THE SPECIFICATION OF THE LINGUISTIC CONTENT FOR A TOEFL PREPARATION COURSE BASED ON TEST CONTENT ANALYSIS

A THESIS PRESENTED BY
AYSUN EȘME
TO THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

Title: The Specification of the Linguistic Content for a TOEFL Preparation Course Based on Test Content Analysis

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Language proficiency tests measure a test taker's overall ability in a given language. A world popular and prestigious language proficiency test, the TOEFL (Test of English as a Foreign Language) measures the ability to understand North American English. It is a means of evaluating English language proficiency of people whose native language is not English. Like other proficiency tests, the TOEFL is independent of any instructional program or course. For this reason, my purpose in doing this research is to help students prepare for the TOEFL by providing guidelines for a syllabus. The guidelines consist of linguistic items that should be emphasized in a TOEFL preparation course.

I analyzed 1221 TOEFL test questions from actual TOEFL tests administered in the years 1995, 1996, and 1997, and as a result of this test content analysis, I formed four lists of categories of questions which appeared in the Listening, Structure and Written Expression, Reading, and Writing sections of the TOEFL.
I also administered a questionnaire to twenty teachers at various educational institutions in Turkey, and interviewed half of the teachers who responded to the questionnaires.

To analyze my data, I calculated the frequencies and percentages of the test content analysis results, and the frequencies, percentages and means of the answers to the questionnaire and interviews. Then, I compared the results with each other.

Though the TOEFL is changing to a computer-based version this July (July 1998), what is asked in the TOEFL is all based on the same knowledge of language. In other words, what my study tries to find out - the linguistic knowledge needed to be emphasized in the preparation course - will be helpful for both the paper-based TOEFL preparation and the computer-based TOEFL preparation.

The categories formed through the test content analysis were found to be appropriate syllabus items to work on in the course. The results indicate that the teachers do not know much about the nature of the TOEFL, and that they should be trained about it, and about the degree of importance of each category. Another finding of my study is that Listening and Reading are more difficult for students than Structure, and therefore, they might receive a greater focus in the course. The results of the study also lead me to conclude that there are and should be differences between general English courses and TOEFL preparation courses. Taking into account the change of the test format, the course should also provide students with considerable test practice on the computer.
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MA THESIS EXAMINATION RESULT FORM

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The examining committee appointed by the Institute of Economics and Social Sciences
for the thesis examination of the MA TEFL student

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has read the thesis of the student.

The committee has decided that the thesis of the student is satisfactory.

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We certify that we have read this thesis and in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.

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To my beloved mom and dad,

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and

to my dearest,

Sezen,

for the special feelings we share.
CHAPTER 1: INTRODUCTION

"On six Fridays and six Saturdays a year, thousands of people in places as far-ranging as Dallas, Texas; Gwynedd Valley, Pennsylvania; Whitehorse, Yukon Territory; Victoria, British Columbia; Quito, Ecuador; Sydney, Australia; Alexandria, Egypt; Athens, Greece; Lome, Togo; Tel Aviv, Israel; and Kyoto, Japan assemble at test centers to take the TOEFL - the Test of English as a Foreign Language" (Raimes, 1990, p. 427). I would like to add to the above list the cities of Ankara and Adana in Turkey, in which students line up every month for the TOEFL. The following facts taken from the 1997-98 TOEFL Bulletin of Information give evidence that it is one of the world’s most widely accepted, relied on and therefore strikingly prestigious standardized tests:

- In 1995-1996, 884,000 people registered to take the TOEFL.
- It is given at more than 1,275 test centers in 180 countries and areas around the world.
- TOEFL scores are required for purposes of admission by more than 2,400 colleges and universities in the USA and Canada.
- TOEFL is also used by institutions in other countries where English is the language of instruction.
- Many government agencies, scholarship programs and licensing / certification agencies use TOEFL scores to evaluate English proficiency.
- Every test center is open to every properly registered person regardless of race, color, creed, or national origin.
The purpose of the TOEFL test is to evaluate the English proficiency of people whose native language is not English. As a result, for those people who hope to be accepted by the universities in North America and Canada, the TOEFL exercises a great deal of influence over their lives as the first step of the realization of their future plans.

**Background of the Study**

Every year, the Turkish government provides scholarships for a number of students who want to obtain a Ph.D. degree at American universities. These students have to score as high on the TOEFL as the university they choose to study require to accept them. Therefore, the government first finances the language course to prepare the students for the TOEFL test. Until 1996, the government sent these students abroad for their language education, after which they took the TOEFL test. If their scores were high enough to enter the university they chose, they then started their course of study. However, if the scores were not high enough, the students had to continue the language courses, which required extra financial support from the government. To protect itself from this extra burden, starting next year the government has mandated that students chosen to be sent abroad will take TOEFL preparation courses at certain universities in Turkey before taking the TOEFL, and only if they score high enough on the TOEFL will they be able to study at their chosen universities in the USA. These new one-year TOEFL preparation courses will be provided by eight universities all over Turkey, one of which is Çukurova University. The course will cover all sections of the TOEFL: Listening, Structure and
Written Expression, Reading, and also Writing since this will be a compulsory component of the new format of the TOEFL.

**Statement of the Problem**

Teachers see many students who seem proficient in general English courses but who do not do well on the TOEFL. In an informal survey I carried out while I was teaching in a TOEFL course at Çukurova University, for example, more than half of the 21 students, all of whom were research assistants at various departments of Çukurova University, stated that they suffered from not being able to understand the lectures and conversations in the Listening section of the TOEFL. They also indicated that they were familiar with neither the idioms, the phrases nor the question types in this section. They had more or less the same problem in all sections of the TOEFL. For example, another problem area for the students was gerunds and infinitives in the Structure and Written Expression section; the students were not able to discriminate between the two appropriately, mostly because not enough class time was allocated to teaching gerunds and infinitives. This implies that course content should be analyzed closely in order to determine what a TOEFL examinee must master in order to understand and use the language on the test efficiently.

**Purpose of the Study**

This study will basically investigate the content of the TOEFL test in order to provide guidelines for the syllabus of a new TOEFL preparation course through the specification of the test content. In other words, I will specify what should be taught to students for each part of the TOEFL. In order to do this, I will first analyze the types of questions in the test, and secondly, refer to the TOEFL preparation courses
in general, assessing them both independently and in comparison to other language
courses in order to find out if there are and should be differences between the content
and teaching of the two types of courses, and if so, what they might be. After the
completion of the study, the results will be used to help design an effective TOEFL
preparation course to be offered by Çukurova University. More specifically, the
course syllabus will be shaped according to the guidelines this study will suggest.

Significance of the Study

With this study, I hope to provide information which will improve the
performance of both learners and instructors. When changes occur in the TOEFL,
different strategies are used to test linguistic and communicative elements; however,
that is not to say that the knowledge that the test measures changes. For this reason,
the results of this research are anticipated to be long-lasting even though major
changes in the TOEFL will begin this summer, July 1998.

Apart from this, I hope that the conclusion I reach at the end of this study will
not only be of benefit to my institution, but also to the other seven universities which
will offer this TOEFL preparation course for students who will study abroad. As for
the examinees, since they are supposed to be sent to the USA if they score high
enough on the TOEFL test, I predict that this study will contribute both to the
achievement of their goals - being proficient enough to score high on the TOEFL and
being sent to the university at which they desire to study - and to the improvement of
their communication skills, which will facilitate their everyday life and study in a
foreign country.
Aside from this, I anticipate that this study will also address the government’s need to decrease the expenses of student education abroad. It will contribute to a more economic use of time, energy, and money in Turkey.

In sum, this research is important for social, educational, and economic reasons.

**Research Question**

The issue investigated by this research is what linguistic items should be focused in a TOEFL preparation course based on consideration of improving the students’ ability to understand North American English, which is what the test measures. For this reason, in order to specify the content of a one-year TOEFL preparation course, this study will address the following research question:

Based on a content analysis of the Test of English as a Foreign Language, what linguistic content should be emphasized in a TOEFL preparation course?
CHAPTER 2: LITERATURE REVIEW

Introduction

In Chapter 1, I pointed out that I would do this study as part of the design of a TOEFL preparation course and would specify the content needed to be emphasized in the course. In this chapter, I will begin the review with the basic considerations of course design and syllabus along with the language content. The second part will present an overview of the language proficiency tests, and the third will give background information about the TOEFL. In the fourth part, I will describe the TOEFL test itself. The fifth part will explore the testing and teaching relationship - backwash effect. In the last part, I will specifically focus on the backwash effect as it relates to TOEFL preparation courses.

Basic Considerations to the Course Design

Course Design

Course design requires not only an understanding of the proposed course goals, but also an understanding of student goals. According to Hutchinson and Waters (1987), it is “the process by which the raw data about a learning need is interpreted” to lead the learners to a particular level of proficiency, adding that in practical terms, course design involves the use of the theoretical and empirical information available to produce a syllabus, to select, adapt or write materials in accordance with the syllabus, to develop a methodology for teaching those materials and to establish evaluation procedures by which progress towards the specified goals will be measured. (p. 65).
My purpose is to achieve the first of the factors mentioned above by Hutchinson and Waters - to use theoretical and empirical information to generate a syllabus - since my intention is to provide guidelines for a TOEFL preparation course syllabus at the end of this study.

One way of planning and designing instruction is described by Gagne et al (1988). The characteristics of their method is set forth in five major points below:

1. Instructional design must aid the learning of the individual.
2. Instructional design has phases that are both immediate and long range.
3. Systematically designed instruction can greatly affect individual human development.
4. Instructional design should be conducted by means of a systems approach.
5. Designed instruction must be based on knowledge of how human beings learn. (pp. 4-6).

Hutchinson and Waters (1987), and Gagne et al (1988) emphasize the use of theoretical knowledge about learning in order to meet particular learner needs. Gagne et al also underline the importance of being systematic because they believe that a systems approach will help to achieve effective and appropriate design, and increase learners’ success.

According to Yalden (1987, p. 3), setting up a new course implies “a skillful blending of what is already known about language teaching and learning with the new elements that a group of learners inevitably bring to the classroom: their own needs, wants, attitudes, knowledge of the world, and so on.”
All of the views presented above gather round the same focus: particular needs of learners. My aim in doing this research is to find the answer to part of this issue: what learners need to learn in the TOEFL preparation course, which will also form the first step to designing a syllabus. Syllabus is in actuality another dimension to course design.

**Syllabus and Course Content**

Yalden (1987) presents theories of syllabus design as one of the richest sources of inspiration in course design. Scrutinizing the syllabus and methodology, Yalden (1987) states the importance of syllabus in explicit terms:

With the advent of more complex theories of language and language learning, as well as a recognition of the diversity of learners’ needs, wants, and aspirations, the concept of the syllabus for second language teaching has taken on new importance and has become more elaborate. As a result, it has been examined at length, particularly in the context of English for specific purposes programs, but also more and more in general planning for language teaching . . . The syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a certain coincidence between the needs and aims of the learner, and the activities that will take place in the classroom. (p. 85).

In the above quotation, Yalden also marks the agreement between learner needs and the reflection of these needs in the classroom setting. This is very relevant to my aim since my research will be an exemplification of TOEFL learners’ needs, and based
on this what should be taught in the TOEFL classroom. In order for the course goals to be achieved, the latter is always affected by the former.

When we look through the literature, we see that some writers use the terms “syllabus” and “curriculum” interchangeably. The way I use syllabus in this study is reflected in the explanation of the distinction made by Nunan (1988). While probing the scope of syllabus design, Nunan (1988) clarifies the difference between “curriculum” and “syllabus” as follows:

I have suggested that traditionally syllabus design has been as a subsidiary component of curriculum design. ‘Curriculum’ is concerned with the planning, implementation, evaluation, management, and administration of education programmes. ‘Syllabus’, on the other hand, focuses more narrowly on the selection and grading of content (p. 8).

It is compatible with the above explanation to say that curriculum design concerns the course design as a whole whereas syllabus design concentrates on the content of the course, which acts as a guide.

In order to avoid confusion, it seems also relevant and necessary to make clear what I refer to by “content.” The mass of knowledge to be taught or learned is what I mean by this concept, and a syllabus is a document that characterizes this knowledge.

In the course of arguing the problems and principles of syllabus design, Widdowson (1990) explains what he means by syllabus as below:

I shall take a syllabus to mean the specification of a teaching programme or pedagogic agenda which defines a particular subject for a particular group of learners. Such a specification not only provides a characterization of
content, the formalization in pedagogic terms of an area of knowledge or behaviour, but also arranges this content in a succession of interim objectives. A syllabus specification, then, is concerned with both the selection and the ordering of what is to be taught (cf. Halliday, McIntosh, and Stevens 1964, Mackey 1965). Conceived of in this way, a syllabus is an idealized schematic construct which serves as reference for teaching. (1990, p. 127).

Widdowson (1990) presents two different trends in the characterization of content. In the first, the content characterization is done in reference to formal models of linguistic description. According to the second trend, it is done in reference to concepts and actions (notions and functions), and this is a result of considerations for language use rather than language learning. In Widdowson’s words, the reason for defining language content in terms of notional/functional rather than formal structural units is that these are seen as being more immediately relevant to what learners will eventually do with the language once they have learnt it.

However, Widdowson (1990, p. 131) resists the idea that the structural syllabus denies the “eventual communicative purpose of learning,” and asserts that it implies a different means to its achievement, and that such syllabuses were proposed as a means towards achieving language performance through the skills of speaking, listening, reading, and writing. More explicitly, they were intended as a preparation for use no less than the notional/functional syllabus. Widdowson further states that although the two perspectives seem to be in opposition, they are really complementary, and each compensates the limitations of the other.
With reference to the language content dimension in syllabus design as part of course design in general, Dubin and Olshtain include three important subcomponents to content - linguistic, thematic and situational content:

Content has traditionally included three important subcomponents. Along with language content, or structures, grammatical forms etc., familiar to all, language courses have included thematic and situational content as well. Thematic content refers to the topics of interest and areas of subject knowledge selected as themes to talk or read about in order to learn and use target language. Situational content refers to the context within which the theme and the linguistic topics are presented; for example, the place, time, type of interaction, and the participants that are presented in the learning situation . . . In a syllabus or materials which emphasize the importance of situation selection . . . the elements such as structures and vocabulary would be selected to fit this list of useful, functional situations. (1986, p. 45).

Dubin and Olshtain (1986) emphasize that only after linguistic content has been created are the thematic and situational content selected. It is appropriate for the TOEFL case in that I propose that we should first understand the nature of the TOEFL and specify the language content in order to be able to draw reliable conclusions regarding what should be taught in the preparation course. After the skeleton has been devised, the other two, the thematic and situational content, are to be selected. This is because their main function is supportive and complementary to the linguistic topic, as put forward by Dubin and Olshtain (1986).
Syllabus as Organizer

According to Yalden (1987), explicitness and organizing principles are among the significant features of a syllabus. With respect to explicitness, Yalden proposes that a syllabus for language teaching must be explicit for the teacher, and should be at least partially produced for the teacher. This requirement naturally results in having the teacher participate in syllabus production, and this serves the need for economy in planning and in teacher preparation wherever the teacher acts as a course designer, with help or alone. Besides, Yalden (1987) points out that it can also be more or less explicit for the learner. This view is supportive of the idea that the learner must have some idea of content, too.

At the outset of the discussion of organizing principles, Yalden (1987) suggests that a syllabus should be first, a statement about the content, and after that a statement about methodology and materials. This signals the importance of the content of the syllabus as a directive about further steps in teaching of the course. This is relevant to test preparation cases in that both teachers and learners will have a guide to show them what they need to do, or how much they have achieved at a certain time.

Language Proficiency Tests

The concept "proficiency" is usually defined independently of any instructional program. English language proficiency tests measure the test taker’s overall ability in English along a broad scale. Such a test may help determine whether the test taker is ready for a job or task requiring entering higher or secondary education (Alderson et al, 1987).
The TOEFL is one of the most well-known proficiency tests throughout the world, and since it is the focus of this research project I will give some interpretations of proficiency tests by various writers.

**Proficiency Tests Independent of Any Course**

Proficiency tests are sometimes divided into subskills or modes of language, including speaking, listening, reading, writing, discourse competence, among others (Alderson et al, 1987; p. iv). Nevertheless, Alderson et al (1987) caution that proficiency tests may be poor tests of achievement because they do not follow the content of a specific instructional program.

Hughes (1989, p. 9) defines proficiency tests as “tests which are designed to measure people’s ability in a language regardless of any training they may have had in that language.” The content of a proficiency test, therefore, is not based on the content or objectives of language courses which people taking the test may have followed, but on a specification of what candidates have to be able to do in the language to be considered proficient.

Cohen (in Celce-Murcia, 1991; p. 487) refers to tests according to those that deal with prediction of a student’s performance, “prognosis” and those that assess the current level of accomplishments, and “evaluation of attainment,” as he cited from Clark (1972). He includes proficiency tests, which assess a student’s skill for real-life purposes, as a subset of prognostic tests.

The last interpretation of testing proficiency which will be mentioned here belongs to Brown (1994, p. 258):
If your aim in a test is to tap global competence in a language, then you are, in conventional terminology, testing proficiency. A proficiency test is not intended to be limited to any one course, curriculum, or single skill consisted of standardized multiple-choice items on grammar, vocabulary, reading comprehension, aural comprehension, and sometimes a sample of writing.

It is referred to in a number of the definitions and interpretations I presented here that proficiency tests do not rely on a specific curriculum or course, but assess a test taker’s general competence in a language. However, some researchers stress that such kind of test does have specific models of behavior with respect to particular areas such as listening, speaking, reading, and writing. My ultimate goal in doing this study is related to what they say in that as a result of this study I will provide the specifications of language content in particular sections of the TOEFL as a basis to emphasize in the course.

