by the predetermined benchmark of 50 points. Moreover, a total of 104 students (93% of the total) had some sort of a gain score. In addition, 79 (68%) students raised their score by 20 points or more, a clear indication of success for those students. Conversely, 9 (or 8% of the total) participants saw a decrease in their score, while 3 (3% of the total) saw their score remain unchanged.

In a course of this nature, it is natural for some students to see a decrease in score. Indeed, upon reviewing student statistics at the end of the course – such as attendance, completed homework, participation, and effort – the students who had a decrease in score, or saw no change in their score, were mostly the ones who ranked poorly in these categories.

The majority of the students were undoubtedly impressed with their final scores. This assumption was manifested through an end-of-course questionnaire that was distributed to students after the achievement test results were released that illustrated students' satisfaction with their scores and the teaching methods employed during the course. Indeed, the questionnaire for this course indicated that 95% of the learners were either 'satisfied' or 'very satisfied' with the manner in which the course was taught.

CONCLUSION AND SUGGESTIONS

In light of the procedures and results of the specific teaching practices outlined in this paper, instructors embarking on teaching a TOEFL preparation program are advised to carefully plan their modus operandi well in advance. There is no doubt of the importance of the test as the primary gauge of English ability for those wishing to study abroad at a university where English is the language of instruction. Thus, as teachers in the Asian EFL context, we need to successfully prepare our students for these challenges.

Japanese learners clearly have a long way to go in terms of TOEFL success. Indeed, compared to their Asian counterparts, they are lagging. However, as demonstrated with the program outlined in this paper, with the proper instruction scores will improve and the future can be bright. As the above results indicate, program administrators and teachers who endeavor to teach the TOEFL in a methodical manner can do so with their eye on the prize: a sizeable increase in score for the majority of students enrolled in a TOEFL program, resulting in learner satisfaction with the course of instruction.

How our students fare on the test should be of great concern to us, as their TOEFL scores are a direct indication of our teaching practices. The test-taking strategies employed by instructors in TOEFL preparation classes will have a direct effect on our learners' test results. By encouraging students to use the types of learning strategies outlined in this paper, instructors can promote increased awareness about the TOEFL among their students, garner positive results from them, thus increasing learner satisfaction with our courses of study.

THE AUTHOR

Neil Heffernan has taught EFL in Japan since 1995, and is currently a lecturer at Hiroshima Shudo University, Japan. His research interests include TOEFL and CALL. He has published widely on these topics and has also written two textbooks for Japanese learners of English. He can be reached at heffernan_neil@yahoo.ca.

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