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TARGET MODEL FOR DEVELOPING A TOEIC INTERVENTION COURSE

IDE 632 INSTRUCTIONAL DESIGN, AND DEVELOPMENT II

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Introduction

The TOEIC (Test of English for International Communication) is a proficiency test used in Japanese higher education and business with 200 questions to answer in two hours in Listening (approximately 45 minutes, 100 questions) and Reading (75 minutes, 100 questions). TOEIC test is not the kind of test that you “pass” or “fail”, instead, they are shown as a score from 5 to 495 for the Listening Section and 5 to 495 for the Reading Section. The TOEIC result is presented as a score on a scale of 10 to 990. To prepare for the test, test takers go to English conversation schools or cram schools, which are special private schools common in Japan that offer lessons conducted after regular school hours, on weekends, and during school vacations.

The purpose of this project is to provide a model for developing a TOEIC intervention course before the test date. This intervention course is for students with no prior knowledge in English and find the preparation course not sufficient. More importantly, it will show how to plan a course, how to choose appropriate study materials, and how to prepare students to succeed on the test. Japan comes in 44th of 48 in the TOEIC 2018 ranking of countries. Achieving a higher score on TOEIC or any standardized exam is a challenging and demanding task in general for EFL learners, specifically Japanese speakers who were rated among the lowest in the world. Many factors can be behind the scores that may suggest important interpretation on how teachers teach or how learners learn before an examination takes place and what the management can do.

The key personnel will draw on their experience to make further improvements to the TOEIC instruction using this model. Learning motivation is an initiative of the students and shall be reinforced by the teacher through an effective instruction. It goes without saying that motivated students are better able to retain and apply the information that they learn in the classroom.

Model Background

Context

In 2016, I started my journey as an English as a Foreign Language instructor in Japan. I worked at this company that cater EFL learners who are university students and adults. Achieving a higher TOEIC score is a challenging and demanding task for Japanese students. The average score is usually around 580 to 590 which is in the Elementary Proficiency Plus level. Many factors can be behind the scores that may suggest important interpretation on how teachers teach or how learners learn before an examination takes place and what the management can do.

The context for the model is the instruction that can help to enhance TOEIC test taking ability in listening and reading to meet the *limited working proficiency level*, which is widely accepted by Japanese employers as a sign of English proficiency in job candidates. This model will give EFL instructors the opportunity to explore techniques to increase students' target scores in listening and reading skills needed in the university or workplace. This model will develop an intervention course for students who received below 605 TOEIC scores, but others can also enroll in this 4-week intervention course in addition to the 8-week preparation course that is normally offered before taking the test to have a greater chance to achieve their target score.

What is TOEIC Listening and Reading Test?

The listening section comprises of photographs, question-response, conversation, and short talks. The reading section includes incomplete sentences, text completion, and reading comprehension.

Score	TOEIC Level	Proficiency
905-990	International Professional Proficiency	(91%-100%) The test takers will be able to use English in all circumstances.
785-900	Working Proficiency Plus	(79%-90%) The test takers can meet the general work requirements.
605-780	Limited Working Proficiency	(61%-78%) The test takers can respond to limited social desires and required works.
405-600	Elementary Proficiency Plus	(41%-60%) The test takers can start the predictable dialogue.
255-400	Elementary Proficiency	(26%-40%) The test takers can functionally speak with familiar face-to-face topics.
10-250	Basic Proficiency	(0%-25%) The test takers can survive the instant desire

Students' current performance Students' desired performance (Target score)

Goal and Objectives

The goal of this model is to develop an intervention course to improve teaching EFL learners TOEIC test taking skills in listening and reading. The model uses the ADDIE core elements, and, in each phase, the following objectives will guide the whole process to achieve their target TOEIC score.

- (Analysis) To identify major variables contributing to the difficulty of English language listening and reading tasks
- (Design) To design an instruction to improve students' proficiency by inducing their background knowledge of the English language
- (Development) To connect performance on individual test items directly to the language abilities required effective listening and reading
- (Implement) To employ effective test taking techniques while balancing teaching-centered approach and the learner-centered approach.
- (Evaluate) To evaluate if the course content, materials, and teaching strategies bring the course into alignment with the students' current needs

As the secondary goal, this model also aims to create more opportunities for test takers to demonstrate their ability to understand the language not only at the TOEIC level, but also within a larger context. Learning motivation is an initiative of the students and shall be reinforced by the teacher through an effective instruction. It goes without saying that motivated students are better able to retain and apply the information that they learn in the classroom.