Proficiency for Particular Purposes

Hughes (1989, p. 9) presents two types of proficiency tests. In the first, “proficient” means having sufficient command of the language for a particular purpose. As an example of this, he suggests a test designed to discover whether someone can function successfully as a United Nations translator. He further states that such a test may even attempt to take into account the level and kind of English needed to follow courses in particular subject areas. For the second type of proficiency tests that Hughes presents, the concept of proficiency is more general. The function of these tests is to show whether candidates have reached a certain standard with respect to certain specified abilities. Though there is no particular
purpose in mind for the language, these general proficiency tests should have detailed specifications saying just what it is that successful candidates will have demonstrated that they can do.

The quotation below presents Widdowson’s interpretation of proficiency tests from a similar perspective:

Tests of proficiency . . . measure the ability to access and act upon what has been learnt to realize effective communicative behaviour. Here learner performance clearly does have to be set up against the norms of native speakers. (1990, p. 139).

Meanwhile, Brown (1996) also gives another definition of proficiency tests. According to Brown:

A proficiency test assesses the general knowledge or skills commonly required or prerequisite to entry into (or exemption from) a group of similar institutions. One example is the Test of English as a Foreign Language (TOEFL), which is used by many American universities that have English language proficiency prerequisites in common . . . Although proficiency tests may contain subtests for each skill, the testing of the skills remains very general, and the resulting scores can only serve as overall indicators of proficiency. (1996, p. 10).

Brown (1996) argues that since proficiency decisions require knowing the general level of proficiency of language students in comparison to other students, the test must provide scores that form a wide distribution so that interpretations of the differences among students will be as fair as possible, and he argues that proficiency
test should be norm-referenced because norm-referenced tests have the qualities suitable for proficiency decisions.

**Proficiency Tests and Validity**

In general terms, a test is accepted as valid if it measures accurately what it is intended to measure. Brown (1994) makes an important point on the validity of proficiency tests and claims that such tests often have validity weaknesses. That they may confuse oral proficiency with literacy skills, or they may confuse knowledge about a language with ability to use a language is supportive of his claim.

Davies (1990) approaches proficiency tests in terms of being communicative or not being communicative, and criticizes them as being influenced only partially by the research for greater communicative validity. The TOEFL, Davies states, has changed only in terms of skill extension with the addition of the written production test (TWE).

The question of validity of the TOEFL test relates to how well it measures a person’s proficiency in English as a second or foreign language. Various constituencies including TOEFL committees and TOEFL score users demanded a new TOEFL test which is “more reflective of models of communicative competence” and which includes “a better understanding of the kinds of information test users need and want from the TOEFL test” (ETS, 1997d, p. 10). This gave a lead to the project called “TOEFL 2000” whose major step will be the introduction of computer-based TOEFL test in the summer of 1998. These recent innovations are efforts toward making the TOEFL a more valid test of general English language proficiency. I have
Background Information about the TOEFL

A rather typical example of a standardized proficiency test, the TOEFL, was developed in 1963 by a National Council on the Testing of English as a Foreign Language, which was formed through the cooperative effort of over thirty organizations, both public and private, to help with the testing the English proficiency of nonnative speakers of the language who wished to study at colleges and universities in the United States. The program was financed by grants from the Ford and Danforth Foundations and was, at first, attached administratively to the Modern Language Association.

In 1965, the College Board and Educational Testing Service (ETS) assumed joint responsibility for the program, and in 1973 a cooperative arrangement for the operation of the program was entered into by Educational Testing Service, the College Board, and the Graduate Record Examinations (GRE) in recognition of the fact that many who take the TOEFL test are potential graduate students. Under this arrangement, ETS administers the TOEFL program according to policies determined by the Policy Council that was established by, and is affiliated with, the sponsoring organizations.

The Policy Council, which is made up of fifteen members, represents the College Board, the GRE Board, and such institutions and agencies as graduate schools of business, junior and community colleges, nonprofit educational exchange agencies, and agencies of the United States government. The membership of the
College Board, a nonprofit organization, is composed of schools, colleges, school systems and educational associations. Another independent board, the GRE Board has eighteen members associated with graduate education (ETS, 1997d).

Although the TOEFL test was initially developed to measure the English proficiency of international students who wish to study at a college or university in the United States, today, in addition to this still being the main function of the TOEFL, a number of academic institutions in Canada and other countries, as well as certain independent organizations and foreign governments find the test scores useful (Stevenson, 1987; ETS, 1997d).

In the review of the TOEFL test, Stevenson (1987) draws attention to two reasons why the TOEFL is unusual among the standardized EFL/ESL tests used around the world. First, it is the most researched of all foreign language tests. Second, it is the most widely used. As stated earlier in the introduction chapter, 884,000 people registered to take the TOEFL in 1995-1996.

In relation to the content validity of the TOEFL, Stevenson (1987) maintains:
One could easily ask if the tasks and content are representative of those encountered by nonnatives in academic contexts, or why a particular vocabulary item or grammatical feature was chosen. And so on.
Realistically, however, neither contrastive analysis nor error analysis techniques are adequate to guide the selection of content, given the variety of populations and target language-use situations. Also, no validated list exists that specifies by weight and degree the linguistic and communicative abilities necessary for given sociolinguistic situations. That TOEFL does agree that
content is best specified by experts . . . leads to the reasonable conclusion, if not demonstration, that the content of TOEFL in general, is representative. (p. 81).

Stevenson (1987) also claims that given its purposes, examinee populations, and multiple uses and considering the attendant limitations on the test content, tasks, and predictive specificity, the TOEFL is the best in the classification that it is contained.

Meanwhile, looking critically at the TOEFL and ETS, Raimes (1990) makes a conspicuous comment about these, and urges careful scrutiny of new developments in ETS testing as it exercises a lot of impact over ESL/EFL student’s careers. Raimes (1990) argues that to deflect criticism, ETS has tried to involve professional experts to plan programs and generate policy. It has been the practice of ETS to form and confer with advisory groups, such as the TOEFL Policy Council. However, the members of the council and of its committees are appointed by ETS-governed boards or elected by the appointed members. If members are unhappy with ETS, they have little recourse. The test belongs to ETS. So do the data. The control over what data are released, what research is carried out and reported, and ultimately what is tested and how, remains the province of the ETS staff. ETS does appoint a TOEFL Research Committee composed of prominent experts in our field. But according to the description of current TOEFL research procedures presented at ETS’s Second TOEFL Invitational Conference (October 1984), research studies are
proposed and conducted by ETS staff members, not initiated by the committee (Holtzclaw, 1986). ETS unilaterally and unequivocally controls the form and content of the tests and the data they generate. (p. 429).

In this respect, Raimes (1990) presents seven recommendations for action by English language teachers. Some of her suggestions invite teachers to examine the TOEFL and TWE in relation to other proficiency tests, and encourage setting up mechanisms to watch and review ETS test developments and policies.

**Description of the TOEFL Test**

The TOEFL test originally contained five sections. As a result of extensive research studies, a three-section test was developed. It was first introduced in 1976, and by 1979 it was used in all TOEFL programs (ETS, 1997d, p. 11). In the early 1980s, a separate Test of Spoken English (TSE) was added, with an additional fee ranging from $75 to $100 (Raimes, 1990).

Then, in 1986, the Test of Written English (TWE) was introduced as a direct assessment of writing proficiency in response to requests from many colleges, universities, and agencies using TOEFL scores (ETS, 1997d). And it was administered at four of the twelve TOEFL administrations (Raimes, 1990). In the 1997-1998 test year, the TWE test was administered at the August, October, December, February, and May administrations. An examinee cannot register to take the TWE only. Both the TOEFL and TWE tests must be taken on the same day, and students are not charged with an additional fee. However, the TSE test is not administered as part of the TOEFL test. It is administered separately. The TSE is administered twelve times a year at test centers around the world (ETS, 1997d).
Each form of TOEFL includes three separately-timed sections. Some changes have been made recently in two sections, Section 1 and Section 3, as a result of research studies. These changes were first introduced in July 1995 (ETS, 1995b).

The three sections that are currently available in the TOEFL form are:

Approximately

Practice Section 1- Listening Comprehension 50 questions 35 minutes
Practice Section 2- Structure & Written Expression 40 questions 25 minutes
Practice Section 3- Reading Comprehension 50 questions 55 minutes

(ETS, 1995b; p. 14)

The description of each of these sections will be in the test content analysis section of Chapter 4.

As for the TOEFL scores, they include three section scores and a total score. Each correct answer counts equally toward the score for that section and wrong answers are not penalized. Currently, TOEFL section scores are scaled scores ranging from 20 to 68. TOEFL total scores are scale scores ranging from 200 to 677. It is required that an examinee answer a minimum of 25 per cent of the total scored questions in each section of the test to obtain a total score (ETS, 1997a).

The TWE score is reported on a scale of 1 to 6. A score between two points on the scale (5.5, 4.5, 3.5, 2.5, 1.5) can also be reported. At the time of writing this, the TWE score is not added to the TOEFL score, but after July 1998 it will be. The
TSE score, however, is reported on a scale of 20-60, in increments of five (20, 25, 30, 35, 40, 45, 50, 55, 60) (ETS, 1997a).

One significant point is that test scores more than two years old are not verified or reported to the examinees or institutions (ETS, 1997a).

As a significant proficiency test, the TOEFL continues to affect people’s lives, even though there exist major criticisms against it. In an empirical study investigating some claims unique to the TOEFL, Alderson and Hamp-Lyons (1996, p. 280) cite as one of the claims that students are taught “TOEFLese” instead of English. With respect to this issue, it will be appropriate to have a close look at the relationship between testing and teaching which precedes it.

Testing-Teaching Relationship: The Backwash Effect

Research in the field of English language teaching and testing has focused in recent years on the relationship between testing and teaching, as known in the literature as the backwash (or washback) effect.

Heaton (1990) emphasizes how closely related testing and teaching are, and describes two cases regarding the issue. In the first, the test is dependent on the teaching that precedes it. In the second, the teaching is highly influenced by the test. Heaton (1990) maintains that standardized tests and public examinations potentially exert a noticeable influence on the teaching taking place before the test. In Heaton’s view, a language test which seeks to find out what candidates can do with language provides a focus for purposeful, communicative activities, and therefore, will have a more useful effect on the learning than a mechanical structure test.
Apart from this, Heaton (1990, p. 170) draws attention to the questions below, and afterward adds that the answers are not clearly stated yet:

- How much influence do certain tests exert on the compilation of syllabuses and language teaching programs?
- How far is such an influence harmful or actually desirable in certain situations?
- What part does coaching play in the test situation?
- Is it possible to teach effectively by relying solely on some of the techniques used for testing?

In order to prevent or decrease negative influence of testing on teaching, Heaton (1990) later suggests discouraging actively the use of testing techniques as the chief means of practicing certain skills. As a justification, he articulates that good teaching can do much more than increasing test scores.

According to Hughes (1989), too often language tests have a harmful effect on teaching and learning. If a test is regarded as important, than preparation for it can come to dominate all teaching and learning activities. For example, in an English course whose aim is to train students in writing skills for academic study in an English-speaking country, if the students are required to take a test which tests writing only by multiple-choice items to be admitted to the university, most probably what will be done is practicing test items rather than practicing writing itself, which is not at all desirable (Hughes, 1989; p. 1).

Having said that proficiency tests may have beneficial or harmful effect on the method and content of language courses, Hughes (1989) is more on the side that they
have more harmful effect than beneficial. He asserts that although proficiency tests exercise a great deal of influence over the teaching, in order to achieve beneficial backwash teachers can exercise influence over the testing boards. The TWE, a writing test in which candidates actually have to write for thirty minutes, and which was introduced as a supplement to the TOEFL, is presented by Hughes as the proof of it. Hughes explains the reason for this change as English language teachers’ pressure on the TOEFL administrators about a major need for the direct testing of writing ability instead of testing writing through multiple choice items.

Alderson and Wall (1993) assert that washback is more complex than it has been considered, and that there is no one-to-one relationship between tests and teaching. They indicate that what goes on in the classroom is not only because of the test impact, but before that because of the place of examinations in particular societies, the teacher’s competence, and the resources available within the school system. Whether the effect of testing is positive or negative, how it operates, and even whether it really exists must empirically be researched. The assertions about backwash, therefore, are too simplistic (Alderson & Wall, 1993).

Similarly, Prodromou (1995) considers that although backwash effect is an important factor in classrooms wherever examinations play a dominant role in the educational process, it has not been fully explored. Prodromou (1995, pp. 14-15) discusses two types of backwash - “overt backwash” and “covert backwash.” Overt backwash means doing a lot of past papers in class as preparation for an examination and using exercise types specific to the particular exam the preparation is for, using inauthentic language, concentrating on word- and sentence-level linguistic features
and easy-to-mark language skills. It is, then, negative backwash. Covert backwash, as quoted from Prodromou (1995), is

... a deep seated, often unconscious process, which reflects unexamined assumptions about a wide range of pedagogic principles: how people learn, the relationship between learner and teacher, the nature of teacher authority, the importance of correction, the balance between form and content, the role of classroom management, and so on. Basically, covert testing amounts to teaching a textbook as if it were a testbook. Usually the teacher is not fully aware of this process: in his or her mind there is a clear dividing line between a lesson which involves teaching and one which involves testing. (p. 15).

Clearly, the researchers are not in agreement on the effect of testing on teaching. Some believe that tests definitely play a major role in teaching whereas according to others there are many factors which determine the method of teaching, and tests are only one of those factors. The TOEFL is one of the tests which is claimed to exert influence on language teaching. Below I will mention a study which looked at the issue empirically.

**TOEFL Preparation Courses and Backwash Effect**

Using standardized tests in instructional design is rare and it is usually not advised. The reason for this is that standardized tests are not constructed in line with instructional objectives and plans of particular programs, courses or classes. Nevertheless, they can be used as part of a continuous program evaluation, in cases where the results will not be used to make decisions about individual students or teaching plans and practices (Genesee & Upshur, 1996).
On the other hand, Alderson and Hamp-Lyons (1996) accept that

a) the TOEFL has an effect on the content of institutional curriculum because the students choose to take a TOEFL preparation course additionally or instead of a regular language course.

b) the TOEFL affects both what and how teachers teach, but the degree of the effect varies from teacher to teacher and the simple difference of "TOEFL versus non-TOEFL" teaching does not explain why they teach the way they do. (p. 295).

However, while Genesee and Upshur (1996) do not recommend above the use of standardized tests in instructional planning mostly for negative backwash reasons, Alderson and Hamp-Lyons (1996) go on to conclude that

the TOEFL alone does not cause washback, but it is the administrators (who decree large classes), materials writers (who provide no guidance to teachers on how to teach), and teachers themselves (who give little sign of thinking about how best to teach TOEFL) who cause the washback . . . . (p. 295).

As a consequence, they suggest that simple forms of washback hypotheses are too "naive" (p. 280), and more complex hypotheses about washback are required. As the study suggests researchers should take into consideration all the existing circumstances as a whole while presenting claims of washback. The TOEFL case, too, should be scrutinized with care. My study also gives answers as to the choice of teaching method in TOEFL preparation courses dealing with teachers’ and students’ preference, and TOEFL students’ needs. The conclusion I reached at the end seems to support the researchers’ claims resulted from empirical studies, and shows that the
type of teacher, his/her views of teaching, the types of students, their ages, responsibilities, goals, and views of learning and preparation for a particular purpose, the issue of time as well as the test in question all together determine what goes on in class. They are all integral parts of a unit, and therefore, should be considered together. I will present a detailed account of the data related to this issue and its analysis in Chapter 4. Before that I will describe the methodology of this study in Chapter 3.
CHAPTER 3: METHODOLOGY

Introduction

This study investigates the content of the TOEFL test with the purpose of preparing guidelines for a TOEFL preparation course syllabus. The guidelines will include the specification of the linguistic forms and language skills that should be included in the course, based on data from two main sources. The first of the main sources is the TOEFL test itself. I analyzed the test content in order to discover what linguistic features, abilities, and skills are measured by the TOEFL. The second is information from TOEFL preparation courses. Within this second component, two types of data collection techniques were employed: questionnaires and interviews. I gave questionnaires to teachers at TOEFL preparation courses, and also interviewed them. A third source is Educational Testing Service, from which I gathered information about the current test and the upcoming changes. These three sources served to triangulate my data.

In this chapter, I will first describe the informants of the study. Following that, I will present the materials and instruments used to collect data. In the third section I will be concerned with both general procedural steps for the selection of the institutions and informants, the preparation of the materials, piloting research, and specific steps for data collection including timing and the procedures of the carry-out of study. The last section deals with the methods of organization, analysis, and arrangement of data.
Informants

Twenty-two teachers were contacted, and a total of twenty teachers responded to my questionnaires. Of these I interviewed ten. Among the teachers who were given questionnaires, 15 were from universities and the other 5 were offering courses through various organizations. Twelve out of the twenty teachers mentioned had been teaching in a preparation course at the time the study was being conducted, and the other eight teachers had taught TOEFL in the last three years, that is, in 1995, 1996, and 1997. All these teachers had varying degrees of TOEFL preparation experience.

Through the data I collected from teachers, I wanted to shed light on the areas that were difficult for students in each section of the TOEFL. My aim was also to determine students’ reasons for attending the preparation course, what teachers thought the students needed to study in the course, and how they should be taught. Closely related to this, I wanted to understand whether TOEFL teaching was communicative or based solely on the test items.

The teachers were also asked to make a comparison between different trends that should be followed in TOEFL preparation courses and in general English courses. At this point, they were asked to make suggestions for a TOEFL preparation course as well. I was also interested in exploring teachers’ subjective and objective feelings and attitudes towards teaching TOEFL, and in their suggestions regarding TOEFL teaching.
Materials

Three methods of data collection were employed in this research: test content analysis, questionnaires, and interviews. For the test content analysis, nine tests from actual TOEFL administrations in 1995, 1996, and 1997 were used. As previously mentioned, I conducted questionnaires with twenty teachers, ten of whom I also interviewed.

