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**INSTITUTO TECNOLOGICO Y DE ESTUDIOS
SUPERIORES DE MONTERREY
CAMPUS EUGENIO GARZA SADA**



**A COMPARISON OF ITESM'S EFL EXIT EXAMINATIONS
AND THE TOEFL**

**TESIS PRESENTADA COMO REQUISITO PARCIAL PARA OPTAR
AL TITULO DE MAESTRO EN EDUCACION CON ESPECIALIDAD EN
ENSEÑANZA DE INGLES COMO SEGUNDA LENGUA**

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Tesis presentada como requisito parcial para optar
al título de Maestro en Educación con Especialidad en
Enseñanza de Inglés como Segunda Lengua

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RESUMEN

Debido a la internacionalización de la economía mexicana, el Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) estableció el requisito de tres semestres de una lengua extranjera en el plan de estudios de 1990. El plan de estudios de 1995 incluye un requisito de graduación de 550 en el Test of English as a Foreign Language (TOEFL). Este estudio provee información acerca de que tan eficiente es el programa de inglés del plan 1990 para preparar a los alumnos para cumplir con el requisito de graduación de 550 en el TOEFL.

La metodología que se siguió en este estudio fué la siguiente. En primera instancia se escogió una muestra de tres exámenes finales de inglés III del sistema ITESM y un examen TOEFL institucional. Estos exámenes fueron analizados para determinar si evaluaban las cuatro habilidades básicas de lectura, redacción, comprensión auditiva y producción oral. También se analizó el formato que se utilizó en cada examen para evaluar cada una de las habilidades. Otro aspecto en que los exámenes fueron analizados fué para determinar que porcentaje de cada examen evaluaba cada una de las habilidades. Los resultados de este análisis fueron comparados para determinar las semejanzas y diferencias entre los exámenes del ITESM y el TOEFL.

Los resultados demostraron que, tanto los exámenes del ITESM como el TOEFL, sólo evaluaban las habilidades de redacción, comprensión auditiva y lectura. Un segundo hallazgo fué que existen diferencias en cuanto al formato utilizado para evaluar cada una de las habilidades mencionadas, especialmente en comprensión auditiva y lectura. El tercer hallazgo fué que el TOEFL tiene un mayor porcentaje de reactivos que evalúan comprensión auditiva y lectura que los exámenes del ITESM.

Finalmente, el autor de este estudio recomienda que los exámenes del ITESM incluyan mas reactivos que evalúen comprensión auditiva y lectura. Así mismo, que por lo menos algunos de estos reactivos esten en formato de opción múltiple para que se asemejen mas a los del TOEFL. Por último, el autor recomienda que se tenga precaución de no enseñar sólo para el TOEFL sino también para el futuro y éste seguramente incluirá mucho mas que sólo preguntas de opción múltiple.

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ABSTRACT

Due to the internationalization of Mexico's economy, the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) implemented a three-semester language requirement for the 1990 study plan. In August 1995, a score of 550 on the TOEFL will become a new graduation requirement. This study provides information about how well the 1990 English Language Program (ELP) is preparing students for the TOEFL.

The study consists of a content analysis and a comparison of three English III final ITESM tests and an institutional TOEFL. First, the tests were analyzed to determine if they evaluated the four basic language skills (listening, speaking, reading, and writing). Secondly, these tests were analyzed to determine what format was used to evaluate each skill. Finally, these tests were analyzed to determine what percentage of each test evaluated each skill. The results of this analysis were compared to determine the similarities and differences that exist between the ITESM tests and the TOEFL.

The results showed that the ITESM tests and the TOEFL only evaluated three of the basic language skills (listening, reading, and writing). Another discovery was that there are differences in the format used to test each skill, especially in the items that test listening and reading comprehension. Finally, the results showed that the TOEFL had a higher percentage of items that tested listening and reading comprehension than the ITESM tests.

The recommendations provided by the author include that the ITESM tests should add more reading and listening comprehension items. At least some of these items should be in multiple-choice format so that they are more similar to the TOEFL. Finally, the author recommends that students are prepared not only for the TOEFL but for the future and the future will include much more than just multiple-choice items.