Key Personnel & Their Roles

Role	Description of the Role
Instructional Designers	<ul style="list-style-type: none"> They have been trained in language learning at the university level and adults, and the majority have taught at K–12 schools, colleges, or universities internationally. They will formulate the test stimuli (e.g., reading passages, listening scripts) and items (e.g., test questions) that the test takers eventually see. They will carefully select necessary materials and determine instructional strategies to develop an initial draft of course content and test questions that are then reviewed by assessment specialists.
Assessment Specialists/ Evaluators	<ul style="list-style-type: none"> They are responsible for designing and conducting assessment tests needed for pre-test and post-test aligned with TOEIC test format provided by ETS. They will also measure the overall effectiveness of the instruction and its instructional materials/ media, and the teaching approach based on the students' learning satisfaction and post-test results.
Subject Matter Experts	<ul style="list-style-type: none"> They will work with IDs in designing the course activities and implement the TOEIC intervention course model to improve student achievement of TOEIC scores. They will also conduct formative assessments of their class sessions. (Japanese Instructors) They have been EFL learners who have achieved graduate-level degrees from universities where English is the language of instruction. (Native Instructors) They have experience teaching English as a second or foreign language or other academic content areas. <p>After the successful implementation they should be able:</p> <ul style="list-style-type: none"> To regularly assess students' English competence with TOEIC to see students' achievement accurately, to predict how much improvement they make, and to decide how long they will require to achieve the passing score. To continuously observe students' learning completeness to improve their TOEIC score.
Performance Supervisor	<ul style="list-style-type: none"> They provide instructors with the tools, resources, and training as needed for all courses in each program offered by the company. They will act as the project manager for the development and implementation and make sure the model is followed by all instructors and to include the TOEIC intervention course into the curriculum. They will be responsible for document analysis to follow up on the 2-year plan. Their involvement in this is assumed to be ongoing even after the establishment of the next 2-year plan in implementing this course as they would be the ones updating the living documents that are created.

TARGET Model for Developing a TOEIC Intervention Course

Area Manager	<ul style="list-style-type: none">• They assist upper management in decisions for expansion or acquisition of courses and set standards and objectives for different departments, specifically the education department.• They measure the team's (instructors) performance, customer (students) opportunities and risks to contribute to the development of the company growth strategy.• They manage the budget for the resources or expenses for developing resources.
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Environment

TOEIC preparation course is a course in the English Test Preparation Program. Ideally, this proposed intervention course must link well together with the current preparation course as well as other TOEIC courses such as TOEIC speaking and writing tests and TOEIC Bridge Test. It means that all other English test preparation courses, such as IELTS, TOEFL, EIKEN, Cambridge, and Business English courses will also lead to building up the skills in the English language.

The proposed intervention course, just like the TOEIC preparation course, is an open system. It has inputs (in the forms of questions and content) from other courses and those other courses may serve as a kind of feedback to this course. Therefore, the whole program is a supra system to the test preparation courses. This intervention course will take place at the same learning site of the 8-week TOEIC preparation course. So, all the required materials for instruction should be readily available for modification and improvement. TOEIC courses are taught jointly by a Japanese instructor who is fluent in English (TOEIC 990 and EIKEN level 1) and a native English instructor who are from the UK, USA, Canada, and Australia. The Japanese instructor focuses on the reading and grammar side of the course, while the native instructor focuses on the listening section and general test strategies. Up to eight (8) students may enroll in a particular class, but because of the flexible group lesson system, typically only around 2-4 students attend each class. TOEIC preparation course has been taught by using direct test preparation method, which the learner studies for the test by doing the past or mocking tests as much as possible and emphasizes only on what will be in the test. Test-centered approach is implemented as the learners sit in class and do the practice tests while the instructors explain the items. Instructors often make use of various reference books and sample test papers for TOEIC preparation course to help EFL learners to get familiar with the reading and listening exam skills strategies. Yet, they may always overlook the importance of the English context.

Thus, the effectiveness of this teaching method is questioned. To find out whether another teaching method would be more effective, the EFL instructors of this course thought of implementing Communicative Language Teaching (CLT), constructivist and multiliteracies pedagogy approach in test-preparation class rather than “teaching to the test” approach, which is used in the preparation courses.

Intended Audience(s)

The audience for whom the model is designed for are the (13) thirteen language instructors of TOEIC preparation courses who will implement the face-to-face (short) intervention course to Japanese students.