Test Content Analysis

To analyze the test content, I examined nine actual TOEFL tests. Each section in all nine tests was examined item by item. Then, the questions were classified according to what they were intended to measure. After this classification, each category was quantified in the form of frequencies and percentages.

The biggest hindrance to this classification was that some categories were overlapping. In other words, some questions could fit several categories at the same time. Whenever it was possible to identify a central point, or a more conspicuous point than the others that the question tests, I included that question in a category reflecting that central point only. According to me, the central point was the salient feature that should be recognized first by an examinee in order to be able to give the correct answer to a question. However, some of the questions in Structure and Written Expression could be categorized both as 'subject completion' and 'noun phrase/clause.' In such instances, I decided to label noun phrases/ clauses occurring in the place of a subject as Subject Completion questions in order to be as informative and specific as possible.
Although it was possible to follow the method described above in Structure and Written Expression, and Reading Comprehension, it was not possible in Listening Comprehension because the points tested in each question were equally important. Therefore, in the Listening section some questions were categorized in two different groups. For example, the following question was included in both the category of Phrasal Verb and the category of Similar Sounds:

Example (ETS, 1995b, p: 86, no: 14):

(man) You ought to see a doctor about that cough.

(woman) I guess I should. I've been putting it off for days.

(narrator) What does the woman mean?

(A) She has almost recovered from her cough.

(B) She hasn’t seen the doctor yet.

(C) She saw the doctor four days ago.

(D) She’ll call the doctor to postpone her appointment.

The answer is (B). An examinee needs to know the meaning of the underlined phrasal verb and be able to differentiate between the sounds of the phrases underlined above to understand speakers' meaning correctly. Therefore, it seems appropriate to categorize this question in two ways: 1) as a phrasal verb, 2) as similar sounds.

I used the data obtained as a result of the test content analysis as the basis for the questionnaires.

**Questionnaires**

The questionnaire forms were given to twenty teachers, and collected one week later. (See Appendix B for a sample questionnaire). I assumed that the
teachers' responses would make it possible to reach some conclusions about students' needs, and related to that, what should be taught in a TOEFL preparation course. The responses from teachers to the questionnaires were then quantified in the form of frequencies and percentages in order to draw objective conclusions about teaching TOEFL.

    Some of the questions that I anticipated finding answers to through the questionnaire given to teachers were:

- What are the students’ reasons for attending the TOEFL preparation course?
- What is the order of the sections of the TOEFL in terms of difficulty?
- How knowledgeable should students be about the four sets of categories of questions at the end of the preparation course?
- If teachers think there should be differences between a TOEFL preparation course and a general English course, what should they be?

**Interviews**

    Interviews were another technique that I used in this study to collect data from teachers. I wanted to verify some of the questionnaire results via interviews with teachers. For this reason, some of the questions that I asked in the interviews were similar to the ones asked in the questionnaire with the addition of extra spontaneous questions following answers. Spontaneous supplementary questions contributed to the clarification of the interviewees’ meaning.

    I arranged interviews with the ten teachers privately in either their own offices or homes, since I thought that lack of privacy might affect adversely the interviewee and the interviewer, and therefore, decrease the reliability of the responses.
Each interview, which lasted approximately 30-40 minutes, was audio-recorded, then transcribed. During the interview, my questions focused on whether the teachers thought preparation courses were necessary, what materials they used, what type of teaching they preferred, whether their chosen method was the students’ preference as well, and finally, how they felt toward teaching at a TOEFL preparation course. (See Appendix C for full interview questions).

Procedures

Since the goal of this research is to give guidelines for the syllabus of a TOEFL preparation course design, I began analyzing 1221 TOEFL test items to understand what knowledge the TOEFL measures. Following this, I administered questionnaires and conducted interviews with teachers. For the questionnaires and interviews, I contacted four institutions in different parts of Turkey which offer TOEFL preparation courses. The teachers in these institutions agreed to complete questionnaires and to be interviewed.

As to the preparation of the questionnaires, since the questions to be asked were very significant, before deciding what questions to ask, I did research on previous studies about TOEFL in terms of its impact and implications for teaching. I also had informal conversations with TOEFL teachers to receive help on the formation of questions. The items that teachers were asked to evaluate were the categories formed as a result of the test content analysis.

After the questionnaires were formulated, ten colleagues were asked to preview them. They also noted down unclear or irrelevant points on the questionnaire
booklet. After the amendments to the questions were made in the light of these reviews and the pilot study results, the final version was ready for the study.

In the administration phase, one week was allowed for completion of the questionnaires in order to avoid putting the participants under any pressure and to enable them to fill in the questionnaires in whatever place they felt most comfortable. The participants’ comfort level during the interview was also taken into consideration and the place and time of the interviews were fixed according to their convenience. The interviews were conducted over two weeks, each lasting almost 30-40 minutes. After the interview, I transcribed the recordings, and compared the information with my own notes taken during the interview. As a final step, I gathered the results of the test content analysis with the questionnaire and interview results, and then evaluated all of them together to provide guidelines for the course syllabus.

Since the TOEFL is being revised to make it “a more valid indication of English language ability” (Sullivan and Zhong, 1995, p. 4), an additional consideration in terms of my data collection was upcoming changes in the TOEFL. The most significant of these is that in July 1998 the TOEFL will be administered solely by computer in most countries in the world. In order to keep up to date, I also tried to collect data regarding the new computer-based testing. I looked for major differences that will be introduced in the new format of the TOEFL, and took them into consideration in order to propose innovative, reliable, and also applicable suggestions for the new course syllabus.

In this chapter, I described the informants who participated in the questionnaires and interviews, and my data collection techniques. I also summarized
the procedural steps to collect data. Now, it is the concern of Chapter 4 to give a
detailed account of the analysis of the data collected from all of the sources I
described.
CHAPTER 4: DATA ANALYSIS

Overview of the Study

In order to design any new test preparation course, it is crucial to understand the nature of the exam and the focus of the course. In this data analysis section, I examine the sections of the Test of English as a Foreign Language (TOEFL), and discuss the teachers' views on categories of questions in these sections and on various aspects of current TOEFL preparation courses. In order to do this, I present data which were collected using three techniques - test content analysis, questionnaires and interviews.

In order to determine what foci TOEFL preparation courses should take, I analyzed TOEFL test content. For this purpose, I collected 1210 test items from 8 Listening Comprehension tests, 9 Structure and Written Expression tests and 9 Reading Comprehension tests. Additionally, I analyzed eleven topics of the TWE test.

Since teaching staff is an integral concern in the success of any course, I administered questionnaires to the teachers of preparation courses at various institutions in Turkey. The reason for this was to look at teachers' perspectives on the categories discovered as a result of the test content analysis. As another data collection technique, I interviewed the same teachers who were given questionnaires. Some of the questions in the questionnaires were also asked orally in the interviews to verify the reliability of the answers. I also asked teachers additional questions in order to understand TOEFL classrooms and TOEFL teaching better.
The purpose of administering questionnaires and interviews with teachers was to ascertain teachers' views about the results of the content analysis and the impact of test content on teaching and preparing for TOEFL, which is, at the same time, the answer to the research question this study investigates: the kind of knowledge necessary to emphasize in order to be successful on the TOEFL. This chapter contains the data collected to determine the language content of the TOEFL test and the guidelines for a syllabus of a TOEFL preparation course.

**Data Analysis Procedures**

In this section I will explain the procedures followed to analyze data collected from three sources.

**Content Analysis Procedure**

As mentioned briefly in the overview of the study, 1210 test items were analyzed to understand the content of the Listening Comprehension, Structure and Written Expression, and Reading Comprehension sections of the TOEFL. The number of the topics examined for the TWE was 11. All of these items were compiled from the actual TOEFL tests which were administered in the years 1995, 1996 or 1997. Table 1 on the next page displays the number of questions from each section and the number of the tests that I analyzed.
Table 1
Outline of the test content analysis

<table>
<thead>
<tr>
<th>Sections</th>
<th>Tests analyzed</th>
<th>Questions in each section</th>
<th>Questions analyzed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td>8</td>
<td>50</td>
<td>400</td>
</tr>
<tr>
<td>Structure and Written Expression</td>
<td>9</td>
<td>40</td>
<td>360</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>9</td>
<td>50</td>
<td>450</td>
</tr>
<tr>
<td>TWE</td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>26</td>
<td></td>
<td>1221</td>
</tr>
</tbody>
</table>

Note. Since this study was conducted before the 1998-99 Bulletin of Information, TWE topics were selected from various ETS sample TOEFL materials.

The content analysis presented various difficulties. First, it was necessary to decide whether questions should be categorized according to the type of knowledge encompassed by the correct answer, or according to the type of knowledge each of the four options required. I finally used both methods of categorization for different sections. For example, in Structure and Written Expression only one salient feature was categorized whereas in Listening Comprehension sometimes there was more than one salient linguistic feature categorized because they were equally important. That is, some questions required the examinee to be equally knowledgeable about two or three features. In that case, I took into account all the salient features of a question, and such questions were categorized under more than one category. While categorizing Reading Comprehension questions, the same procedure as in the Structure and Written Expression was followed, and each question was listed only in one category.
**Questionnaire Procedure**

The main focus of the questionnaire was to elicit teachers' opinions on how important the categories used to list the test items were, and therefore, how much they should be stressed in the preparation course. The questionnaire was of the Likert Scale type, and with questions related to all the categories of the TOEFL including the most common TWE topics. I asked the teachers to state how intensely they thought the students needed to study each category in a TOEFL preparation course. They were also asked to suggest anything else they considered essential for students to study and give their reasons. The questionnaires were administered to twenty teachers whose TOEFL teaching experiences ranged from 5 months to 19 years, and who were from various age groups. Questionnaire results were analyzed by interpreting the frequencies and the means of answers.

**Interview Procedure**

Interviews were held with ten of the teachers who had responded to the questionnaire. There were overlapping questions both in the questionnaire and in the interview. The interviews were significant in that they helped me to understand TOEFL classrooms and TOEFL teaching better as well as increase my knowledge about students' strengths and weaknesses. This knowledge added substance to my discussion on classroom implications. The results of the interviews were then compared with the results of the questionnaires.
Results of the Study

I will present the results of the study by analyzing in an integrated way the results obtained from the three techniques of data collection. I will show the content analysis results by referring to each section and to the categories found in each section separately. In order to do this, I will first describe each section briefly before looking at the categories, that is, before describing the categories and explaining the frequency percentages pertaining to each of them. The results of the questionnaires and interviews will follow the test content analysis results.

Results of the Test Content Analysis

Before presenting the categories that came out as a result of the test content analysis, I will give the outline of each section of the TOEFL.

Description of Section 1 - Listening Comprehension

This section measures the ability to understand conversations and talks in English. In the paper-based TOEFL, there are three parts of Listening Comprehension section, whereas there will be two in the computer-based TOEFL beginning in July 1998. Of the three parts in the paper-based test, the first includes short conversations between two speakers, a man and a woman, two men or two women, followed by a question asked by the narrator.

In the other two parts of the section, there are conversations and short talks of up to 2 minutes in length. The conversations and talks deal with a variety of subjects, the content of which is general in nature. Each conversation or talk is followed by several questions on what was heard. Conversations, talks, and questions for all parts are spoken only once. All the question types are multiple-choice. Examinees are not
allowed to take notes or write in their test books at any time, and also they are not allowed to turn the pages until they are told to do so. There are a total of 50 questions in this section. The examinees have 12 seconds to choose the one best answer from the choices and then to fill in the space that corresponds to the right answer (ETS, 1995b, 1997a, 1997b, 1997c, 1998).

In the computer-based TOEFL, the question types will be similar though the test taker will see the speaker as well as the test questions. Another major difference between the paper-based TOEFL and computer-based TOEFL is that examinees will use headphones to listen to the conversations and talks in the computer-based TOEFL (ETS, 1998).

**Description of Section 2 - Structure and Written Expression**

This section measures the ability to recognize structural and grammatical points in standard written English. There are two types of questions in this section. In the first type of questions, examinees are required to complete sentences choosing the one correct option. In the second type, they are required to identify the incorrect word or phrase that is underlined. There are a total of 40 questions in this section; 15 questions of the first type and 25 questions of the second type. The examinees have 25 minutes to respond to the questions including the reading of the directions.

In order not to provide advantage to any specific study groups, or national or linguistic groups, the topics of the sentences are of a general academic nature. However, where there is reference to a national context, it is United States or Canadian history, culture, art, or literature. Nevertheless, an examinee does not necessarily need to know about these to answer the questions. The only difference in
this section between the paper-based TOEFL and computer-based TOEFL seems to be in that, in order to indicate an answer, in the former you fill in the space that corresponds to the letter of the answer chosen on the answer sheet whereas in the latter clicking on a choice with the mouse darkens the oval (ETS, 1995b, 1997a, 1997b, 1997c, 1998).

**Description of Section 3 - Reading Comprehension**

This section measures the ability to read and understand short passages which are similar to the ones that students will probably encounter in North American colleges and universities. The section contains various passages on academic subjects and several questions following each reading passage. The questions are expected to be answered on the basis of what is stated or implied (ETS, 1995b, 1997a, 1997b, 1997c, 1998).

There are 5 reading passages in each Reading Comprehension test, and the number of questions is 50. The time allowed to give answers is 55 minutes including the reading of the directions (ETS, 1995b, 1997a, 1997b, 1997c).

In the Reading section of the computer-based TOEFL, a test taker will first have the chance to read the passage. When s/he clicks on Proceed with the mouse, the questions about the passage will be presented. The computer-based TOEFL will be different from the paper-based in that most of the questions will be multiple-choice while to answer some others you will click on a word, a phrase, or a sentence in the passage (ETS, 1998).
Description of Test of Written English (TWE)

In the paper-based TOEFL test, the Test of Written English is administered with TOEFL on only five test dates a year, whereas Writing will be a required component with all computer-based TOEFL administrations starting in July 1998. This component of the TOEFL tests the ability to write in English; that is, to generate and organize ideas in writing, to support the ideas with examples or evidence, and to use the conventions of standard written English to respond to an assigned topic. A test taker has 30 minutes to write the essay. It should be remembered that in the computer-based TOEFL the examinee must decide whether to type the essay on the computer or to handwrite it on the essay answer sheet provided before the writing topic is displayed. The types of questions asked in the TWE mostly require the examinee to

• Agree or disagree with the topic
• Compare two aspects of a given situation
• Generate ideas and explain them using examples
• Explain and support one's preference
• Discuss two opposite views using examples

The following topics are examples from actual TWE tests, or suggested topics that may appear in subsequent administrations:

• Some people think we should spend as much money as possible exploring outer space (for example, traveling to the moon and to other planets).

Other people disagree and think we should spend this money for our basic
needs on Earth. Which of these two opinions do you agree with? Use specific reasons and details to support your answer (ETS, 1997d).

• Choose one of the following careers (three choices will be presented in the actual test) and explain why it is important to society (ETS, 1998).
  - accountant
  - airplane pilot
  - computer programmer
  - farmer
  - tourist guide

Use specific reasons and details to explain your answer.

• Music tells something about a culture. What does the music of your country reveal about the culture of your country? Use reasons and specific examples to support your answer (ETS, 1998).

These are examples of topics which are frequently asked in the TOEFL.

However, a few new types of questions may be added with the new format of the TOEFL.

**Categories of Question Types**

As a result of the TOEFL test content analysis, I grouped the questions into the categories described in figures on the following pages. Figure 1 shows the categories of questions in Listening Comprehension, Figure 2 categories of questions in Structure and Written Expression, and categories of questions in Reading Comprehension is in Figure 3. An example of each category is in Appendix A.
Categories in Listening Comprehension - Part A

Inference
This type of questions are the ones which require examinees to draw conclusions based on what they have heard. The answer is not clearly stated. Questions of this type generally include the words “imply”, “infer” in the test item.

Structure/grammar
An examinee should know the function of a grammatical or structural item to be able to answer this type of questions correctly.

Paraphrase
As can also be called “restatement”, “paraphrase” kind of questions require an answer which rephrases what one of the speakers says, using different words or sentence structures to express nearly the same thing.

General vocabulary
Questions in this category test an examinee’s comprehension of a verb, noun, adjective or adverb.

Idiom/phrasal verb
Questions in this category test an examinee’s comprehension of an idiom or a phrasal verb.

Tonal emphasis/Tone of voice
This category contains questions which require an examinee to draw conclusions from the speaker’s tone of voice, stress, or intonation.

Similar sounds
In this type of questions, the distracters contain words with similar sounds but very different meanings from what is heard on tape. These questions test the examinee’s ability to differentiate between similar sounds.

Word with double meaning
The distracters may have a different meaning of a word than what the speaker intends to mean by that word in the conversation. The examinee needs to be careful about which meaning of the word is employed.

Categories in Listening Comprehension - Parts B and C

Detail stated in talks or conversations Questions in this category need an answer to what, where, when, how, why, who, which questions, and the answers to these questions are explicitly stated in the listening extract.

Inference
Inference questions are similar to stated detail questions in that they also need an answer to what, where, when, how, why, who, which questions. However, the answer is not explicitly stated. The examinee must infer details from what is said in the talk, conversation or lecture. These questions may have the words “imply”, “infer” in the stem.

Major subject of talks or conversations This category inquires about what the talk, conversation or lecture mainly deals with. If there is a major subject question following a talk, conversation or a lecture, it is usually the first question.

Paraphrase
Questions of “paraphrase” type are those which deal with the details given on tape, but which rephrases the detail to express nearly the same thing. It is well to the point to add that I included in this category the questions whose answers are rephrased statements, not just words or phrases.

Organization of talks or conversations Questions in this category ask about how the discussion or conversation starts, develops and closes.