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Introduction

Recent changes in the economy of México, including the signing in 1994 of the Free Trade Agreement, have increased the need for most Mexicans to be proficient in English. Students at the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) are studying English in order to improve their employment opportunities. Many of them will continue their higher education by studying abroad, particularly in the United States. In order to be accepted at American universities, foreign students are required to take the Test of English as a Foreign Language (TOEFL). Therefore, ITESM has included a 550 score on the TOEFL as a graduation requirement for all undergraduate students. The English Language Program (ELP) at ITESM is responsible for helping these students fulfill this requirement. This study will describe and compare the TOEFL and other tests currently being used in the ELP. The findings and knowledge gained from this thesis will provide information regarding the similarities and the differences of the tests currently used in ELP and the TOEFL.

Chapter 1 of this study provides some background information about ITESM, defines the problem and states the objectives of this study. Chapter 2 defines key terms such as tests, language testing, and several types of tests. Then chapter 2 presents a brief description of the tests currently being used in the ELP at ITESM and the TOEFL. Chapter 3 describes the design and justification of the methodology that was used in this study. Chapter 3 also describes how the sample ITESM tests were chosen and collected. Next, chapter 3 presents the description and analysis of ITESM's tests and the TOEFL. The results of the analysis and interpretation of these results is also presented in this chapter. Finally, chapter 4 summarizes the study and

then presents some conclusions and recommendations for future test construction at ITESM.

1. Description of the problem

This chapter provides some background information about ITESM, defines the problem, states the objectives, and explains the limitations of this study.

1.1. Background

The Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) was founded in 1943 by Eugenio Garza Sada. Mr. Garza Sada, a graduate from the Massachusetts Institute of Technology, established ITESM to fulfill the demand for engineers and administrators in Mexico's developing industry. ITESM, celebrating its 50th anniversary in 1993, is now one of the most prestigious universities in Latin America with twenty-six campuses in twenty-five cities across Mexico.

Realizing the importance of English in the world of business, industry, and technology, ITESM, in August 1990, made three semesters of language instruction obligatory for all students entering the undergraduate program. As a result of this decision, the English Language Program (ELP), consisting of two remedial, three basic, and one advanced English course, was started. To be placed in this program, all students were given a placement test. This test was developed by a group of teachers in the ELP to place students in the appropriate level according to their English proficiency. Students who placed in the remedial levels, were required to take an additional three semesters of English beyond the remedial level. For example, a student placed in the first remedial level, would have to take five semesters of English.

Table 1
Structure of ELP

| Program | Courses | Condition |
|----------|---|--|
| Remedial | Remedial English I Remedial English II | Obligatory for low-proficiency students |
| Basic | English I English II English III | 3 obligatory courses |
| Advanced | a b c | out of a list of options (for students who exempt the basic program) |

If the students' performance on the placement test met and exceeded all of the requirements for the Basic English Courses, they could choose to take either French, German or special advanced content-area English classes (e.g., Public Speaking, Understanding Cultures of the World, English in the Workplace) to fulfill the three-semester language requirement.

In every level, students are given three monthly and one cumulative final evaluation. Students earning an average of seven out of ten possible points or above, are promoted to the next level. Therefore, the final tests in every level work as exit tests for each level and since the final tests are cumulative, the final test of the last level of each program works as an exit test for each program. Therefore, the final test in the English III course works as an exit test for the basic program.

All of the tests are developed by a group of teachers in the ELP. The members of the committee who design the tests are full-time English teachers working at ITESM Campus Monterrey. The members of the committee are working on or have a Master's degree in Education,

Linguistics, or a related field. Some of the teachers are native speakers of English while others speak English as a second language. The tests are based on the *Spectrum* series textbooks. The *Spectrum* series is a set of texts, workbooks and tapes aimed at adults in secondary schools, universities, and centers for adult education in the United States and abroad. All of the teachers, even those who are not members of the committee, have to use these tests to evaluate their students. The students evaluated by these tests range from ages 17 to 22. Most of them are Mexican although a small number of students are from Central and South America. The great majority of the students are native Spanish speakers.