Generalizability. This model can also be used as a guideline for educators, who teach tests preparation courses and would like to integrate activities other than drilling and memorizing the test items to arouse students' interest and participation. It will be practical, repeatable, and scalable, because what it does is transfer and condense a preparation course to an intervention course.

Assumptions and Constraints. Even for teachers with many years' experiences, teaching test preparation courses for the first time can be a daunting experience. Unlike general conversation, writing, or business courses, the things that need to be taught and, to a large extent how they are taught, depend largely on the content of the test and the way it is assessed. Understanding of student motivation, course formats, lesson procedures, and even the question of what to look for in a course book are all likely to be new and unknown territory.

Rationale for Model

The model came about as a solution to close the gap between the current students' performance and the desired students' performance. To increase learners' English listening and reading ability, it is essential to develop instruction model that is suitable for learners' needs, interests, and characteristics. The course uses the word 'intervention' instead of 'remedial' to avoid negative effects for students on the margin of needing one developmental course.

The purpose of this model is to design a short TOEIC intervention course that should be completed before the chosen test date. This will only be a face-to-face instruction with a maximum of 6 students per class. This is for students who found the preparation course not sufficient and/ or not satisfied with their TOEIC score results. A core design principle of this model is that assessment tasks, scoring guides, and delivery systems should support fairness and equity by providing all test takers the needed opportunities to demonstrate their English language proficiency. More importantly, it will show how to plan a course, how to choose appropriate study materials, and how to prepare students to succeed on the test. Students can enroll in this 4-week intervention course in addition to the 8-week preparation course that is normally offered before taking the test. The key personnel will draw on their experience to make further improvements to the TOEIC instruction using constructivist approach, employing (Communicative Language Teaching) technique, and applying multiliteracies pedagogy.

The model will check (1) students' satisfaction level as it is a key factor to sustain motivation because if they feel they have achieved something valuable, through their own efforts, they are more likely to be confident with their test-taking abilities, (2) students' learning achievement as they should have the English Proficiency skills in terms of cognitive, affective, and psychomotor, and (3) students' learning completeness upon their learning with the TOEIC-oriented instructional model to improve their target TOEIC scores results.

Assumptions and Constraints

Here are some assumptions and constraints concerning the students, instructors, and methods of teaching and learning.

High scores do not equal actual language proficiency

It has been oft cited that even someone who scored 900 on the TOEIC would have to resort to gesturing when traveling abroad. This is because TOEIC, much like the English taught in Japanese middle schools, puts an immense amount of focus on grammatical structure and the analysis of written English, rather than the ability to generate original thought and communicate it through speech. So, it is assumed that by designing an intervention this course would help them to effectively use the English language.

Learning the language vs Learning to test

If a learner believes that the learning of a language is an organic process rather than a linear one in terms of grammar, collocation, and textual patterns, which are not learned in isolation, but that they interact with each other, then they could benefit in this model. Extended learning time would give instructors more time to employ teaching strategies, build rapport with students, and check homework in the classroom.

General learning preferences

Students find language learning interesting when there is connection between what they have learned from the preparation course. However, students who failed the test might be dissatisfied with the amount of class time and may state that they receive fewer contact hours than they had in the preparation course. They might state that they need more intellectual support from the teachers to develop basic skills and knowledge.

Students' confidence

Written exams are not very practical as they do not promote imagination and interactive activities. Debate sessions, skits, and role plays will help to build up confidence in students but may be difficult at first. They might be hesitant to be open minded, spontaneous, and confident in their skill in English language.

Practical teaching

Instructors may be hesitant to bring changes in their teaching style. They mainly stick to traditional approaches in teaching TOEIC preparation courses, which are mainly focus on practice papers and mock tests with basic test taking strategies. It skips the pronunciation, interaction and verbal command over the language that are equally important and will be the focus in the intervention course.

Students' lack of experience in self-expression

Unlike schools in the West, Japanese students do very little in the form of written reports and verbal presentations until they enter university, and even then, opportunities for expressing opinions directly are limited. Thus, while some students can easily answer multiple choice questions, unstructured writing assignments and spontaneous responses are often quite difficult for people who grew up in Japan's very group-oriented society.