Figure 1: Categories of questions in Listening Comprehension - Parts A, B, C
Categories in Structure:

Adjectival phrase/clause: In this category, the incomplete sentence needs an adjectival phrase or clause in order to be completed. Defining/nondefining relative clauses, reduced relative clauses, relative pronouns and adjective phrases are in this group.

Noun phrase/clause: The answer to complete the sentence is a noun phrase or clause. It can either be a whole noun phrase or clause missing or only part of it. (This category overlaps with subject phrase completion.)

Adverbial phrase/clause: The sentence needs an adverb, adverbial phrase or clause in order to be completed. As in other clauses the missing part of the sentence can be either part of the phrase or clause, or the whole of it.

Subject + verb completion: Questions in this category contain sentences whose subject and verb are missing, and the correct choice provides the suitable subject and the verb.

Verb/verb phrase completion: In this category, the answer to complete the sentence is a verb or a verb phrase. Or, part of the verb phrase may be missing.

Infinitive/gerund: Questions in this category require an infinitive or a gerund in order for the sentence to be complete.

Comparative: This category asks various comparative forms. The answer may be a comparative adjective, or “than”, or “the more ——— the more” etc.

Pronoun: In such questions, there is a need for a pronoun to complete the sentence. The options may include pronouns in short phrases. Most of the time, the pronoun is anticipatory “it”.

Subject phrase completion: These questions require the examinee to choose the suitable subject for the incomplete sentence. The whole subject or just part of it can be missing. (This type of question overlaps with noun phrase/clause questions since the subject is either a noun phrase or clause.)

Verb + complement completion: Questions in this category contain sentences whose verb and complement are missing. The examinee is required to realize what is missing and what kind of structural item it should be completed with.

Word order: The options are made of either a phrase or a subordinate clause or a main clause, and all of these options contain the same words with different order.

Preposition: The answer to complete the sentence can be either a preposition alone or a preposition in a phrase.

Superlative: This category includes sentences which need to be completed using an adjective in the appropriate superlative form. In this way, it tests examinees on the appropriate use of “the” and the structures “one of the ———” or “among the ———”.

Consistent/parallel construction: In this category, the words following each other are of the same part of speech. Therefore, the missing word or phrase should be parallel to the others not to break consistency.

Article: The sentence needs one of the articles “a”, “an” or “the”.

Inversion: This type of questions require the students to know that when certain negative expressions such as no, not, never come at the beginning of a sentence the subject and verb are inverted.

Conjunction: This category includes conjunctions such as and, but, or, so.
Categories in Written Expression:

Word form
This category includes nouns, adjectives, adverbs and verbs that are written in the wrong form. For example, an adjective may be written as a noun, or an adverb may be written where an adjective must be used.

Verb form
In this category verbs are formed incorrectly. The verb might be in the wrong tense, or there might be a problem with the subject verb agreement in terms of singularity or plurality.

Missing word
In this category, there is a need for one more word in order to correct the sentence. Generally, this missing word might be a preposition, an article, a pronoun, a wh-question word or an appropriate form of the verb "be".

Singular/plural noun
This category includes nouns which need to be written in the plural form, or which has an unnecessary plural ending -s, or sometimes an irregular plural word might be needed.

Singular/plural possessive adjective, possessive pronoun or subject/object pronoun
The sentences in this category have a wrong possessive adjective or pronoun, or subject/object pronoun. For instance "its" is written instead of "their", or "him" instead of "his".

Unnecessary word
In this category, there is a pronoun, an article, a preposition, or an auxiliary verb written unnecessarily in the sentence.

Consistent/parallel construction
Some sentences include words which follow each other and which are of the same part of speech. In this category, one of these successive words are incorrect in form.

Confused words
In this category, certain groups of words whose usages are similar are confused. Some common examples are few and little, make and do, like and alike, for and since etc.

Preposition
This category represents a preposition written incorrectly.

Reversed/inverted order
This category represents words ordered incorrectly. For instance, the verbs might be written in the wrong order, or "than" might be written before the adjective in a sentence indicating comparison.

Relative pronoun
Test items in this category include wrong-used relative pronouns. For example, "who" should replace "which" or "which" should replace "whose" etc.

Article
In this category, articles are used incorrectly.

Gerund
In this category a verb which is required to be used in the gerund form in a given sentence is in a different verb form or in the noun form.

Infinitive
In this category, a verb which is required to be used in the infinitive form in a given sentence is in a different verb form or an infinitive without to.

Conjunction
This category includes wrong use of conjunctions such as but, and, or, either ------ or, neither ------ nor, both ------ and etc.

Comparative
In this category, the comparative form of an adjective is written wrong.

Superlative
In this category, the superlative form of an adjective is written wrong.

Ordinal numbers
In this category, an ordinal number should be written instead of the cardinal in order for the sentence to be correct.

Figure 2: Categories of questions in Structure and Written Expression
### Categories in Reading Comprehension

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word or phrase meaning</td>
<td>Questions in this category ask about a word which is closest in meaning to a given word from the reading passage. They are questions dealing with vocabulary.</td>
</tr>
<tr>
<td>Detail stated in text</td>
<td>Questions in this category need an answer to what, where, when, how, why, who, which questions, and the answer to these questions are explicitly stated in the reading passage.</td>
</tr>
<tr>
<td>Referent</td>
<td>This type of questions seeks an answer to the question of the referent of a pronoun or of a given word or phrase.</td>
</tr>
<tr>
<td>Main idea/theme</td>
<td>This category asks for what the reading passage is mainly about, and it is usually the first question following the passage.</td>
</tr>
<tr>
<td>EXCEPT/NOT questions</td>
<td>These questions require the identifications of the piece of information that is not mentioned in the reading passage/text. It is as important as what is in the text to know what is not in the text. These questions have the words “EXCEPT” and “NOT” in capitals.</td>
</tr>
<tr>
<td>Author’s opinion/purpose/intention</td>
<td>These questions ask what the author is trying to do, what his/her purpose or opinion is in writing the passage.</td>
</tr>
<tr>
<td>Finding where specific information is mentioned</td>
<td>These questions ask the examinee to find in which lines a specific piece of information is told about.</td>
</tr>
<tr>
<td>Paraphrase</td>
<td>The answer to paraphrase questions are given explicitly in the passage, but the right choice rephrases it using different words or sentence structures.</td>
</tr>
<tr>
<td>Discriminating “true” from “false” statements</td>
<td>These questions include 3 false statements about a given situation, thing or person. The one correct answer is stated or implied in the passage.</td>
</tr>
<tr>
<td>Statement/conclusion supported by passage</td>
<td>These questions generally require to make inferences about what the passage is meant to support.</td>
</tr>
<tr>
<td>Interpretation</td>
<td>In these questions, the examinee is asked to interpret a statement/fragment taken from the passage.</td>
</tr>
<tr>
<td>Similarity</td>
<td>In these questions, a relationship between two words is given and a similar relationship between two others are asked.</td>
</tr>
<tr>
<td>Organization of ideas</td>
<td>These questions ask about the general organization of the passage.</td>
</tr>
<tr>
<td>Guessing following topic/subject</td>
<td>Questions of this type asks about what might come after the passage.</td>
</tr>
<tr>
<td>Transferring information into drawing</td>
<td>Although it is very rare, examinees might be asked to identify the drawing which best represents a specific piece of information given in the text.</td>
</tr>
</tbody>
</table>

**Figure 3: Categories of questions in Reading Comprehension**
InteGraTed Analysis of the Results of
Test Content Analysis, Questionnaires and Interviews

In this section, I will present tables showing data in the form of frequencies
and percentages derived from the TOEFL test content analysis, questionnaires and
interviews. I will analyze the results by handling each section of the TOEFL
successively. In the analysis of each section I will refer at the same time to the results
of each section from the three different sources.

Analysis of the Results for Section 1 - Listening Comprehension

Test Content Analysis Results and Discussion (Listening)

Table 2 shows the test content analysis results of Section 1 in frequencies and
percentages.

---

Table 2
Section 1 - Listening Comprehension

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage in specific part(s)</th>
<th>Percentage in whole section</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inference</td>
<td>143</td>
<td>44.54</td>
<td>29.97</td>
</tr>
<tr>
<td>Structure/Grammar</td>
<td>44</td>
<td>14.01</td>
<td>9.22</td>
</tr>
<tr>
<td>Paraphrase</td>
<td>31</td>
<td>9.87</td>
<td>6.49</td>
</tr>
<tr>
<td>Vocabulary:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General vocab. (verb, noun, adj., adv.)</td>
<td>23</td>
<td>7.32</td>
<td>4.82</td>
</tr>
<tr>
<td>Idiom</td>
<td>22</td>
<td>7.00</td>
<td>4.61</td>
</tr>
<tr>
<td>Phrasal verb</td>
<td>18</td>
<td>5.73</td>
<td>3.77</td>
</tr>
<tr>
<td>Tonal Emphasis/Tone of voice</td>
<td>14</td>
<td>4.45</td>
<td>2.93</td>
</tr>
<tr>
<td>Similar Sounds</td>
<td>13</td>
<td>4.14</td>
<td>2.72</td>
</tr>
<tr>
<td>Word with double meaning</td>
<td>6</td>
<td>1.91</td>
<td>1.25</td>
</tr>
</tbody>
</table>
**Parts B and C**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail stated in talk, conversation etc.</td>
<td>90</td>
<td>55.21</td>
<td>18.86</td>
</tr>
<tr>
<td>Inference</td>
<td>29</td>
<td>17.79</td>
<td>6.07</td>
</tr>
<tr>
<td>Major subject of talk, conversation etc.</td>
<td>21</td>
<td>12.88</td>
<td>4.40</td>
</tr>
<tr>
<td>Paraphrase</td>
<td>21</td>
<td>12.88</td>
<td>4.40</td>
</tr>
<tr>
<td>Organization of talk, conversation etc.</td>
<td>2</td>
<td>1.22</td>
<td>0.41</td>
</tr>
</tbody>
</table>

**Categorization**

The above categories of Listening Comprehension questions are derived from eight TOEFL tests. The number of questions analyzed is 320, though the frequency number of categories is 477. This is because I chose to retain all the points that an item tests. Related to the issue of categorization, Zhong and Sullivan (1995) draw attention to various possible ways of categorizing, stating that what is important is not the names of categories, but an understanding of how to make use of the testing points. I patterned my own test content analysis on that principle (See p. 38 for further details about categorization).

**Discussion**

As it is clearly seen in the table, inference questions in Part A, and questions about the details stated in talks or conversations in Part B and C are remarkably more frequent than any other category. If we look at the structure/grammar and paraphrase questions in Part A, they also seem to have an important place among the other categories.

In Part B, interestingly, coming after inference questions in frequency, major subject questions and paraphrase questions share the same rate of frequency. However, the frequency of questions concerning the organization of talks or
conversations is very low compared with the others. When we holistically analyze the
frequencies and general percentages, categories of inference and detail stated are the
two at the top.

**Questionnaire Results and Discussion (Listening)**

Table 3 presents questionnaire results of Section 1 in frequencies and means of
the answers.

<table>
<thead>
<tr>
<th>Categories</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>( \bar{X} )</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part A</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inference</td>
<td>10</td>
<td>7</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>4.35</td>
</tr>
<tr>
<td>Structure/Grammar</td>
<td>11</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>4.35</td>
</tr>
<tr>
<td>Paraphrase</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td>2</td>
<td>-</td>
<td>3.85</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General vocab. (verb, noun, adj., adv.)</td>
<td>17</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4.8</td>
</tr>
<tr>
<td>Phrasal verb</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>4.15</td>
</tr>
<tr>
<td>Idiom</td>
<td>8</td>
<td>4</td>
<td>7</td>
<td>-</td>
<td>1</td>
<td>3.9</td>
</tr>
<tr>
<td>Tonal Emphasis/Tone of voice</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Similar Sounds</td>
<td>9</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>4.15</td>
</tr>
<tr>
<td>Word with double meaning</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>3.7</td>
</tr>
<tr>
<td><strong>Parts B and C</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Detail stated in talk, conversation etc.</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>-</td>
<td>3.9</td>
</tr>
<tr>
<td>Inference</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>4.4</td>
</tr>
<tr>
<td>Major subject of talk, conversation etc.</td>
<td>15</td>
<td>2</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>4.6</td>
</tr>
<tr>
<td>Paraphrase</td>
<td>10</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>4.2</td>
</tr>
<tr>
<td>Organization of talk, conversation etc.</td>
<td>7</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3.9</td>
</tr>
</tbody>
</table>

n = 20
The results in Table 3 suggest that the teachers think all these categories of questions are fairly equal in importance and that students need to be very knowledgeable about all of them by the end of the course. However it is very interesting that, though few in number, there are teachers who think that students need to have little or very little knowledge about phrasal verbs and idioms, even though 90% of the teachers I interviewed expressed this as one of the greatest handicaps for the students. It is also interesting from another perspective because both phrasal verbs and idioms have a high frequency level in the test content analysis.

If we analyze the responses to the section dealing with Parts B and C, we see more than 50% of the teachers think that students need to be quite knowledgeable about almost all the categories included in this part, with the exception of the category of detail stated in talks or conversations. According to the content analysis results, however, the category of detail stated in talks or conversations is much higher than any other. It is interesting that there are different responses to this category. About one-third (30%) of the teachers think that students should be “very much” knowledgeable about the category of details. Another third (30%) think that “much” knowledgeability is necessary, while another 30% think that students should be “somewhat” knowledgeable. In short, they do not agree on the its degree of necessity and importance.

**Interview Results and Discussion (Listening)**

According to 80% of the teachers, the most difficult section for their students is listening. The major reason given for this is that Turkish students do not have sufficient opportunities of listening to English in a Turkish-speaking environment.
They say that students are exposed to English almost exclusively in class as taught by Turkish teachers. Therefore, the students are not used to either the pronunciation or the speed with which English is spoken, and cannot hear contractions, and as a result, they do not understand what the speakers say. Moreover, the teachers add, they are exposed to classroom language, but what the TOEFL measures is real, natural English that occurs in American everyday life. They also point out that this everyday language is full of idioms, phrasal verbs, and colloquial expressions. For example, instead of saying “What have you done lately?” they ask “What’s up?”.

A teacher’s anecdote describes the case with the students well. The teacher asked her students “What’s up?” to see if they understood it. The students hesitated but they all looked up to the ceiling (Interview notes, 07. 05. 1998).

The teachers also indicate that it is very hard to cope with idioms and phrasal verbs, and colloquial expressions, and add that even if they have taught a lot of them, there are always many others.

The following quotation from a teacher I interviewed is representative of what the others say:

Listening is difficult not only because students don’t understand what they say but also because the language is out of its real context, and this is very unnatural. You don’t see the people talking, you don’t see their expressions which help us understand the meaning. But, in real life the meanings are not only in the words but in everything and everywhere; so you can guess. In the TOEFL, it is very difficult. (Interview notes, 15. 05. 1998).
It is also widely believed by the teachers I interviewed that Turkish students’ past language learning experiences bring about difficulty with listening. Many of these teachers claim that students learn English based on grammar, and that they do not listen to and speak English much while learning it. One teacher also added that her students are mostly visually-oriented. That is, they learn better when they see, and because of this they are not good at responding to what they only hear.

There are some other claims which are related to the rules of the test, rules such as listening to the material only once, and not being allowed to take notes. According to the claims by teachers, these cause psychological pressure on examinees. One common response given by 60% of the teachers is that the speakers speak so quickly that it only tests memory. Three of the teachers also indicated that some of their students report technical problems with the quality of the voice/tape recorder, and complain that noise near the area affects their performance.

Most of the teachers I interviewed, however, anticipate that Listening will not be markedly more difficult than the other sections with the advent of computer based testing since students will be able to see the speakers on the screen, which will help them in understanding and interpreting what they hear.