1.2. Formulation of the problem

Beginning in August 1995, one of ITESM's goals will be to require all graduating students to score at least a 550 on the Test Of English as a Foreign Language (TOEFL). To meet this goal, it is important to know how well the ELP prepares students for the TOEFL. One way of answering this question is by comparing the ELP tests and the TOEFL for similarities and differences.

1.2.1. Definition

To meet ITESM's goal of requiring all graduating students to score at least a 550 on the TOEFL, will be the responsibility of the ELP. The program must be capable of raising students' TOEFL scores from whatever they are when entering the program, to at least a 550 at the time of graduation. One way to obtain information about the similarities and differences between the ELP tests and the TOEFL, is to compare the content of the final English III ELP test and the content of the TOEFL. One

reason why this study will focus on the final English III ELP test and not the final test for one of the advanced module courses is that most students placed in the advanced courses did not go through the entire ELP. In other words, most of the students in the advanced module courses did not start in the remedial or basic levels. Most of them come from bilingual schools and are already proficient enough to score a 550 on the TOEFL when they enroll in the ELP. So this study will compare the ITESM English III final tests and an institutional TOEFL, through content analysis, to determine the following:

1. What skills each test measures.
2. What percentage of each test measures listening comprehension, reading comprehension, speaking, and writing.
3. What format was used to test each skill in each test.

The results obtained from the analysis performed on the ELP tests will then be compared with the data found through the analysis of the TOEFL. The results of this study will be useful in the revision of the present final exam guidelines, and the development of future ELP tests.

1.2.2. Justification

Determining the similarities and differences between the ELP final English III tests and the TOEFL will highlight some possible problem areas on the TOEFL for the ELP students. The reason why the ELP final English III tests were chosen for this study is, as was mentioned earlier, that all students in the ELP take cumulative final tests at the end of each level in order to be promoted to the next level. Therefore the final test of the English III is considered an exit test to the basic program. The results will reveal what some of the ELP tests' strengths and weaknesses are with regard to the TOEFL. The study of the content of the ELP tests and the TOEFL will

provide information that can be useful in the revision of the curriculum, test guidelines, and future test development in the ELP.

1.3. Objectives and limitations of the study

The main objective of this study is to determine the similarities and differences that exist between the TOEFL and the ELP final English III tests.

The main questions this study attempts to answer are the following:

1. What skills does each test measure?
2. What percentage of items evaluate each skill on each test?
3. What item formats does each test use? and most importantly,
4. What suggestions can be made to improve the ELP tests.

One of the limitations of this study is that although the population under study includes all of the English III final exams administered in May 1994 in the ITESM system, only three tests from three different campuses were obtained for this study. Contact was made with six campuses that were selected out of the twenty-six campuses of the ITESM system because they were the only campuses the author was able to contact. However, only three campuses provided the author with a copy of an ELP final English III test. Therefore no random sampling was done. One of the tests chosen for this study was from the biggest campus in the ITESM system, campus Monterrey. This campus often recommends the use of its tests for the other campuses in the system although not all the campuses follow the recommendations. Fortunately, one of the tests used in this study is very different from the tests that campus Monterrey recommends. Therefore, this study assumes that the small sample chosen for the study is sufficient to provide results that are representative of the population under study.

Another limitation is that ITESM's tests and the TOEFL are different kinds of tests. The ITESM's tests chosen for the study are achievement tests because they are used to determine students' progress in the ELP. The TOEFL, on the other hand, is a proficiency test because it evaluates students' proficiency in English regardless of any instruction the students might have had in the language. To compare two different types of tests may be difficult but the results that can be obtained can be very useful. This study will compare the ELP final English III tests and the TOEFL to answer the following previously stated questions:

1. If they test the same skills,
2. What percentage of each test evaluates each skill,
3. What formats are used to test each skill.

The results will be useful in determining the possible problems the ELP students may have on the TOEFL.