The Model

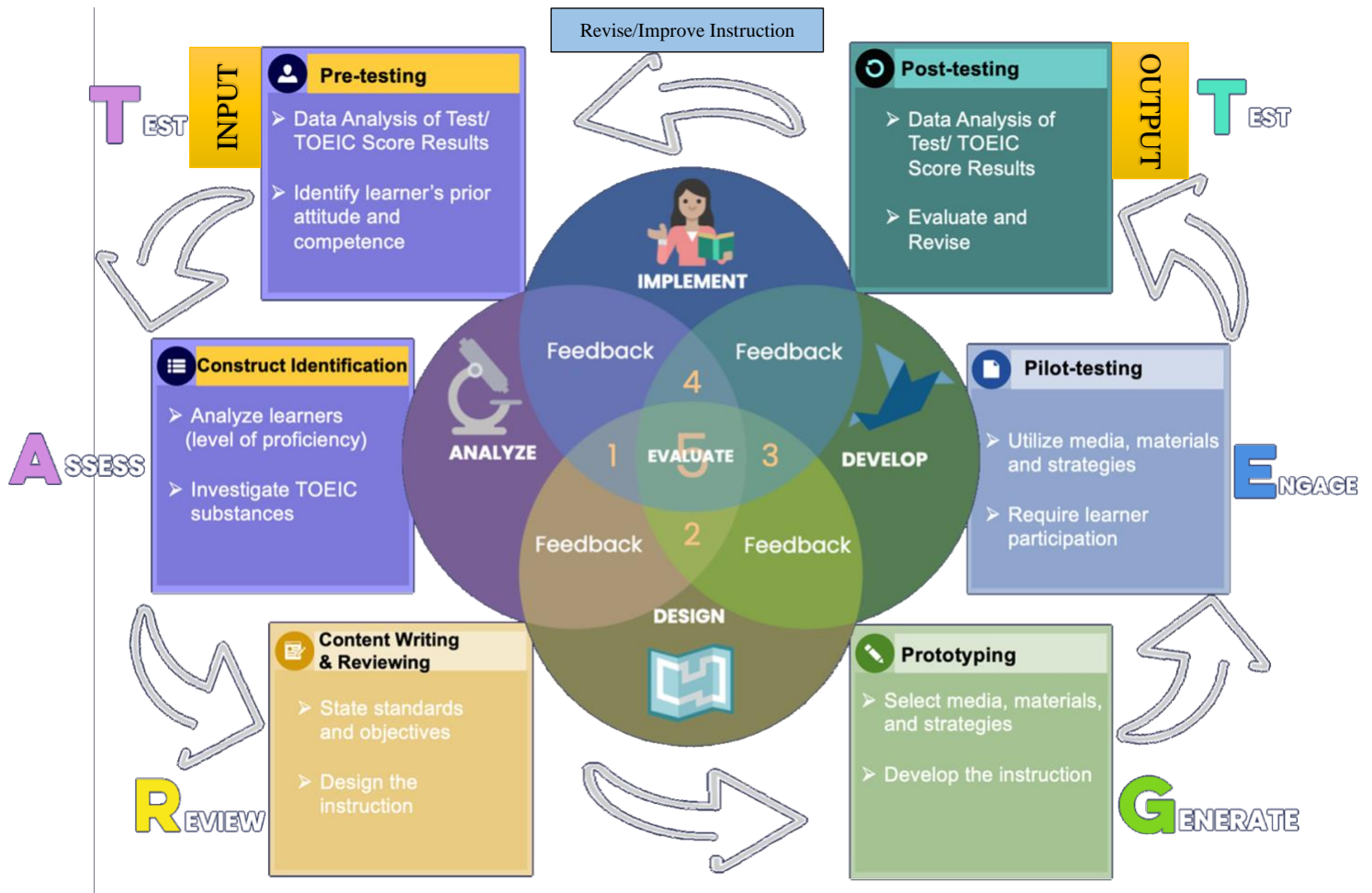


Figure 1. TARGET Model for Developing a TOEIC Intervention Course

Target would be a perfect name for the model since this aims to help instructors improve the instruction for students to achieve their **target** TOEIC score.

Analysis and Design of Model

As seen from the visual on the previous page, this instructional systems design model consists of six components: Pre-test (Input), Construct Identification, Content Writing and Review, Prototyping, Pilot Testing, and Post-testing (Output), with the ADDIE process in the middle as its core design. Each letter in the TARGET model, the acronym for **T**est, **A**ssess, **R**eview, **G**enerate, **E**ngage, and **T**est, represents a component and shows a logical progression of the TOEIC intervention course.