Analysis of the Results for Section 2 - Structure and Written Expression

Test Content Analysis Results and Discussion (Structure and Written Expression)

Table 4 shows the content analysis results of Section 2 in frequencies and percentages.
Table 4
Section 2 - Structure and Written Expression

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage in specific part(s)</th>
<th>Percentage in whole section</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjectival phrase/clause</td>
<td>29</td>
<td>21.48</td>
<td>8.05</td>
</tr>
<tr>
<td>Noun phrase/clause</td>
<td>19</td>
<td>14.07</td>
<td>5.27</td>
</tr>
<tr>
<td>Adverbial phrase/clause</td>
<td>19</td>
<td>14.07</td>
<td>5.27</td>
</tr>
<tr>
<td>Subject + Verb completion</td>
<td>13</td>
<td>9.62</td>
<td>3.61</td>
</tr>
<tr>
<td>Verb/Verb phrase completion</td>
<td>12</td>
<td>8.88</td>
<td>3.33</td>
</tr>
<tr>
<td>Infinitive</td>
<td>6</td>
<td>4.44</td>
<td>1.66</td>
</tr>
<tr>
<td>Comparative</td>
<td>5</td>
<td>3.70</td>
<td>1.38</td>
</tr>
<tr>
<td>Pronoun</td>
<td>5</td>
<td>3.70</td>
<td>1.38</td>
</tr>
<tr>
<td>Subject phrase completion</td>
<td>4</td>
<td>2.96</td>
<td>1.11</td>
</tr>
<tr>
<td>Verb + Complement completion</td>
<td>4</td>
<td>2.96</td>
<td>1.11</td>
</tr>
<tr>
<td>Word order</td>
<td>4</td>
<td>2.96</td>
<td>1.11</td>
</tr>
<tr>
<td>Preposition</td>
<td>3</td>
<td>2.22</td>
<td>0.83</td>
</tr>
<tr>
<td>Superlative</td>
<td>3</td>
<td>2.22</td>
<td>0.83</td>
</tr>
<tr>
<td>Gerund</td>
<td>2</td>
<td>1.48</td>
<td>0.55</td>
</tr>
<tr>
<td>Consistent/Parallel structure</td>
<td>2</td>
<td>1.48</td>
<td>0.55</td>
</tr>
<tr>
<td>Article</td>
<td>2</td>
<td>1.48</td>
<td>0.55</td>
</tr>
<tr>
<td>Inversion</td>
<td>2</td>
<td>1.48</td>
<td>0.55</td>
</tr>
<tr>
<td>Conjunction</td>
<td>1</td>
<td>0.7</td>
<td>0.27</td>
</tr>
<tr>
<td>Categories</td>
<td>Frequency</td>
<td>Percentage in specific part(s)</td>
<td>Percentage in whole section</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>--------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Written Expression:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word form</td>
<td>44</td>
<td>19.55</td>
<td>12.22</td>
</tr>
<tr>
<td>Missing word</td>
<td>21</td>
<td>9.33</td>
<td>5.83</td>
</tr>
<tr>
<td>Singular/Plural</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sing./plu. noun</td>
<td>19</td>
<td>8.44</td>
<td>5.27</td>
</tr>
<tr>
<td>Sing./plu. poss. adj., poss. pron.</td>
<td>17</td>
<td>7.55</td>
<td>4.72</td>
</tr>
<tr>
<td>or subj./obj. pron.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unnecessary word</td>
<td>18</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Consistent/Parallel structure</td>
<td>18</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Confused words</td>
<td>15</td>
<td>6.66</td>
<td>4.16</td>
</tr>
<tr>
<td>Preposition</td>
<td>15</td>
<td>6.66</td>
<td>4.16</td>
</tr>
<tr>
<td>Verb form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verb tense</td>
<td>12</td>
<td>5.33</td>
<td>3.33</td>
</tr>
<tr>
<td>Sing./plu. verb</td>
<td>6</td>
<td>2.66</td>
<td>1.66</td>
</tr>
<tr>
<td>Verb “be”</td>
<td>1</td>
<td>0.44</td>
<td>0.27</td>
</tr>
<tr>
<td>Inverted order</td>
<td>9</td>
<td>4</td>
<td>2.5</td>
</tr>
<tr>
<td>Relative pronoun</td>
<td>8</td>
<td>3.55</td>
<td>2.22</td>
</tr>
<tr>
<td>Article</td>
<td>7</td>
<td>3.11</td>
<td>1.94</td>
</tr>
<tr>
<td>Gerund</td>
<td>5</td>
<td>2.22</td>
<td>1.38</td>
</tr>
<tr>
<td>Infinitive</td>
<td>3</td>
<td>1.33</td>
<td>0.83</td>
</tr>
<tr>
<td>Conjunction</td>
<td>3</td>
<td>1.33</td>
<td>0.83</td>
</tr>
<tr>
<td>Comparative</td>
<td>2</td>
<td>0.88</td>
<td>0.55</td>
</tr>
<tr>
<td>Superlative</td>
<td>1</td>
<td>0.44</td>
<td>0.27</td>
</tr>
<tr>
<td>Ordinal number</td>
<td>1</td>
<td>0.44</td>
<td>0.27</td>
</tr>
</tbody>
</table>

**Categorization**

The categories of Structure and Written Expression questions are comprised of nine actual TOEFL tests. This is equal to 360 TOEFL test items, 135 of them dealing with structure and 225 questions dealing with written expression. The names
of categories may sometimes overlap for some questions but I chose the category best represents the question. For example, sometimes noun phrase, gerund as subject and subject completion overlap. In such an instance, if there is a need for a subject in the noun phrase form beginning with a verb in the gerund form, I grouped them into subject completion questions since the first thing to be done with that sentence is to understand that it lacks the subject.

**Structure**

What is striking about the table showing the frequencies and percentages of the categories in structure is that one category (adjectival phrase/clause) is not only the most frequent but is significantly more frequent than the four subsequent categories that are clustered around the same percentage. However, the remaining 13 categories do not appear with a frequency rate greatly different from each other. They can be placed in a line from 0.27 to 1.66.

**Written Expression**

The first thing that attracts attention about Written Expression is that nearly half of the questions asked in this part are related to word forms. The next highest frequency can be viewed as a group that includes frequencies ranging between 21 to 15, which is also a relatively high proportion. The rest of the categories have a low proportion in general, which means half of the categories in this part appear very few times in the test.
Structure - Written Expression Together

When we analyze both Structure and Written Expression parts together, it is again obvious that the category of word form with the percentage of 12.22% is exceedingly more frequent than the other categories. The next largest group, with rates ranging from 8.05 to 5.72, are the categories of adjectival phrase/clause, missing word, noun phrase/clause, adverbial phrase/clause, singular/plural noun, verb form and singular/plural possessive adjective, possessive pronoun or subject/object pronoun, unnecessary word and parallel construction.

Questionnaire Results and Discussion (Structure and Written Expression)

Table 5 on the next two pages displays questionnaire results of Section 2 in frequencies and means of the answers.
<table>
<thead>
<tr>
<th>Categories</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjectival phrase/clause</td>
<td>16</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4.75</td>
</tr>
<tr>
<td>Noun phrase/clause</td>
<td>16</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.8</td>
</tr>
<tr>
<td>Adverbial phrase/clause</td>
<td>16</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.8</td>
</tr>
<tr>
<td>Subject + Verb completion</td>
<td>14</td>
<td>4</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>4.6</td>
</tr>
<tr>
<td>Verb/Verb phrase completion</td>
<td>9</td>
<td>9</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>4.35</td>
</tr>
<tr>
<td>Infinitive</td>
<td>13</td>
<td>5</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>4.55</td>
</tr>
<tr>
<td>Comparative</td>
<td>13</td>
<td>6</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4.6</td>
</tr>
<tr>
<td>Pronoun</td>
<td>11</td>
<td>6</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>4.4</td>
</tr>
<tr>
<td>Subject phrase completion</td>
<td>10</td>
<td>7</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>4.35</td>
</tr>
<tr>
<td>Verb + Complement completion</td>
<td>11</td>
<td>6</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>4.4</td>
</tr>
<tr>
<td>Word order</td>
<td>13</td>
<td>4</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>4.5</td>
</tr>
<tr>
<td>Preposition</td>
<td>10</td>
<td>7</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>4.35</td>
</tr>
<tr>
<td>Superlative</td>
<td>13</td>
<td>6</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4.6</td>
</tr>
<tr>
<td>Gerund</td>
<td>14</td>
<td>4</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>4.6</td>
</tr>
<tr>
<td>Consistent/Parallel construction</td>
<td>16</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.8</td>
</tr>
<tr>
<td>Article</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>3.95</td>
</tr>
<tr>
<td>Inversion</td>
<td>14</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4.65</td>
</tr>
<tr>
<td>Conjunction</td>
<td>12</td>
<td>6</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>4.5</td>
</tr>
</tbody>
</table>
It is interesting that the means in the above table are almost all the same. In other words, teachers think that students should have a very great deal of knowledge about all the categories in Structure and Written Expression except three. Two of these three categories are the ones involving articles in both Structure and Written Expression parts, and the third is the category of ordinal number. The teachers
indicated that they felt all the other categories more important. This contrasts considerably with the actual frequency data shown in Table 4.

It is surprising to see that despite the fact that the category of questions asking about unnecessary words is the sixth most frequent category among 39 categories, 10% of the teachers found it of little importance.

Most teachers (80%) indicated that the list did not lack any item, but one specified that subjunctive should be added to the list since it is part of structure. Most of the teachers (70%) said that no items should be excluded from the list as being unnecessary. The rest of the teachers did not respond to this issue in any way.

**Interview Results and Discussion (Structure and Written Expression)**

According to the interview results, 80% of the teachers think that Structure and Written Expression is the least difficult for their students. In other words, the students are the most successful in this section. They think that what prevents students from being more successful in Listening helps them to be very comfortable with the Structure and Written Expression; that is the fact that students’ previous learning of English in general English courses is based on grammar. Almost all (90%) of the teachers report that since the structure rules are very concrete, the students just memorize them. According to these teachers, it is also easy to identify what has been learnt or not, and study accordingly.

More than half (60%), however, state that the Written Expression part of Section 2 is sometimes too full of details, and therefore, it is very difficult to identify errors.
The teachers use a wide variety of grammar, reading and listening books to deal with the sections of the TOEFL. Most teachers (70%) also say that they compile materials from various TOEFL preparation books.

**Analysis of the Results for Section 3 - Reading Comprehension**

**Test Content Analysis Results and Discussion (Reading)**

Table 6 gives the test content analysis results of Section 3 in frequencies and percentages.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage in whole section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word or phrase meaning</td>
<td>121</td>
<td>26.88</td>
</tr>
<tr>
<td>Detail stated in text</td>
<td>79</td>
<td>17.55</td>
</tr>
<tr>
<td>Inference</td>
<td>67</td>
<td>14.88</td>
</tr>
<tr>
<td>Referent</td>
<td>56</td>
<td>12.44</td>
</tr>
<tr>
<td>Main idea/theme</td>
<td>37</td>
<td>8.22</td>
</tr>
<tr>
<td>EXCEPT/NOT questions</td>
<td>30</td>
<td>6.66</td>
</tr>
<tr>
<td>Author’s opinion/purpose/intention</td>
<td>12</td>
<td>2.66</td>
</tr>
<tr>
<td>Specifying where specific info. is mentioned</td>
<td>11</td>
<td>2.44</td>
</tr>
<tr>
<td>Paraphrase</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Discriminating “true” from “false” statements</td>
<td>6</td>
<td>1.33</td>
</tr>
<tr>
<td>Statement/Conclusion supported by passage</td>
<td>6</td>
<td>1.33</td>
</tr>
<tr>
<td>Interpretation</td>
<td>5</td>
<td>1.11</td>
</tr>
<tr>
<td>Similarity</td>
<td>4</td>
<td>0.88</td>
</tr>
<tr>
<td>Organization of ideas</td>
<td>3</td>
<td>0.66</td>
</tr>
<tr>
<td>Guessing following topic/subject</td>
<td>3</td>
<td>0.66</td>
</tr>
<tr>
<td>Transferring info. into drawing</td>
<td>1</td>
<td>0.22</td>
</tr>
</tbody>
</table>
Categorization

The categories of Reading Comprehension questions are formed as a result of the analysis of nine actual TOEFL tests. In other words, I analyzed 450 Reading Comprehension questions to form the categories above. It was relatively easy to categorize questions in this section because it is very clear what each question tests the examinee on. Although some problems of overlapping seemed to appear with detail, inference and paraphrase questions, the distinction between these categories became clear after describing each of them. In this section, each question was included in only one category.

Discussion

It is clear in Table 6 that the category of word or phrase meaning has a proportion of more than one fourth of the whole. The other categories which are large in scale seem to be detail stated in text, inference, referent, main idea/theme and “EXCEPT” and “NOT” questions. All the other 10 categories in this section have varying degrees below 3%.

Questionnaire Results and Discussion (Reading)

Table 7 presents questionnaire results of Section 3 in frequencies and means of the answers.
Table 7
Teachers' opinions of knowledge needed for Reading Comprehension

<table>
<thead>
<tr>
<th>Categories</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>( \bar{X} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word or phrase meaning</td>
<td>13</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>4.35</td>
</tr>
<tr>
<td>Detail stated in text</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3.9</td>
</tr>
<tr>
<td>Inference</td>
<td>14</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.7</td>
</tr>
<tr>
<td>Referent</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>4.4</td>
</tr>
<tr>
<td>Main idea/theme</td>
<td>12</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>4.45</td>
</tr>
<tr>
<td>EXCEPT/NOT questions</td>
<td>8</td>
<td>12</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.4</td>
</tr>
<tr>
<td>Author's opinion/purpose/intention</td>
<td>10</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>4.35</td>
</tr>
<tr>
<td>Finding where specific info. is mentioned</td>
<td>10</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>-</td>
<td>4.05</td>
</tr>
<tr>
<td>Paraphrase</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>-</td>
<td>3.95</td>
</tr>
<tr>
<td>Discriminating &quot;true&quot; from &quot;false&quot; statements</td>
<td>7</td>
<td>11</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>4.25</td>
</tr>
<tr>
<td>Statement/Conclusion supported by passage</td>
<td>10</td>
<td>8</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>4.3</td>
</tr>
<tr>
<td>Interpretation</td>
<td>12</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>4.35</td>
</tr>
<tr>
<td>Similarity</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>-</td>
<td>3.7</td>
</tr>
<tr>
<td>Organization of ideas</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>4.25</td>
</tr>
<tr>
<td>Guessing following topic/subject</td>
<td>10</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Transferring info. into drawing</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3.1</td>
</tr>
</tbody>
</table>

n= 20

Again in Table 7 teachers almost always agree about what is important to teach. They differ mainly about the importance of detail stated in text, similarity, paraphrase, and transferring information into drawing. Among these, the category of detail stated in text is particularly noticeable when the results are compared with the frequency percentages of the TOEFL test content analysis. According to the content analysis, this type of question is second at the top in terms of frequency.
Seventeen teachers (75%) answered "no" to the question of whether there were any more items to add to the list, and 80% of the teachers felt that all items in the list were necessary to teach for Reading Comprehension section.

**Interview Results and Discussion (Reading)**

In terms of difficulty, according to most of the teachers (70%) of the teachers, Reading Comprehension comes second. One common explanation given for its perceived difficulty is that the passages contain too many specific details, too much culturally-embedded material, and have too much topic-specific vocabulary, which makes comprehension difficult. The majority of the teachers (80%) claim that the language in the text is very advanced, and that the sentences are too long.

However, there are two conflicting viewpoints on the vocabulary. One group of teachers think that the vocabulary is hard to guess from the context, because they are not high frequency words. The other group of people argue that the vocabulary asked in the last two years is not so difficult, but the options are too distracting.

On the other hand, all of the teachers agree that familiarity with the topic is a great advantage in both guessing the meaning of words and understanding the passage.

More than half emphasize that their students do not read much outside the class and some say that when the students read they try to understand every single point. For this reason, the teachers then try to teach more useful reading strategies.

Another assumption made by four teachers out of ten is that because this is the last section in the TOEFL, students already become tired and bored, and therefore, they lose interest and concentration. Hence, they are not very successful.
Analysis of the Results for TWE

Test Content Analysis Results and Discussion (TWE)

In this study I analyzed 11 writing topics in order to make categories of writing topics. The types of questions asked in the TWE mostly require an examinee to

- Agree or disagree with the topic
- Compare two aspects of a given situation
- Generate ideas and explain them using examples
- Explain and support one’s preference
- Discuss two opposite views using examples

Writing will be a required component with all computer-based TOEFL administrations starting in July 1998. However, since it was administered only five times a year at the time of this study, I aimed to find out about the categories of writing questions through 11 topics that appeared in the TWE in the last three years (1995, 1996, 1997) rather than dealing with frequencies of five categories.

Questionnaire Results and Discussion (TWE)

Table 8 shows questionnaire results of the TWE in frequencies and means of the answers.
Table 8

Teachers' opinions of knowledge needed for the TWE

<table>
<thead>
<tr>
<th>Types of questions</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>(\bar{X})</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreeing or disagreeing with the topic</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>4.1</td>
</tr>
<tr>
<td>Comparing two aspects of a given situation</td>
<td>5</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.5</td>
</tr>
<tr>
<td>Generating ideas and explaining them using examples</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4.6</td>
</tr>
<tr>
<td>Explaining and supporting one's preference</td>
<td>8</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.8</td>
</tr>
<tr>
<td>Discussing two opposite views using examples</td>
<td>5</td>
<td>4</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>4.3</td>
</tr>
</tbody>
</table>

\(n=10\)

The ten respondents all agreed on the importance of each question type; however, the category “explaining and supporting one’s preference” was slightly favored. Only one teacher added that an additional category is important: interpreting graphs and charts.

**Interview Results and Discussion (TWE)**

Since the TWE was not a compulsory section of the TOEFL, it was not a part of all the courses taught by the teachers that I contacted. For this reason, only two teachers responded to the questions about writing. These two teachers have opposing views. One of them thinks that it is the most difficult skill for her students because it requires the most productivity and that her students have great difficulty in writing. On the other hand, according to the other teacher, it is as easy for her students as learning the structure of the language because she should just train students on topics and teach them transitions, connectors, and organization. These two teachers’ views seem to be true for different types of students and for different contexts; nonetheless, the second teacher’s view seems to contradict the common
belief that writing is the most difficult of all the four skills for most students because it is more productive, and requires more than memorizing structural formulas or transitions.

**Reflections on Ongoing Courses - Questionnaire Results and Discussion**

**Reasons for Attending TOEFL Preparation Courses**

Table 9 gives in frequencies teachers’ answers to why their students attend TOEFL preparation courses.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>5= always</th>
<th>4= usually</th>
<th>3= sometimes</th>
<th>2= rarely</th>
<th>1= never</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn about test-taking strategies</td>
<td>11</td>
<td>4</td>
<td>-</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>To have TOEFL-type test experience</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>4.25</td>
</tr>
<tr>
<td>To improve their grammar knowledge</td>
<td>5</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3.95</td>
</tr>
<tr>
<td>To improve their reading ability</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>To improve their writing ability</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>1.9</td>
</tr>
<tr>
<td>To improve their speaking ability</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>6</td>
<td>10</td>
<td>1.95</td>
</tr>
<tr>
<td>To study in the USA</td>
<td>6</td>
<td>13</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4.25</td>
</tr>
<tr>
<td>To obtain the TOEFL report as a reference letter/form/document in Turkey</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>3.45</td>
</tr>
<tr>
<td>To learn about their proficiency level in English</td>
<td>-</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>1</td>
<td>2.8</td>
</tr>
</tbody>
</table>

n=20

As the table above indicates, the teachers are mostly in agreement in their answers. Half or more than half of the teachers gave identical answers to nearly 67% of the items in this section. According to the means of the answers, the most frequent
reasons for attending TOEFL preparation courses are to study in the USA, to learn about test-taking strategies, and to have TOEFL-type test experience.