2. Literature review

In August of 1995, the ITESM will require all undergraduate students to score a 550 or higher on the TOEFL. This requirement imposes an ambitious objective for the ELP. That is, that the ELP will have to improve the English proficiency of the incoming students so that they are able to score a 550 or more on the TOEFL. This new objective will have an effect on what is taught and on the tests that are used in the ELP. In an effort to learn what this effect could be, this study will compare the TOEFL and the final English III tests that are used in the ELP. The literature relevant to this study is divided into three sections. The first section will define key testing terminology. The second section will talk about how the ITESM tests were developed. Finally, the third section will describe the TOEFL, review the literature surrounding its strengths and weaknesses, and will describe some comparison studies that have been conducted between the TOEFL and other tests.

2.1. Key terms used in the study

Some key terms defined in this section include *test*, *testing*, *language proficiency*, and several types of tests.

A review of the literature on language testing displays a wide amount of information on test types, qualities, and approaches. But first, the term *test* must be defined. Richards et al. in their dictionary *Language Teaching and Applied Linguistics* give a very simple definition: "Test: procedure for measuring ability, knowledge, or performance" (377). Robert Cooper, more explicitly defines the word *test* as a ". . . task or set of tasks which can be

assigned under uniform conditions for purposes of assessment or evaluation" (331). For purposes of this study the definition for the word *test* will be a combination of the last two definitions as follows: A language test is a task or set of tasks which can be assigned under uniform conditions for purposes of measuring ability, knowledge, or performance; and the definition for *language testing* will be "the use of language tests" as defined above.

Peter Skehan (1988) in his article "Language Testing" says: "A large part of language testing therefore has to be concerned with the evaluation of change and progress, very often against the background of the teaching that students are receiving" and also that "Often testing is regarded simply as a technical area, to be judged only by how efficiently practical problems are solved" (211). An important part of this definition is the concern with the evaluation of change and progress. When referring to language tests, Rosaura Sánchez states that "a language assessment instrument must determine the competency and degree of linguistic development of a student . . ." (122). This progress in the linguistic development of a student is what proficiency and achievement tests measure. This is important for this study because, as it was mentioned earlier, the TOEFL is a proficiency test and the ELP tests are achievement tests. In the next paragraph, different types of tests, including proficiency and achievement tests will be defined.

Most literature on language testing agrees on four main types of tests: proficiency, achievement, diagnostic, and placement tests. A test type is defined by the use for which it was designed. Therefore, a proficiency test measures the level of proficiency a person has in a language. But what is *proficiency*? Richards et al. define language proficiency as "a person's skill in using a language for a specific purpose . . ., such as how well a person can read, write, speak, or understand language" (204). Therefore, a proficiency

test measures the ability of a person to use a language. Unfortunately, this definition is not complete since other types of tests also measure the ability to use a language. A proficiency test is different from other types of tests because, according to Hughes, it is "a test designed to measure people's ability in a language regardless of any training they may have had in that language" (9). A proficiency test does not measure what someone learned in a particular class but rather his/her overall ability to use a language. Richards et al. define a proficiency test as "a test which measures how much of a language someone has learned" and "A proficiency test is not linked to a particular course of instruction, but measures the learner's general level of language mastery. Although this may be a result of previous instructions and learning, the latter are not the focus of attention" (292). Finally, a proficiency test is different from an achievement test in the fact that an achievement test evaluates a student's achievement or progress in a specific class.

There are two kinds of achievement tests: final achievement tests, also called exit tests, and progress achievement tests (Hughes 10). *Final achievement tests* measure what a person has learned at the end of a specific course, and a *progress achievement test* is intended to measure the progress students are making during a specific course. According to Richards et al. "The difference between a proficiency test and an achievement test is that the latter is usually designed to measure how much a student has learned from a particular course or syllabus" (292). According to FairTest (The National Center for Fair and Open Testing), "Achievement tests claim to measure how much a student has learned in a class . . ." This study defines a language achievement test as a test that measures the progress a student has made in a language class.

Diagnostic tests are designed to provide information about a student's knowledge of the target language (language under study). "Diagnostic tests are used to identify students' strengths and weaknesses. They are intended primarily to ascertain what further teaching is necessary" (Hughes 13). Patkowsky also agrees that "a diagnostic test provides more specific information concerning the students' areas of strengths and weaknesses" (121). Therefore, a diagnostic test measures the students ability in a language and gives more information about what he/she lacks in that language.