Phase	Component	Description	Key Players	Tasks
Analysis	Test 1. Pre-testing (Input)	Analyze student's proficiency level <ul style="list-style-type: none"> 605+ TOEIC preparation course >605 intervention course prior to the preparation course 	<i>IDs, Performance Supervisor</i>	FEA Plan: -Surveys -Interviews - Needs Analysis
	Assess 2. Construct Identification	<ul style="list-style-type: none"> Students' prior attitude & competence KSA of listening and reading proficiency Test results TOEIC Substances (Grammar, Function, Vocabulary, Meaning) 		
Design	Review 3. Content Writing & Reviewing	<ul style="list-style-type: none"> TOEIC- oriented Syllabus Based on standards and objectives, determine materials/ instructional media (texts, audio, graphics, and videos) Test questions (level of difficulty, culturally accessible materials) 	<i>IDs, SMEs, and Assessment Specialists</i>	-Data Analysis of test results -Survey & Interview findings
Develop	Generate 4. Prototyping	Course delivery, content, and activities <ul style="list-style-type: none"> TOEIC- based and CLT learning activities Reading (constructivist approach, advanced organizers) Listening (multiliteracy pedagogy techniques) 	<i>IDs and SMEs</i>	Workshop materials Course content and materials
Implement	Engage 5. Pilot testing	<ul style="list-style-type: none"> Utilize media, materials, and strategies Require learner participation Performance indicators: <ul style="list-style-type: none"> student's learning achievement student's learning completeness student's level of satisfaction 	<i>IDs, SMEs, Performance Supervisor, & EFL Instructors</i>	Implement strategies Utilize developed materials
Evaluate	Test 6. Post-testing	<ul style="list-style-type: none"> Are students' TOEIC scores improved after the TOEIC intervention course? What factors (positively/ negatively) affect the scores? Will the newly developed listening and reading comprehension activities help Japanese students get a higher/target TOEIC score? 	<i>IDs, SMEs, Performance Supervisor, & Assessment Specialists</i>	-Surveys -Interviews -Data Analysis of test results

My inspirations for this model are first, Smith and Ragan model's three (3) phases: *analyze the learning context, generate instructional strategies, and evaluation*. Second, ASSURE model's six (6) stages: *analyze learners, state the objectives, select the materials, utilize them, require learner participation, and evaluate and revise*. Lastly, ADDIE's 5 phases as an iterative process, where the results of the formative evaluation of each phase through feedback leads back to any previous phase. The "end product" of one phase is the starting product of the next phase.

Model Components

Here is the logical progression with detailed explanation of each component in the model.

ANALYSIS

In this phase, gathering the information from the student's needs analysis and data analysis from pre-test are performed. The pre-test or TOEIC score results will help to determine whether students will need the intervention course before the chosen test date. It is the best way to have students take a pretest before the start of the course to identify the test parts they experience most difficulty with and allocate lesson time proportionally. During this phase, course content constructs will be defined and articulated in terms of the abilities the student requires, and proposed tasks will be linked to the required skills.

1. Pre-testing (Input)

The pre-test will be constructed by the assessment specialists and conducted before developing the course to collect data that will be analyzed to effectively design the course. It will have the same type of questions and format as the official TOEIC test. It is intended to be used for selection, placement, and readiness purposes. The IDs will use the results to:

- determine whether test takers will need the intervention course that has a threshold level of English proficiency that is needed or desirable to benefit from further English language learning
- use the information obtained about their English proficiency to determine their readiness to take TOEIC tests or for more advanced study
- use test section scores to track or benchmark development or improvement over time to monitor growth in language skills or overall English proficiency to identify their relative strengths and weaknesses with respect to different language skills

If the learners get a score greater than 605, they don't have to enroll to the intervention course, but may choose to do so, while a score lower than 605, they will be recommended to the intervention course. For learners who already have taken the official TOEIC test provided by ETS, their TOEIC score results will be the basis, while those who have not taken it, they will have to take the pre-test to decide whether they need to take the intervention course.

2. Construct Identification

IDs will analyze the pre-test results and characteristics of TOEIC and its knowledge and skill substance, including grammar, topics, language functions, skills, vocabulary, and meaning. They will also identify students' basic competence, as well as analyzing the teaching and learning process. The construct definition typically entails elaborating ability-in-context of knowledge, skills, and abilities (KSAs). To accommodate the needs of test takers, the intervention course will include modules for listening and reading. It focuses on predicting overall English ability and discerning the likelihood that learners can accomplish real-life English communication tasks that will identify key attributes to develop and improve communicative tasks/ activities.

DESIGN

After gathering the necessary data from the student, analyzing the TOEIC score results, and reviewing the characteristics of TOEIC and its knowledge and skill substance, IDs will then design the course syllabus based on students' current proficiency level.