More than 50% of the teachers indicate that their students did not attend the preparation course in order to improve their writing ability and 20% of them indicated that they rarely considered this purpose. Similarly, 50% of the teachers stated that their students did not ever refer to “speaking ability” as a reason for attending the preparation course.

Besides this, two teachers added as another reason that some institutions such as The Central Bank required their personnel to take the course and then to take the TOEFL.

**TOEFL Sections in Order of Difficulty**

By analyzing the answers coming from 20 teachers who responded to the questionnaire, the sections of the TOEFL can be put in order according to students’ success as follows: (1=the most successful)

1. Structure and Written Expression
2. Reading Comprehension
3. Listening Comprehension

Although TWE was also on the list, it was applicable to only 10 teachers. Therefore, it is not included in the list above. However, the answers of those 10 teachers suggest that students are doing neither well nor badly in the TWE.

Meanwhile, all of the teachers who said that they know their students scores before and after taking the preparation course stated that those students scored higher after the preparation course.
Teachers’ Opinions about Preparation Courses

Table 10 shows the frequencies and means of teachers’ responses to the two statements.

Table 10
Teachers’ opinions about TOEFL preparation courses

<table>
<thead>
<tr>
<th>Categories</th>
<th>5= strongly agree</th>
<th>4= agree</th>
<th>3= uncertain</th>
<th>2= disagree</th>
<th>1= strongly disagree</th>
<th>n=</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements</td>
<td>14</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>20</td>
</tr>
</tbody>
</table>

Preparation courses help students to score high on the TOEFL. The mean of the answers is 4.7.

There should be differences between TOEFL preparation courses and general English courses. The mean of the answers is 4.45.

It is important that 70% of the teachers feel strongly positive that preparation courses help students to score high on the TOEFL. Furthermore, if we look at the mean of the answers this rate goes almost up to 100%, and we might say almost all the teachers strongly agree on the statement. Likewise, 70% of the teachers strongly agree that there should be differences between TOEFL preparation courses and general English courses.

Differences between TOEFL Preparation Courses and General English Courses

With one of the two open-ended questions, I inquired about what differences teachers suggest should be between TOEFL preparation courses and general English courses. Most teachers (75%) suggest that TOEFL preparation courses are and should be test-oriented whereas general English courses are interaction- and communication-based. They explain various reasons for this. Among these are
students' primary goal being to score as high as possible on the TOEFL, and such
courses not being accepted as language teaching courses. Additionally, one teacher
asserts that it is questionable how much the TOEFL really measures the knowledge of
language since it is very mechanical and does not require speech production. Even
with her attitude however, according to her, students find communicative activities a
waste of time but are very alert when doing exam practice.

Aside from this, nearly half of the teachers (42%) report that students who
want to take the TOEFL preparation course should be at a certain level of
proficiency, for example, at intermediate or upper-intermediate. They postulate that
students who have prior knowledge of English should be taught advanced English in
the preparation course, and at the same time test practice should be done as much as
possible.

**Teachers' Suggestions for a TOEFL Preparation Course (Questionnaire)**

In the second open-ended question, I asked for suggestions for a one-year
TOEFL preparation course in terms of course content. There were six common
answers written by twelve teachers. Three out of the twelve teachers who wrote their
suggestions stress the importance of a placement test application before grouping the
students into classes. They also suggested that a diagnostic test should be given to
them to learn about their specific needs, and the course should especially focus on the
weaknesses of students.

On the other hand, four teachers out of twelve posit that all students should
first be taught basic English when they first start the course and then they should
proceed from simple structures and skills to complex ones.
Three teachers suggested that there should be as much listening to American speakers on tape inside and outside the class, and reading newspapers, books and short stories as possible. One of the suggestions also includes devoting time to teaching American customs, culture and history since, she claims, at least one passage in each Reading test is likely to be related to one of these.

Finally, ten out of twelve teachers (83%) agree that there should be test practice in addition to the teaching of the skills that are required specifically in the TOEFL.

It is significant that all of these suggestions overlap with the ones reported in the interviews. I will add some other suggestions made by the teachers during the interviews.

**Reflections on Ongoing Courses - Interview Results and Discussion**

**Are TOEFL Preparation Courses Necessary?**

Even a student who speaks English as if it's his mother tongue will gain a lot from the course. First of all, s/he will be familiar with the test format and test-taking strategies. This is very important for a person who will take the test. For example, once I myself wanted to see if the strategies that I taught worked in the exam. Then, it turned out that you can’t always apply what you know in the exam, but still it helps a lot. And I completed that test with only three incorrect. (Interview notes, 14. 05. 1998).

These are one of the teachers’ words, but all ten of the teachers I interviewed agreed that people who will take the TOEFL need to take a TOEFL preparation course. They all think that the course is useful, even for those who have advanced-
level knowledge of English, in order for them to get familiar with the format of the exam, and the type of questions, and also to learn test taking strategies. This is consistent with the questionnaire results. All of the teachers also think that a TOEFL preparation course especially helps all levels of students to learn structure.

**Is TOEFL Teaching Communicative or Test-based?**

One important result of the interviews is that none of the teachers said that their teaching was communicative. All reported that the teaching in the course was test-based. A few said that they also tried communicative teaching but the students were never happy with it. Only one teacher said that her students liked it at the very beginning of the course but that they did not want it afterward. The teachers say that the teaching method is exactly what the students prefer and that they do not want communicative activities for a number of reasons. First, they all have a very limited time to prepare for the exam and always feel a time pressure. Second, they are all university graduates and the youngest is generally over 23. Most of them have to study and work at the same time. They feel that communicative activities are childish, and they do not participate. Finally, the teachers say the students only want rules and explanations and ask too many questions. This directly leads to less conversational teaching, less group/pair work and more multiple choice test practice.

**Teachers' Feelings toward TOEFL Teaching**

Regarding the teaching of TOEFL courses, the two quotations below are very notable. One teacher sees TOEFL teaching as “skills and strategy teaching rather than language teaching.” Another TOEFL teacher articulates her view in the following way:
I, personally, don’t favor communicative language teaching for the preparation for proficiency exams or when you have an ultimate goal like we have now. OK, it can be used at high school or lycee teaching. But here you have an ultimate goal and you have to achieve it in 8 months. That’s why it is and should be more an exam-oriented program. (Interview notes, 06. 05. 1998).

This teacher and six others enjoy teaching TOEFL, though they indicate that it is very hard work. They say they like it or love it mainly because of students’ very high motivation. Students do whatever they are asked to do. Although teachers need more time than they need to get prepared for normal general English courses, they say that the lesson passes quickly and pleasantly. Some teachers feel that TOEFL teaching is like ‘solving a puzzle,’ some think it is very ‘challenging.’ To some others, it is ‘restricting’ but ‘relieving’ because the aim of the course is set.

There were two teachers who felt neutral towards teaching TOEFL. They could not decide whether they liked or disliked it. Another teacher explained that she did not feel like she was teaching a language while teaching TOEFL, and she added:

Though I teach TOEFL sometimes, I don’t believe in TOEFL. Because of this, I feel myself very awkward at times. I am doing something that I don’t believe in. This is just like teaching mathematics. I feel like I’m giving the students just the knowledge and informing them about the skills and strategies that have to be used in order to be successful in the TOEFL. What I’m against in the TOEFL is that it is so much fully-loaded with everyday language, which only the people living in America can know. I have been
teaching English for 12 years, and I have studied it for more than 20 years; but it is difficult even with me. If I have been exposed to some of the American culture and life, things could have been easier. (Interview notes, 15. 05. 1998).

Another question I asked the teachers searched for an answer to the question whether teachers themselves ever felt they were unnecessary. None of them reported an instance when they felt unnecessary. Conversely, they said that even when students self-studied, they needed a teacher. According to them, even if there are explanations or tests in the books, students need further guidance. They do not just need what the correct answer is. They also need why it is correct, and why the others are wrong. What is more, when they have a teacher, they feel that somebody is concerned with them, and whoever s/he is shares their anxiety, and tries to help them.

**Teachers’ Suggestions for a TOEFL Preparation Course (Interview)**

I ended my interview by asking for teachers’ suggestions for a TOEFL preparation course. Suggestions by teachers include a variety of ideas. These can be summarized as follows:

- Students should mostly be exposed to listening during and after the class hours. This does not have to be TOEFL-type listening. It can be watching TV channels in English, listening to songs etc.

- Students who are accepted to the course should have basic English grammar knowledge, and the course should aim at building advanced skills over basic knowledge.
• Vocabulary including phrasal verbs, idioms, and colloquial expressions should be given great importance from the beginning of the course.

• Teaching should be cyclical. You should review what has been taught from time to time because it is very easily forgotten.

• The course material should be suitable for the test and the language of the test. Differences between American English and British English should be taught (so that students who think that “centre” is correct spelling will not mark “center” as erroneous when their eyes first catch the word in the error identification part).

• American culture and history should be taught in order for the students to gain familiarity to the topics mentioned in the test.

• The program should be arranged according to the levels of students. At low levels there should definitely be basic/general English; then, at higher levels test skills and strategies should be taught. There should be enough TOEFL test practice.

• Basic computer skills should be taught since a new test format is starting.

• Teachers as well as students should be trained about the test and the culture, and what s/he should do.

• Teachers should always encourage the students that they will be successful.

In this chapter I first described the sections of the TOEFL by also referring to the new computer-based TOEFL, and by making comparisons between the old and the new formats of the test in order to provide a background for the data analysis. I then analyzed the data obtained from three main sources: test content analysis, questionnaires and interviews with teachers. At this stage, I presented the results concerning both the TOEFL as a whole and each section of the TOEFL separately in
frequencies and percentages, or means of items, and also compared the findings from each source with each other. I will discuss the implications of the findings in detail in Chapter 5.
CHAPTER 5: CONCLUSION

Summary of the Study

In this study I investigated the question of what linguistic knowledge is required to be studied in a TOEFL preparation course. The results of this investigation provided the basis for the design of a TOEFL preparation course syllabus. In order to conduct the study, I collected data via three techniques.

First, I started with the analysis of the most recent actual TOEFL tests. This was necessary both in order to understand the nature of the TOEFL and to provide a basis for the questionnaire. Questionnaires were the second data collection technique that I used in this research project. I administered them to twenty teachers from various institutions offering TOEFL courses in order to ascertain teachers’ opinions regarding how knowledgeable a student should be at the end of the course.

Interviews with TOEFL course teachers were my third source of data. I developed relevant interview questions based on an analysis of the test content and questionnaire results. Through the interviews I was able to learn about what TOEFL teaching was like in different teachers’ classrooms and what students’ preferences were as well as hear teachers’ suggestions for a TOEFL preparation course.

Results and Implications

The categories of questions which I formed as a result of the test content analysis were confirmed as appropriate by almost all of the teachers; the teachers also indicated in the questionnaires that there were no additional items that should be included in or excluded from the lists of categories. This validation gives evidence that the categories are appropriate for a TOEFL preparation course syllabus.
Although all of the categories of questions in all sections of the TOEFL definitely deserve time, effort and attention, the results of the test content analysis and questionnaires seem to suggest that some of them should be given more emphasis in a preparation course. Among these, the categories of inference, detail stated in talks or conversations, structure/grammar, paraphrase, and vocabulary (including general vocabulary, idioms, and phrasal verbs) in Listening Comprehension seem to require more time than the other categories do. Figure 1 on p. 43 contains a full list of items which I suggest for the listening part of a TOEFL preparation course syllabus.

As for Structure and Written Expression, word form, adjectival phrase/clause, missing word, noun phrase/clause, adverbial phrase/clause, singular/plural noun/adjective/pronoun, consistent structure, unnecessary word, confused words, and preposition are the categories which might be emphasized more than the others. A complete list of suggested syllabus items concerning Structure and Written Expression is shown in Figure 2 on pp. 44-45.

In the Reading Comprehension section the categories which are one step further than the other categories in importance are word or phrase meaning, detail stated in text, inference, referent, main idea/theme, EXCEPT/NOT questions. I present a list of the syllabus items which seem appropriate to focus on to prepare for reading in Figure 3 on p. 46.

As to Writing, familiarity with all of the five categories of questions - agreeing or disagreeing with the topic, comparing two aspects of a given situation, generating ideas and explaining them using examples, explaining and supporting one’s
preference, discussing two opposite views using examples - should be given emphasis in the preparation course.

A crucial finding of this study is that the teachers in general do not discriminate between any categories. They tend to treat all types of questions in each section equally. This is a problem since the categories of questions do not occur at the same level of frequency in the test. An implication of this is that in the course syllabus, the most frequent categories, about which students are expected to need the most, should receive a greater emphasis.

It is believed by the teachers who participated in my study that Listening is the most difficult section of the TOEFL for their students. When we compare the results obtained from a sample of twenty teachers with the figures showing the means of TOEFL section scores of Turkish examinees (who took the TOEFL from July 1996 through June 1997), we notice a parallel between what the teachers say and what the figures show. The table which displays the means of TOEFL total and section scores of all examinees classified by native language (ETS, 1997c) documents that Turkish students are more successful in Structure and Written Expression, and Reading Comprehension than in Listening Comprehension. This fact also leads me to the conclusion that listening needs to be given more importance by teachers.

In designing a syllabus, however, it must be taken into consideration that the TOEFL is changing in July 1998. Since the new computer-based TOEFL introduces some changes in the Listening and Reading, and also since Writing is becoming a required section in all administrations, the balance is likely to change. Syllabus decisions should be made accordingly.
According to my data from teachers, Reading follows Listening in terms of difficulty. That students do not have a habit of reading much and that they do not know how to read are two crucial reasons given for this. The course, in that case, should encourage students to increase the amount of their reading, and they should be taught reading strategies.

The survey I carried out shows that all the participants thought that preparation courses are necessary especially as a means of providing familiarity with the test format and question types. Particularly for this reason, the teachers report that the teaching of the course is more based on the test than on being communicative. Teachers also report that this is the students' choice as well. They indicate that the students do not ever attend the course to improve their speaking skills seems to support this.

The fact that all the students choose to take a TOEFL preparation course rather than attend a general English course justifies having course content specifically focused on TOEFL linguistic items rather than general English. It validates the idea that a TOEFL preparation course should focus on the test itself. Nevertheless, this results in two conflicting teacher views. While most teachers like teaching the TOEFL very much, there are a few teachers who do not. However, both groups agree that TOEFL teachers are necessary. This, then, underlines the importance of the course and the teachers.
Pedagogical Implications

As explained in Chapter 2, proficiency tests are not limited to any specific program or course. Because of this, I tried to specify the specific points that the TOEFL tests, and to form a series of categories of TOEFL questions as described and analyzed in Chapter 4. These categories might be the linguistic content of the syllabus of a TOEFL preparation course, constituting the guide for both the teachers and students. However, it should be remembered that since the test is being revised continuously, and new question types are likely to be asked, we should also be aware of these changes, and therefore, should revise the syllabus accordingly. Also, the course syllabus should be flexible, and include, if necessary, additional items other than the categories designated in this study according to the needs of learners determined, possibly, by a diagnostic test.

As brought about in Chapter 4 by the teachers who responded to the questionnaire, and who I interviewed, students prefer to take a TOEFL preparation course first in order to learn about test-taking strategies and to have TOEFL-type test experience, and second they want to improve their language skills. In accordance with this, the goal of a preparation course is to help students raise their TOEFL scores rather than teach them basic English. Therefore, students who have reached intermediate or upper-intermediate level of proficiency should be admitted to a TOEFL preparation course, and they should be provided with as much TOEFL test practice as possible as well as be taught advanced English during the course.

Nevertheless, it should be in mind that in spite of the fact that most of the teachers propose focusing on grammar, and they claim that they do it best, this does
not help much for the Listening Comprehension section or Reading, either. In this case, the teachers should rethink their claim, and find new ways to supplement grammar in order to help students improve listening and reading comprehension skills.

Based on the data collected, I also suggest that teachers of TOEFL preparation courses be trained about the nature of the test that they will prepare the students for, and about the degree of importance of each category of questions.

As I mentioned previously, since the TOEFL is being computerized, students should be provided with the opportunity to work with computers during the test-practice phase. Although students do not need prior computer experience for the new format of the TOEFL, it will enable them to feel more confident and comfortable in the actual test.

**Limitations of the Study**

The results of this study might have been adversely affected by the conditions under which it was carried out. For instance, only twenty teachers responded to the questionnaires, and interviews were held only with ten of them. If the sample of teachers had been larger, the results might have been different.

Another limitation of this study is that it was conducted just previous to the upcoming changes in the TOEFL. The new computer-based test will incorporate a few new types of questions, and it is impossible to evaluate the computer-based test. However, it is comforting to know that although the format is changing, the linguistic content that is tested on the TOEFL remains the same.
Suggestions for Further Research

I reported above the change to a computer-based test as a limitation. For this reason, new research might analyze the content of the computer-based TOEFL test, and compare those results with the results of this study. According to the analysis of the results, the syllabus which will be prepared using the guidelines suggested in this study can be revised if necessary.

Another study might investigate the effectiveness of the course syllabus, for which guidelines were proposed in this study. In order to carry out this investigation, the syllabus and the success of the preparation course should be examined. To further expand the study, students' TOEFL scores could be used as an important data source. In addition, the participation of students as well as teachers would add an important perspective, allowing for a comparison of the two.

Although this study did not address the issue of culture, questionnaires and interviews indicated that it is an important issue in the TOEFL. The teachers who participated in this study state that the test contains many elements which are specific to North American culture and daily life; they also claim that familiarity with the culture helps one to be more successful on the TOEFL. Therefore, whether it really helps to raise one's TOEFL scores would be an important topic for another research study.
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APPENDIX A

Examples of Categories Described in Chapter 4

Categories in the Listening Comprehension Section - Part A

Inference

Example (ETS, 1997b, p. 84, no: 9):

(man) My math assignment’s due tomorrow morning and I haven’t even started it yet.