3. Content Writing and Review

The assessment specialists will develop test questions as an evaluating device for every task/ activity in the syllabus. The IDs will follow detailed guidelines when selecting and creating course content such as texts, audio, photographs, graphics, and videos, so that content is construct relevant and comparable across different preparation courses. They will decide whether the materials and instructional media:

- are clear, coherent, at an appropriate level of difficulty, and culturally accessible
- do not require background knowledge to be comprehensible
- align with ETS fairness guidelines.

The TOEIC oriented syllabus will comprise of two components. The lesson component is the content the student studies in class. Lesson time should be spent on raising the student's awareness of the features of the test, developing their test taking strategies, building relevant language skills, and giving them practice of the types of questions they will encounter. The homework component is the content the student studies to supplement the in-class work as additional practice at home. The instructor will guide them towards activities focused on developing the skills and knowledge they will need.

DEVELOP

Since the core of the content has already been decided, teaching and learning strategies will be added, as well as a level of detail and polish to the course. The IDs will generate learning activities based on CLT (Communicative Language Teaching) with the use of effective instructional media to create more interesting and enjoyable lessons, giving positive reinforcement to the students. developing assessment questions as an evaluating device for every chapter in the module.

4. Prototyping

The course content will reflect the use of the English language beyond North American contexts for listening activities. For Reading focused instruction, the instructor will use constructivist approach with advanced organizers when explaining in-depth details. For Listening focused instruction, the instructor will employ the multiliteracy pedagogy techniques: Situated Practice, Overt Instruction, Critical Framing, Transformed Practice.

These activities will then be practiced by the (13) thirteen EFL instructors during a 4-day workshop. This will be facilitated by the Performance Supervisor and some SMEs, who are instructors from other preparation courses, with the guidance of ID. The Area Manager will approve any resources needed for the workshop. Feedback from all key personnel will be given to the ID to further develop the instruction if needed.

IMPLEMENT

Engage active learning by requiring the student's participation and utilizing the developed materials and strategies. The course will be implemented to recognize the effectiveness of the model by seeing three performance indicators toward the model:

- student's learning achievement
- student's learning completeness
- student's level of satisfaction

5. Pilot Testing

The model, using constructivism approach with advance organizers, is hoped to make the reading tasks more effective and efficient. Communicative Language Teaching (CLT) and multiliteracies pedagogy as teaching methods, is hoped to diminish the negative washback and increase listening proficiency. These will be implemented by the thirteen EFL instructors in intervention course to achieve the language teaching goal in terms of students' proficiency development and boost up the test score.

6. Post-testing (Output)

Upon the completion of the intervention course, students will be given a post-test to measure their overall English comprehension of the content. The test is set in coherence with the materials contained in the intervention course. EFL instructors will also benefit from the use of the post test results to track proficiency and potentially monitor progress and the use of any information provided by these test results to improve instruction of the intervention course, as well as the overall effectiveness of the model. The findings on data analysis of post test results will identify if students' TOEIC scores improved.

EVALUATE

The evaluators will evaluate the intervention course based on students' performance on the activities, reaction to the instructional strategies, on-going assessment of the students' improvement, as well as analysis of tasks and learning resources impact, post-test results, and by answering the following evaluation questions:

- Are students' TOEIC scores improved after the TOEIC preparation course?
- What factors affect the scores?
- Will the newly developed listening and reading comprehension activities help Japanese students get a higher/target score on a standardized exam of English?

Surveys will show if students are satisfied and felt complete with their learning, motivated, and confident to get a higher/ target TOEIC score. Interviews with the students and instructors will identify what factors affect the scores, both negatively and positively.

Formative Evaluation

This begins during the course development and continues in some form throughout the course delivery. Its intent is to assess ongoing course activities and provide information to monitor and improve the course materials, activities, and teaching strategies. Since the ADDIE

process promotes iterative feedback, which means that the results of the Evaluation phase are fed back, closing the loop, facilitating further refinement of the intervention course will be done.

- *Progress Evaluation*- involves collecting information to learn whether the benchmarks for progress were met and to point out any unexpected deviations and to determine what the impact of the activities and strategies is on the students at various stages of the intervention.

Summative Evaluation

This will be done right after the implementation of the model and every 4 months to review the actual TOEIC test scores. If the evaluation shows that the course, instructional strategies, or materials has shortcomings, they are fed back to the ID team to be analyzed again. Further design and development efforts follow until the course meets the desired increase in TOEIC scores.