(woman) I’ll miss you at the party tonight.

(narrator) What does the woman imply

(A) The party will be crowded.

(B) The man will do his assignment before the party.

(C) She is not going to the party.

(D) The man won’t be able to go to the party.

The answer is (D). It is inferred from the woman’s speech that the man will not be at the party.

Structure/Grammar

Example (ETS, 1997b, p. 49, no: 16)

(man) Did you give the cashier five dollars for hamburgers?

(woman) No I had Jack do it.

(narrator) What does the woman mean?

(A) She paid for the with a check.

(B) Jack paid for the hamburgers.

(C) Jack gave her some money.
(D) The cashier gave her a check for five dollars.

The answer is (B). The causative structure indicates that somebody else (Jack) did the paying for the woman.

**Paraphrase**

Example (ETS, 1995b, p: 26, no: 10):

(woman) Why is it that whenever I open my mailbox lately I pull out letters addressed to you?

(man) Oh, uh, until I find a new apartment, I’m having the post office forward my mail to your place.

(narrator) What is happening to the man’s letters?

(A) They are being mailed to his old address.

(B) They are being sent to the woman’s address.

(C) They are being forwarded to his apartment.

(D) They are being held at the post office.

The answer is (B).

**Vocabulary**

**Usual vocabulary:**

Example (ETS, 1995a, p: 5, No: 13):

(woman) Look at this mess! And the guests will be here soon!

(man) Take it easy. I’ll make sure the house is spotless.

(narrator) What does the man mean?

(A) He’ll be able to clean the house in time.

(B) He doesn’t have time to take the woman home.
(C) It should be easy for the guests to find the house.

(D) He needs time to relax before the guests arrive.

We can understand from the word "spotless" that the answer is (A).

**Idiom/Phrasal verb**

Example 1 (ETS, 1997b, p: 14, no: 22):

(man) I have band rehearsal tonight. I guess we won’t be able to go to the movies.

(woman) Another rehearsal! Am I ever sick and tired of your rehearsals!

(narrator) What does the woman imply?

(A) She’d rather not go to the late show.

(B) She’ll miss the rehearsal because she is sick.

(C) She’s too tired to go to the concert.

(D) She wishes the man had fewer rehearsals.

We understand from the idiom "to be sick and tired of something" that the idea expressed in (D) is correct.

Example 2 (ETS, 1995b, p: 86, no: 14):

(man) You ought to see a doctor about that cough.

(woman) I guess I should. I’ve been putting it off for days.

(narrator) What does the woman mean?

(A) She has almost recovered from her cough.

(B) She hasn’t seen the doctor yet.

(C) She saw the doctor four days ago.

(D) She’ll call the doctor to postpone her appointment.
The phrasal verb “put off” implies that the woman has not seen the doctor yet. The answer is (B).

**Tonal emphasis/Tone of voice**

Example (ETS, 1997b, p: 49, no: 14):

(woman)  I didn’t know it got so hot here in summer!

(man)    Hot! This is nothing compared to summertime in Florida.

(narrator) What does the man mean?

(A) He thinks the summers are warmer in Florida.

(B) He doesn’t want to do much when it is hot.

(C) He wishes he were in Florida.

(D) He’s never experienced weather this hot.

The way the man says “hot” implies that he does not agree with the woman. The answer is (A).

**Similar sounds**

Example (ETS, 1996a, p: 16, no: 6):

(man)    You seem cheerful today.

(woman)  It’s nice to see the Sun for a change.

(narrator) What does the woman mean?

(A) She is usually in a good mood.

(B) She doesn’t feel as cheerful as she looks.

(C) She enjoyed her son’s visit.

(D) She’s happy because of the weather.
The answer is (D), but it is very likely to confuse Sun and son because they are very similar in sound.

**Word with double meaning**

Example (ETS, 1995b, p: 27, no: 22):

(woman) I’m taking my roommate out for her birthday tonight - you know, to that fancy new restaurant.

(man) You can’t go like that. You’d better change.

(narrator) What does the man suggest the woman do?

(A) Take a lot of money.

(B) Go to a different restaurant.

(C) Ask someone else to go with her.

(D) Wear different clothes.

The answer is (D) because among various meanings of “change” is meant putting different clothes on.

**Categories in Listening Comprehension Section - Part B and C**

**Detail stated in talk, conversation etc.**

Example (ETS, 1995a, p: 10, no: 43):

The narrator asks:

What will take place at the end of the workshop?

The options are:

(A) A picnic.

(B) An art sale.

(C) A formal graduation ceremony.
(D) An exhibition of student work.

The answer is (A). The woman says "It costs $175, which includes all your materials, and a picnic, which is usually attended by all of the participants at the end of the workshop.

Inference

Example (ETS, 1997b, p: 124, no: 38):

The narrator asks:
what can be inferred from the story about the sneakers?

The options are:

(A) A storm can change the direction of an ocean current.

(B) Common items can be works of art.

(C) Not all useful experiments are planned ahead of time.

(D) Computers cannot always predict the effects of pollution.

The answer is (C). In the conversation, they say:

(woman) . . . There was a freighter carrying sneakers from a factory in Asia. It was caught in a big storm and thousands of pairs of sneakers got dumped in the Pacific Ocean.

(many) Really? What a waste!

(woman) Yeah. Turns out, though, that hundreds of these shoes started washing up on beaches somewhere near Seattle, just about where the computer models had predicted the currents would carry them.

(many) Gee. You mean all that stuff I find on the beaches might be part of some big scientific experiment? I thought it was all just trash!
**Major subject of talk, conversation etc.**

Example (ETS, 1996a, p: 22, no: 43):

The narrator asks:

What is the talk mainly about?

The options are:

(A) The difficulty of breeding electric fish.

(B) The medical importance of electric fish.

(C) How certain fish use electricity.

(D) How fish navigate.

The answer is (C). In the talk the speaker mainly talks about various kinds of fish such as the eel and the knife fish, and the ways they use electricity by giving specific instances as examples.

**Paraphrase**

Example (ETS, 1995b, p: 30, no: 46):

The narrator asks:

What does the speaker say about sleeping pills?

The options are:

(A) They might eventually cause you to lose sleep.

(B) They help produce a neurotransmitter in the brain.

(C) You must not drink milk if you take them.

(D) They make it unnecessary to take naps.

The answer is (A). The speaker says:
(woman) . . . What should you do, then, on those sleepless nights? Don’t bother with sleeping pills. They can actually cause worse insomnia later . . .

**Organization of talk, conversation etc.**

Example (ETS, 1997b, p: 19, no: 48):

The narrator asks:

How does the speaker begin her discussion?

The options are:

(A) By categorizing the world’s climate.

(B) By defining the term “climate”.

(C) By summarizing the previous lecture.

(D) By referring to the weather map.

The answer is (B). The speaker says:

(woman) . . . But first, let’s back up a moment and review what we know about climatic change in general. First, we defined “climate” as consistent patterns of weather over significant periods of time . . .

**Categories in the Structure and Written Expression Section**

**Categories in Structure:**

**Adjectival phrase/clause**

Example (ETS, 1997d, p: 17, no: 7):

Mango trees, ---------- densely covered with glossy leaves and bear small fragrant flowers, grow rapidly and can attain heights of up to 90 feet.

(A) whose

(B) which are
(C) are when

(D) which

The answer is (B). The relative clause must be completed in order for the whole sentence to be complete.

**Noun phrase/clause**

Example (ETS, 1996a, p: 25, no: 3):

The protection of technologies and technological information has become ------ of many nations

(A) the importance of a concern

(B) a concern of important

(C) the importance concerning

(D) an important concern

The answer is (D). It is the missing part of the noun phrase.

**Adverbial phrase/clause**

Example (ETS, 1997d, p: 17, no: 9):

The Chisos Mountains in Big Bend National Park in Texas were created by volcanic eruptions that occurred --------.

(A) the area in which dinosaurs roamed

(B) when dinosaurs roamed the area

(C) did dinosaurs roam the area

(D) dinosaurs roaming the area

The answer is (B). The sentence can be completed by using an adverbial clause of time.
**Subject + verb completion**

Example (ETS, 1995a, p: 15, no: 12):

On March 1, 1867, --------- to the Union when President Andrew Johnson’s veto was overridden.

(A) since the state Nebraska had been admitted

(B) admitted that the state of Nebraska

(C) the admission of the state of Nebraska

(D) the state of Nebraska was admitted

The answer is (D).

**Verb/verb phrase completion**

Example (ETS, 1995b, p: 46, no: 1):

Simple photographic lenses cannot --------- sharp, undistorted images over a wide field.

(A) to form

(B) are formed

(C) forming

(D) form

The answer is (D). The most suitable verb form for this sentence is (D).

**Infinitive/Gerund**

Example (ETS, 1995b, p: 92, no: 3)

An innovator, ballerina Augusta Maywood was --------- a traveling company.

(A) to form the first

(B) the first to form
(C) who formed the first

(D) forming the first

The answer is (B).

**Comparative**

Example (ETS, 1997b, p: 131, no: 15):

The province of Newfoundland has ------- than any other region of North America in which the first language is English.

(A) its longer history

(B) a longer history

(C) the longer the history

(D) the history is longer

The answer is (B). It is the suitable comparative form for the sentence.

**Pronoun**

Example (ETS, 1996a, p: 26, no: 10):

The monarch butterfly’s migration of 1,800 miles or more makes -------- among insects.

(A) uniquely

(B) is uniquely

(C) it unique

(D) it is unique

The answer is (C).
**Subject phrase completion**

Example (ETS, 1996a, p: 25, no: 6):

During courtship, --------- displays his green-and-gold upper tail feathers before the peahen.

(A) in which the crested peacock

(B) which the crested peacock

(C) the crested peacock that

(D) the crested peacock

The answer is (D). It is a noun clause acting as a subject.

**Verb + complement completion**

Example (ETS, 1997b, p: 95, no: 15):

Coinciding with the development of jazz in New Orleans in the 1920’s -------- in blues music.

(A) was one of the greatest periods

(B) one of the greatest periods

(C) was of the greatest periods

(D) the greatest periods

The answer is (A).

**Word order**

Example (ETS, 1995b, p: 93, no: 14):

Even at low levels, -------

(A) the nervous system has produced detrimental effects by lead

(B) lead’s detrimental effects are producing the nervous system
(C) lead produces detrimental effects on the nervous system

(D) the detrimental effects produced by lead on the nervous system

The answer is (C).

**Preposition**

Example (ETS, 1997b, p: 130, no: 4):

-------- plants, which manufacture their own food, animals obtain nourishment by acquiring and ingesting their food.

(A) Unlike

(B) Different

(C) Whereas

(D) As much

The answer is (A).

**Superlative**

Example (ETS, 1996b, p: 18, no: 12):

Flower oils are -------- of the ingredients used in making perfume.

(A) among expensive

(B) among the most expensive

(C) being most expensive

(D) expensive

The answer is (B).

**Consistent/parallel construction**

Example (ETS, 1995a, p: 14, no: 1)

Cobalt resembles iron and nickel in tensile strength, appearance, --------.
(A) is hard
(B) although hard
(C) has hardness
(D) and hardness

The answer is (D). A word in the noun form is required to complete the sentence.

**Article**

Example (ETS, 1995a, p: 14, no: 3):

--------- versatile performer, soprano Kathleen Battle has often concluded a program of art songs and arias with selections from ragtime or popular music.

(A) A
(B) Which
(C) So
(D) Because

The answer is (A).

**Inversion**

Example (ETS, 1996a, p: 26, no: 9):

--------- advance and retreat in their eternal rhythms, but the surface of the sea itself is never at rest.

(A) Not only when the tides do
(B) As the tides not only do
(C) Not only do the tides
(D) Do the tides not only

The correct form of subject-verb inversion is given in (C).
**Conjunction**

Example (ETS, 1995b, p: 92, no: 5):

With x-ray microscopes scientists can see through live insects even through solid pieces of metal.

(A) however
(B) nevertheless
(C) or
(D) yet

The correct conjunction is “or”. Therefore, the answer is (C).

**Categories in Written Expression**

**Word form**

Example (ETS, 1997d, p: 21, no: 28):

Although the pecan tree is chiefly value for its fruit, its wood is used extensively for flooring, furniture, boxes, and crates.

A B C D

The answer is (B) because the adjective form “valuable” must be used there.

**Missing word**

Example (ETS, 1995b, p: 97, no: 26):

Christopher Plummer is a Canadian actor who has starred in stage, television, and film productions on both sides the Atlantic Ocean.

A B C D

The answer is (D) because the preposition “of” is missing between the two words.

**Singular/Plural noun**

Example (ETS, 1997b, p: 62, no: 30):

In the spring the woodcock builds a simple nest of leaves and grass in a dry, quiet

A B C
spots and lays four multicolored eggs.

The answer is (D). The word “spots” must be in the singular form.

**Singular/Plural Possessive Adjective, Possessive Pronoun or Subject/object**

**pronoun**

Example (ETS, 1996b, p: 21, no: 28):

For most of their history, especially since the 1860’s, New York City has been undergoing major ethnic population changes.

The answer is (A). “Their” must replace “its”.

**Unnecessary word**

Example (ETS, 1995b, p: 49, no: 21):

John Rosamond Johnson he composed numerous songs, including *Lift Every Voice* and *Sing*, for which his brother, James Weldon Johnson, wrote the words.

The answer is (A). “He” is unnecessary.

**Consistent/parallel construction**

Example (ETS, 1996a, p: 29, no: 33):

Critical thinkers are able to identify main issues, recognize underlying assumptions, and evaluating evidence.

The answer is (D). The verb must be “evaluate” to be consistent with the others.

**Confused words**

Example (ETS, 1995b, p. 98, no: 38):

Prototypical oboes did a loud, harsh tone, but the modern oboe is appreciated for its
smooth and beautiful tone.

D

The answer is (A). “Did” must replace “made”.

**Preposition**

Example (ETS, 1995b, p: 50, no: 31):

Chemical research provides information that is useful when the textile industry in the creation of synthetic fabrics.

D

The answer is (B). “When” is the wrong word choice; “for” or another appropriate preposition must be used after “useful”.

**Verb form**

Example (ETS, 1995a, p: 17, no: 24):

A white oak at Rutgers University is said to had been the inspiration for Joyce Kilmer’s poem “Trees”.

D

The answer is (A). “Had” must replace “have”.

**Reversed/Inverted order**

Example (ETS, 1997d, p: 20, no: 18):

Talc, a soft mineral with a variety of uses, sold is in slabs or in powdered form.

D

The answer is (C). The order of the verb phrase is wrong.

**Relative pronoun**

Example (ETS, 1995b, p: 50, no: 30):

Minoru Yamasaki is an American architect which works departed from the austerity frequently associated with architecture in the United States after the Second World

D
War.

The answer is (A). "Which" is the wrong relative pronoun for the persons.

**Article**

Example (ETS, 1997b, p: 135, no: 37):

Oscillation is a electronic function that changes direct current to the signal of desired frequency.

A B C D

The answer is (A). The indefinite article must be "an".

**Gerund**

Example (ETS, 1997d, p: 21, no: 27):

The Moon's gravitational field cannot keep atmospheric gases from escape into space.

A B C D

The answer is (C). Gerund form of "escape" is required.

**Infinitive**

Example (ETS, 1997b, p: 63, no: 40):

Composed of heavy-textured clay soil, adobe has great elasticity when moist, but when dry is able of holding its shape.

A B C D

The answer is (D). An infinitive form is required after "to be able."

**Conjunction**

Example (ETS, 1997b, p: 133, no: 16):

The antique collector must be able to distinguish real antiques from later imitations, which can be either reproductions nor fakes.

A B C D

The answer is (D). "Nor" must replace "or" because it is part of the paired conjunctions "either--------or."
Comparative

Example (ETS, 1995b, p: 50, no: 35):

Ice is less denser than the liquid from which it is formed.

A    B    C    D

The answer is (A). The comparative form has been done by using “less”, therefore -er is unnecessary.

Superlative

Example (ETS, 1997d, p: 20, no: 25):

Basal body temperature refers to the most lowest temperature of a healthy individual during waking hours.

A    B    C

D

The answer is (B). “Most” is not used to form the superlative of a one-syllable adjective.

Ordinal number

Example (ETS, 1997d, p: 22, no: 35):

A number of the American Indian languages spoken at the time of the European arrival in the New World in the late fifteen century have become extinct.

A    B    C

D

The answer is (D). “Fifteen” must replace the ordinal number “fifteenth.”

Categories in the Reading Comprehension Section

Word or phrase meaning

Example (ETS, 1997b, p: 138, no: 2):

The word “bounds” in line 6 is closest in meaning to

(A) rules

(B) experiences
(C) limits

(D) exceptions

The answer is (C). Line 6 is “Education is much more open-ended and all-inclusive than schooling. Education knows no bounds. It can take place anywhere . . .”

**Referent**

Example (ETS, 1997b, p: 112, no: 47):

The phrase “their contributions” in line 16 refers to the contributions of

(A) social scientists

(B) prehistoric cultures

(C) historians

(D) documentation and knowledge

The answer is (A). The extract that the phrase is in is “The questions they framed and the techniques they used were designed to help them understand, as scientists, how people behaved. But because they were treading on historical ground for which there was often extensive written documentation, and because their own knowledge of these periods was usually limited, their contributions to American history remained circumscribed.”

**Detail stated in text**

Example (ETS, 1995b, p: 102, no: 13):

According to the passage, which of the following protects birds against cold weather?

(A) Glands

(B) Hormones

(C) Feathers
(D) Artificial light

The answer is (C). The passage says “A bird’s feathery coat is good insulation against the cold.”