- *Outcome Evaluation*- involves collecting information about outcomes and related processes, strategies, and activities that have led to them.

Communication & Diffusion Plan

Since this will be an additional course that will attract more students to enroll, the diffusion of this innovation will not be difficult. Instructors will get paid more as they get to have the chance to showcase their skills that will attract more students in their class. The main change agent for this model is the performance supervisor.

The Innovation

Since the current TOEIC preparation course has been taught by using direct test preparation method and teacher/test-centered approach, which a student studies for the test by doing mock tests and only emphasizes on what will be in the test, the idea that learning and teaching using different approach and strategies would be new to them. This model will only use paper-based materials because the concept of new learning and teaching strategies is already the innovation part of this model. Modules will be instructor-facilitated, since it is more effective in my experience in language learning and teaching, as well as more cost-effective to the company. Although Japan is a technologically advanced country, most Japanese students still prefer to learn in a classroom with the guidance of an instructor.

Communication Channels

This model will be communicated to the area manager and other staff in the education department, including the (13) thirteen EFL instructors who will use this model, in a meeting that will be facilitated by the performance manager and subject matter experts. Different communication channels will be used to communicate with the enrolled and prior students. Students who are currently taking other classes will be presented information and communicated with in class while students who took the test and got score lower than 650 will receive the information through email. Flyers and posters will also be used to invite more English language learners to sign up for this course.

Time

The planning will take place in April, during spring break, to give them more time while students are. The workshop for the EFL instructors will be conducted in August during the summer break and the implementation of this course will begin in January to February because this is when the official TOEIC tests are not offered.

Social Systems

To start implementing the model, it should first be communicated to the area manager, then the EFL instructors by the performance supervisor and the ID team. The area manager will have to make the final decision, and once the decision is made, all the instructors should implement this model in the proposed intervention course.

Conclusion

Most EFL learners have an external locus of control and believe that their destiny is due to external variables such as fate, luck, or other forces beyond their control. Therefore, they have found to rely on greater guidance and help provided by the instructor with the guidance of a model for effective instruction. The design of the model was the result of the collaboration among subject matter experts and instructional designers of the TOEIC preparation course. The process of designing the components began with discussions of the requirements that are necessary to make the final model useful to EFL learners. Tasks measuring foundational abilities, such as knowledge of sentence word order or the ability to repeat sentences that one hears, were selected to provide rapid and reliable information regarding general language proficiency. Employing this model will help to develop students' listening and reading comprehension by introducing some new learning strategies not used in the test preparation courses, which are only drilling test questions.

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Peer Review

Here are some of the feedbacks I got from two people. I highlighted some of the things I added to my final report based on their comments and questions. I found these feedbacks very helpful to cover things I missed to include in explaining the context of the model and things about the intervention course. However, since most of the questions were about the course, I decided to also put my entire response here, instead of including them in the report as I focused more on the model rather than course in finishing this report, just like what the professor has also suggested.

Peer Feedback 1

Wow, your presentation was amazing! I love the design and the professionalism of the video. I appreciate the background information because it was new to me. I am extremely interested in the content, context, and model because we have a large number of English Language Learners in my school district. I think it is important for coaches to be familiar with ELL strategies to support teachers and students. I guess you could consider me one of your intended audience members! I love how you focused on making your model broad enough for multiple audiences. Your model is very clear and your visual and thorough explanation make me feel like I could use the model right now!

I had a few questions as I went through your model. Are the instructional designers former EFL instructors? What type of experience do they have with EFL learners? Will they find all the materials in addition to SMEs or only compile materials from the SME- it was soooooooo smart to include SMEs!!!! In terms of the materials, where will the modules live? Is there a LMS being used to compile resources and materials? Did I miss this part?

I found the assumptions to be very interesting, especially the idea that high scores do not equal actual language proficiency. I think that is the case in many situations because assessments do not tell the whole picture of a learner.

Again, great job! I learned so much from your presentation and feel as if I could use your model. The graphics and presentation were wonderful!