**Finding where specific information is mentioned**

Example (ETS, 1997b, p: 67, no: 11):

Where in the passage does the author refer to the original method of selecting a president?

(A) Lines 2-3

(B) Lines 11-13

(C) Lines 18-19

(D) Lines 20-21

The answer is (A). Lines 2-3 say “As the framers of the Constitution set up the system, the electors would, out of their own knowledge, select the “wisest and best” as President.”

**Guessing following topic/subject**

Example (ETS, 1997b, p: 141, no: 17):

The paragraph following the passage most probably discusses

(A) why certain geological events happen where they do

(B) how geological occurrences have changed over the years

(C) the most unusual geological developments in the Earth’s history

(D) the latest innovations in geological measurement

The answer is (A). The passage ends with the sentences “Before the 1960’s, geologists could not explain why active volcanoes and strong earthquakes were
concentrated in that region. The theory of plate tectonics gave them an answer.” It is
the clue for the answer.

"EXCEPT" and "NOT" questions

Example (ETS, 1995b, p: 109, no: 49):

Which of the following is NOT a result of the formation of ocean ice?

(A) The salt remains in the water.
(B) The surrounding water sinks.
(C) Water salinity decreases.
(D) The water becomes denser.

According to the passage (A), (B) and (D) are the results of the formation of ocean
ice. Also, the opposite of what is said in (C) is a result of it. Therefore, the answer is
(C).

Statement/conclusion supported by passage

Example (ETS, 1997b, p: 139, no: 7):

The passage supports which of the following conclusions?

(A) Without formal education, people would remain ignorant.
(B) Education systems need to be radically reformed.
(C) Going to school is only part of how people become educated.
(D) Education involves many years of professional training.

The whole passage supports the idea given in (C). Therefore, the answer is (C).

Main idea/theme

Example (ETS, 1997d, p: 30, no: 21):

What does the passage mainly discuss?
(A) Causes of food spoilage

(B) Commercial production of ice

(C) Inventions that led to changes in the American diet

(D) Population movements in the nineteenth century

The passage mainly discusses (C). The answer is (C).

**Interpretation**

Example (ETS, 1997b, p: 138, no: 1):

What does the author probably mean by using the expression “children interrupt their education to go to school (lines 2-3)?”

(A) Going to several different schools is educationally beneficial.

(B) School vacations interrupt the continuity of the school year.

(C) Summer school makes the school year too long.

(D) All of life is an education.

When we read the whole text, we understand that the writer makes a difference between education and schooling, and sees education as being more open-ended and all-inclusive. The expression above is the first time that the author implies this. For this reason, the answer is (D).

**Author's opinion/purpose/intention**

Example (ETS, 1995b, p: 71, no: 46):

In line 15, what is the author’s purpose in mentioning “a rose, an apple, or an orchid”?

(A) To make the passage more poetic

(B) To cite examples of plants that are attractive
(C) To give botanical examples that most readers will recognize

(D) To illustrate the diversity of botanical life

The author talks about the amazing amount of botanical knowledge of the people and claims that most people will recognize a rose, an apple, or an orchid. Roses, apples, and orchids are common plants with which most people are familiar. Therefore, the answer is (C).

**Similarity**

Example (ETS, 1995b, p: 71, no: 49):

The relationship between botany and agriculture is similar to the relationship between zoology (the study of animals) and

(A) deer hunting

(B) bird watching

(C) sheep raising

(D) horseback riding

Botany (the study of plants) is related to agriculture (the growing of plants for food) as zoology (the study of animals) is related to sheep raising (the raising of animals for food). The answer is (C).

**Paraphrase**

Example (ETS, 1995b, p: 69, no: 35):

According to the passage, when small children were asked to count a pile of red and blue pencils they

(A) counted the number of pencils of each color

(B) guessed at the total number of pencils
(C) counted only the pencils of their favorite color

(D) subtracted the number of red pencils from the number of blue pencils

The correct answer which is (A) is stated in lines 15-16: “children readily report the number of blue or red pencils . . . .”

**Transferring information into drawing**

Example (ETS, 1996a, p: 37, no: 26):

Which of the following drawings best represents a transform contact (lines 13-14)?

![Diagram A](image1.png)

![Diagram B](image2.png)

![Diagram C](image3.png)

![Diagram D](image4.png)

**Discriminating “true” from “false” statements**

Example (ETS, 1995b, p: 101, no: 8):

According to the passage, which of the following statements about Charles Newbold is true?

(A) He was James Oliver’s assistant.

(B) He was born in Europe.

(C) He was opposed to scientific agriculture.

(D) He spent his own money to promote his invention.
The answer is stated in lines 10-12: “As early as 1790 Charles Newbold of New Jersey had been working on the idea of a cast-iron plow and spent his entire fortune in introducing his invention . . .” The answer is (D).

Organization of ideas

Example (ETS, 1996b, p: 27, no: 10):

Which of the following best describes the organization of the passage?

(A) A description of events in chronological order
(B) A comparison of two events
(C) The statement of a theory and possible explanations
(D) An analysis of scientific findings

The answer is (A). The whole passage presents different methods of illumination throughout the history.
APPENDIX B
Sample Questionnaire

Dear Colleagues,

I am an instructor at YADIM, Çukurova University, Adana. Currently I am an MA TEFL student at Bilkent University. I am doing a research project on the design of a TOEFL preparation course, and I am interested in your experiences and opinions about TOEFL preparation courses. Your responses will help me a great deal with my research, and they will be kept confidential. You do not have to give your name and no one will know specific answers to these questions. I will be very grateful if you would take some time to complete the questions below.

Thank you,
Aysun Eşme

BIOGRAPHICAL INFORMATION

Directions:
Please read the items below carefully and circle or tick the appropriate choice to you, or write in the space provided.

• Gender Female......

Male

• Age:
  a) 20-25  b) 26-30  c) 31-35  d) 36-40  e) 41 and above

• Graduated from University:.................................
Department:..........................................................

• Highest qualification you hold:
  a)Ph. D.  b) MA/MSc  c) BA/BSc  d) Other, please specify ...........................

• How many years have you taught TOEFL?  Year.........  Month.............
THE TOEFL TEST AND THE PREPARATION COURSE

1. Why do you think your students are attending the TOEFL preparation course?

Please use the following key to circle your answers.

5 = always    4 = usually    3 = sometimes    2 = rarely    1 = never

<table>
<thead>
<tr>
<th>Reason</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td>To learn about test-taking strategies</td>
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<td>To have TOEFL-type test experience</td>
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<td>To improve their grammar knowledge</td>
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<td>To improve their speaking ability</td>
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<td>To study in the USA</td>
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The average rating for each reason can be calculated by summing the ratings and dividing by the number of responses.
2. If you have students who took the TOEFL before attending the TOEFL preparation course, do you know their previous TOEFL scores?

...... Yes ...... No

3. If you answered “yes” to 2, read the following options and circle the correct alternative.

a) They scored higher before the preparation course.
b) They scored higher after the preparation course.
c) They scored almost the same at both (all) times.
d) Other, please specify...........................................

4. How successful do you think your students are in the following sections?

Please use the following key to circle your answer.

5= the most successful 4= successful 3= 50/50 2= not successful 1= the least successful

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<thead>
<tr>
<th>Section</th>
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<td>5</td>
<td>4</td>
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<tr>
<td>Structure and Written Expression</td>
<td>5</td>
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<td>Reading Comprehension</td>
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<td>Test of Written English</td>
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</tbody>
</table>
SECTIONS IN THE TOEFL

1. SECTION 1 - LISTENING COMPREHENSION

1. A. Please circle the suitable number for each item below to indicate in general how much you think students need to be knowledgeable about the following items at the end of the course.

5= very much  4= much  3= not much-not little (somewhat)  2= little  1= very little

Part A

Vocabulary:
- General vocab. (verbs, noun, adj., adv.)
  5  4  3  2  1
- Phrasal verb
  5  4  3  2  1
- Idiom
  5  4  3  2  1
- Inference
  5  4  3  2  1
- Paraphrase
  5  4  3  2  1
- Structure/Grammar
  5  4  3  2  1
- Word with double meaning
  5  4  3  2  1
- Similar Sounds
  5  4  3  2  1
- Tonal Emphasis/Tone of voice
  5  4  3  2  1

Part B and C

- Major subject of talk, conversation etc.
  5  4  3  2  1
- Detail stated in talk, conversation etc.
  5  4  3  2  1
- Inference
  5  4  3  2  1
- Paraphrase
  5  4  3  2  1
- Organization of talk, conversation etc.
  5  4  3  2  1

1. B. a) Do you think there are items to add to this list?

......Yes  ......No

b) If you answered "yes" to 1. B. a, please name them, and circle the suitable number for each of them as you did in 1. A.

5  4  3  2  1
5  4  3  2  1
5  4  3  2  1
5  4  3  2  1
5  4  3  2  1
5  4  3  2  1
5  4  3  2  1
c) Please write why you think the items in 1. B. b are necessary.

1. ..........................................................................................................
2. ..........................................................................................................
3. .....................................................................................
4. .....................................................................................
5. .....................................................................................
6. .....................................................................................
7. .....................................................................................
8. .....................................................................................
9. .....................................................................................
10. .................................................................................................

1. C. a) Are there any subjects that are unnecessary to teach for the Listening Comprehension Section of the TOEFL?

..... Yes ...... No

b) If you answered “yes” to 1. C. a, please name them.

c) Why do you think they are unnecessary? Please circle the suitable number for each item below.

5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

Students already know them so they do not want to study.  
5 4 3 2 1

Students already know them so the teachers do not need to reteach.  
5 4 3 2 1

They are asked very few times in the TOEFL.  
5 4 3 2 1

They are not asked in the TOEFL.  
5 4 3 2 1

Other, please specify.

1. ..........................................................................................................
2. ..........................................................................................................
3. ..........................................................................................................
4. ..........................................................................................................

2. SECTION 2 - STRUCTURE AND WRITTEN EXPRESSION

2. A. Please circle the suitable number for each item below to indicate in general how much you think students need to be knowledgeable about the following items.

5 = very much  4 = much  3 = not much-not little (somewhat)  2 = little  1 = very little

Structure:

<table>
<thead>
<tr>
<th>Phrase/Clause Type</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectival phrase/clause</td>
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<tr>
<td>Noun phrase/clause</td>
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<td>Adverbial phrase/clause</td>
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<td>Preposition</td>
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<tr>
<td>Verb/Verb phrase completion</td>
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<tr>
<td>Subject phrase completion</td>
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<tr>
<td>Subject + Verb completion</td>
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<tr>
<td>Verb + Complement completion</td>
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<tr>
<td>Infinitive</td>
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<tr>
<td>Gerund</td>
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<tr>
<td>Comparative</td>
<td></td>
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<tr>
<td>Superlative</td>
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<tr>
<td>Pronoun</td>
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<tr>
<td>Article</td>
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<tr>
<td>Conjunction</td>
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<tr>
<td>Consistent/Parallel construction</td>
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<tr>
<td>Word order</td>
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<tr>
<td>Inversion</td>
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</tbody>
</table>

Written Expression:

<table>
<thead>
<tr>
<th>Phrase Type</th>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word form</td>
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<td></td>
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<tr>
<td>Verb form</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Inverted order</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unnecessary word</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Singular/Plural</td>
<td></td>
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<td></td>
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<tr>
<td>Sing./plu. poss. adj., poss. pron. or subj./obj. pron.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sing./plu. noun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relative pronoun</td>
<td></td>
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<tr>
<td>Article</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
2. B. a) Do you think there are items to add to this list?

......Yes ......No

b) If you answered “yes” to 2. B. a, please name them, and circle the suitable number for each of them, as you did in 2. A.

5 4 3 2 1
5 4 3 2 1
5 4 3 2 1
5 4 3 2 1
5 4 3 2 1
5 4 3 2 1
5 4 3 2 1
5 4 3 2 1
5 4 3 2 1

2) Please write why you think the items in 2. B. b are necessary.

1. .............................................................................................................................................
2. .............................................................................................................................................
3. .............................................................................................................................................
4. .............................................................................................................................................
5. .............................................................................................................................................
6. .............................................................................................................................................
7. .............................................................................................................................................
8. .............................................................................................................................................
9. .............................................................................................................................................
2. C. a) Are there any subjects that are unnecessary to teach for the Structure and Written Expression of the TOEFL?

...... Yes ...... No

b) If you answered “yes” to 2. C. a, please name them.

c) Why do you think they are unnecessary? Please circle the suitable number for each item below.

5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students already know them so they do not want to study.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Students already know them so the teachers do not need to reteach.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>They are asked very few times in the TOEFL.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>They are not asked in the TOEFL.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Other, please specify.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1. .....................................................................
2. .....................................................................
3. .....................................................................
4. .....................................................................
5. .....................................................................
3. SECTION 3 - READING COMPREHENSION

3. A. Please circle the suitable number for each item below to indicate in general how much you think students need to be knowledgeable about the following items.

5 = very much  4 = much  3 = not much—not little (somewhat)  2 = little  1 = very little

<table>
<thead>
<tr>
<th>Category</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word or phrase meaning</td>
<td></td>
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<tr>
<td>Referent</td>
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<tr>
<td>Inference</td>
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<tr>
<td>Detail stated in text</td>
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<tr>
<td>Finding where specific info is mentioned</td>
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<tr>
<td>Guessing following topic/subject</td>
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<tr>
<td>EXCEPT/NOT questions</td>
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<tr>
<td>Statement/Conclusion supported by passage</td>
<td></td>
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<tr>
<td>Main idea/theme</td>
<td></td>
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<tr>
<td>Interpretation</td>
<td></td>
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<tr>
<td>Author’s opinion/purpose/intention</td>
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<tr>
<td>Similarity</td>
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<tr>
<td>Paraphrase</td>
<td></td>
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<tr>
<td>Transferring info. into drawing</td>
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<tr>
<td>Discriminating True from False statements</td>
<td></td>
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<tr>
<td>Organization of ideas</td>
<td></td>
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</tbody>
</table>

3. B. a) Do you think there are items to add to this list?

.....Yes .....No

b) If you answered “yes” to 3. B. a, please name them, and circle the suitable number for each of them:

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
c) Please write why you think the items in 3. B. b are necessary.

1. ..................................................................................................................
2. ..................................................................................................................
3. ..................................................................................................................
4. ..................................................................................................................
5. ..................................................................................................................
6. ..................................................................................................................
7. ..................................................................................................................
8. ..................................................................................................................
9. ..................................................................................................................
10. ............................................................................................................... 

3. C. a) Are there any subjects that are unnecessary to teach for the Reading Comprehension Section of the TOEFL?

..... Yes ..... No 

b) If you answered “yes” to 3. C. a, please name them.

e) Why do you think they are unnecessary? Please circle the suitable number for each item below.

5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

Students already know them so they do not want to study.

Students already know them so the teachers do not need to reteach.

They are asked very few times in the TOEFL.

They are not asked in the TOEFL.

Other, please specify.

1. ..................................................................................................................
2. ..................................................................................................................
3. ..................................................................................................................
4. ..................................................................................................................
4. TEST OF WRITTEN ENGLISH (TWE)

4. A. Types of Questions

Please circle the suitable number for each item below to indicate in general how much you think students need to be knowledgeable about the following.

5 = very much  
4 = much  
3 = not much—not little (somewhat)  
2 = little  
1 = very little

Agreeing or disagreeing with the topic
Comparing two aspects of a given situation
Generating ideas and explaining them using examples
Explaining and supporting your preference
Discussing two opposite views using examples

4. B. a) Do you think there are items to add to this list?

Yes  No

b) If you answered "yes" to 4. B. a, please name them, and circle the suitable number for each of them.

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</table>

4. B. b) Please write why you think the items in 4. B. b are necessary.

1. ..........................................................................................................
2. ..........................................................................................................
3. ..........................................................................................................
4. ..........................................................................................................
5. ..........................................................................................................
6. ..........................................................................................................
7. ..........................................................................................................
4. C. a) Are there any subjects that are unnecessary to teach for the TWE?

..... Yes ..... No

b) If you answered "yes" to 4. C. a, please name them.

c) Why do you think they are unnecessary? Please circle the suitable number for each item below.

5= strongly agree 4= agree 3= uncertain 2= disagree 1= strongly disagree

Students already know them so they do not want to study. 5 4 3 2 1
Students already know them so the teachers do not need to reteach. 5 4 3 2 1
They are asked very few times in the TWE. 5 4 3 2 1
They are not asked in the TWE. 5 4 3 2 1
Other, please specify.

1. ............................................................................................................. 5 4 3 2 1
2. ............................................................................................................. 5 4 3 2 1
3. ............................................................................................................. 5 4 3 2 1
4. ............................................................................................................. 5 4 3 2 1
5. ............................................................................................................. 5 4 3 2 1
SUGGESTIONS FOR A TOEFL PREPARATION COURSE

1. Please circle the number that is suitable for each item below.
   5 = strongly agree  4 = agree  3 = uncertain  2 = disagree  1 = strongly disagree

   Preparation courses help students 5 4 3 2 1
to score high on the TOEFL.

   There should be differences between TOEFL 5 4 3 2 1
   preparation courses and general English courses.

2. What differences do you suggest should be between TOEFL preparation courses and
general English courses? (Please use the back of the paper if necessary.)

3. What are your suggestions for a one-year TOEFL preparation course in terms of course
content? (Please use the back of the paper if necessary.)
APPENDIX C

Interview Questions

1. Do you think students/people who will take the TOEFL should attend a TOEFL preparation course?

2. Can you put the sections of the TOEFL in order of difficulty?
   (from the most successful to the least successful)

3. How do you feel towards teaching TOEFL?
   Do you ever feel students don’t need you?

4. Is your teaching mainly test-based or communicative or a mixture of the two? What is students’ preference about this?

5. Do you have any suggestions for a TOEFL preparation course?