My Response

Thank you for taking the time to watch my LONG presentation and providing feedback. I would love to have you as one of the intended audiences for this model and to answer your questions:

- **Are the instructional designers former EFL instructors? What type of experience do they have with EFL learners?** Yes, they are. It is a part of recruiting criteria that they should have experience with EFL learners, and it is more common that they have teaching experience before becoming an ID. They taught EFL learners for several years and currently the ones designing all instructional materials for all the courses offered.
- **Will they find all the materials in addition to SMEs or only compile materials from the SME?** IDs will find all the materials in addition to SMEs. SMEs will then assist IDs in designing the course activities and implement the TOEIC intervention course model.
- **In terms of the materials, where will the modules live? Is there a LMS being used to compile resources and materials?** I checked and realized that I only put that the course delivery format (face-to-face) in the *Intended Audience* slide, and I did not specifically indicate this in the course information when I was explaining the Model Rationale, so sorry about that. I decided to only use paper-based materials because the concept of new learning and teaching strategies is already the innovation part of this model. Modules will be instructor-facilitated, since it is more effective in my experience in language learning and teaching, as well as more cost-effective to the company. Although Japan is a technologically advanced country, most Japanese students still prefer to learn in a classroom with the guidance of an instructor. And this is something I will all add to my report, so thanks a lot for making me think about these things!

Peer Feedback 2

First of all, you did an excellent job of thoroughly explaining the details of your model. Right from the beginning, you pulled me in with your context and rationale. For someone who is not familiar with all of the acronyms, I valued the explanation and provided visuals for TOEIC and other shortened versions. I like how you combined two models as your inspiration for your design. I think you pulled some valuable components into your idea, including the many opportunities to stop and gather feedback to support the next phase.

The goal is to develop an intervention course to improve TOEIC test-taking skills in listening and reading. The formative and summative evaluations directly support this goal. Pulling in SMEs is a smart move that will best support all learners. My wonder is about the Assessment Specialists and Evaluators. Who is considered a "specialist" in this case?

I like how you discuss the importance of making the test equitable, including the mention of using culturally relevant materials during the Review phase of your process. This speaks to your data showing that high scores do not necessarily equate to a greater understanding of the spoken language. Integrating culturally relevant materials will work to close the language gap. My question is, how many times can someone take the TOEIC test? How much would the intervention cost?

At first, I was not clear as to when someone could enroll in the intervention course, but as you went on with your presentation, I gained the understanding that students could take it after receiving a poor score on TOEIC or after taking the preparation course but before taking the TOEIC. Is this something that could be taken during the preparation course to support the learning? In addition, you capped the course at 6 participants; I like how you are calling out the class size to maximize support. How many people are typically failing? Would there be a need to offer more than one intervention course at a time? I see that the intervention course is designed for 4 weeks – is this all in-person or can students take parts asynchronously?

Thank you so much for sharing your project. You did an excellent job!

My Response

Thank you for taking the time to watch my LONG presentation and providing feedback.

- **Assessment Specialists and Evaluators. Who is considered a "specialist" in this case?** Assessment specialists plan, develop, and implement testing and assessment programs for all English Test Preparation Programs in this company. In the model, they are responsible for designing and conducting assessment tests needed for pre-test and post-test aligned with TOEIC test format provided by ETS (Educational Testing Service). They will also measure, as evaluators, the overall effectiveness of the instruction and its instructional materials/ media, as well as the teaching approach based on the students' learning satisfaction and post-test results. I hope this answers your question.
- **How many times can someone take the TOEIC test?** Since the TOEIC test is not pass or fail, there's no limit to how many times someone can take it. Honestly, this is why many after school and conversation schools in Japan are making a lot of money. But it does not mean that students will enroll at the same school again, especially if they do not like the instructor.
- **How much would the intervention cost?** Since this will be a group lesson of 6 and shorter than the preparation course, it will cost 45000 yen (maybe around 340 usd). I forgot to mention that there will also be an option of private lesson that will be more expensive, around 65,000 as it will depend on the student's progress in the course materials, and it is more personalized.
- **Is this something that could be taken during the preparation course to support the learning?** Yes! I think I mentioned that, but maybe did not describe clearly in the slides.
- **How many people are typically failing?** 61-70% of the total students are not meeting their target score. They do not fail, but since they enrolled in the specific preparation course to reach that score, yes, we can say that they are failing as it depends on the requirement of university to get admitted or employer to get hired.
- **Would there be a need to offer more than one intervention course at a time?** This intervention course is specifically designed to the Limited Working Proficiency Level. So, if students need more than the intervention course, they can take another intervention course of another target level or enroll in a private lesson to easily address their specific needs.
- **..is this all in-person or can students take parts asynchronously?** This is only in-person course. In my experience teaching Japanese students, they are more comfortable and confident in learning the language in a classroom setting. The company is not ready for asynchronous format and thinks that it is more cost-effective to try this in-person first and the fact that, all courses are currently offered in-person only.

Your questions really helped a lot! Thanks again!