Placement tests are used to determine the level in which a student should be placed in a specific language program. "A test which is designed to place students at an appropriate level in a programme or course. The term "placement test" does not refer to what a test contains or how it is constructed, but to the purpose for which it is used" (Richards et al. 279). This type of test provides information about what class a student should be placed into in a particular program. Most English as a Second Language (ESL) programs have classes with different levels of reading, writing, speaking, and listening. Since students have different levels of ability in each skill, many programs have different classes that concentrate on each skill. So a student can be placed in a first level writing class and a third level speaking class. The ITESM does not have a program like this. The ITESM English as a Foreign Language (EFL) program has different levels but each class focuses on all four skills. Thus, a student is placed in one level according to his/her general performance on the placement test.

Two important qualities of tests are *validity* and *reliability*. A test is said to be valid if it tests what it was intended to test. "The central question of

validity is whether a test really measures what it claims to measure” (Patkowski 118). A test is said to be reliable if a student who takes the test earns the same grade it would earn if he or she took the test several times. In other words, test reliability refers to the “ability” of a test to yield the same results if it is applied twice to the same student or if it is graded by two different teachers. “For a test to be reliable means both that two or more examiners will assign the same score to the same paper (rater reliability) and that the same test taker, or two groups of matched test takers, will receive similar scores if given the test on two separate occasions (test-retest reliability). . . . For a test to be reliable, it must yield consistent and dependable results” (Patkowski 118).

2.2. The ELP tests

The ELP at ITESM uses tests that were designed by a group of ELP teachers. These tests are achievement tests based on the *Spectrum* series textbooks and workbooks used to teach English in the classroom. “*Spectrum* is a complete, six-level course in English as a second/foreign language. It is aimed at adults and young adults in secondary schools, universities, and centers for adult education, both in the United States and abroad” (Warshawsky, viii). The first two levels of *Spectrum* are for beginners. Levels 3 and 4 are for intermediate students. Levels 5 and 6 are for advanced students. “*Spectrum* is based on the communicative approach to language teaching. The series teaches basic linguistic functions such as asking for information, talking about feelings, making suggestions, and apologizing” (Warshawsky, viii). The communicative approach to language teaching as defined by Richards et al. is “an approach to foreign or second language teaching which emphasizes that the goal of language learning is

COMMUNICATIVE COMPETENCE" (65). *Communicative competence* is "the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom" (65). The *Spectrum* series textbooks focus on teaching functions or speech acts like apologizing or asking for help in specific situations. To further understand the communicative approach a brief review of the history of language testing will be useful.

The history of language testing can be divided into three eras: the *subjective* era, the *scientific* era, and the *communicative* era. The pre-1940's era was the *subjective* or *pre-scientific* era. "During this period, there was a lack of concern for statistical analysis in the field of language testing. In those days, the inclusion of a question as part of a test was the full responsibility of the teacher" (Sheory). In other words, teachers would make final decisions about how and what to test according to their own judgments. Therefore, there was a lack of objectivity or reliability. Some sample test items were those in which examinees were required to translate, write compositions, and solve isolated sentence problems where the examinees had to use the language rules they had learned. In summary, this was an era in the language testing field known as being highly subjective.

The *scientific* era of language testing that is said to have existed between the 1940's and the 1960's developed as a reaction to the previous *subjective* era. The leaders of the new *scientific* movement were members of the psychometric-structuralist school of thought. They placed great emphasis on reliability, precision, and objectivity. Since scientific analysis of tests and discrete test items to verify reliability, validity, and correlation was of high value during this period, new tests that were easily verified for reliability and validity were developed. These discrete test items were printed out of

context and were meant to evaluate only one language skill at a time. And it was during this period when multiple-choice testing gained strength and standardized tests were introduced (Sheory).

The more modern *communicative* era in language testing that started in the 1970's, and is still in use in the 90's, brought a new approach to language testing. There was an introduction of *global* or *integrative* tests. These tests concentrate on the measurement of total communicative aspects of language. There is an emphasis on placing test items into a realistic context and having examinees perform realistic communicative tasks. Holistic scoring or more global scoring where teachers assign an overall score for all of the communicative aspects of student's language is preferred. "For language testing, the 1980's could be characterized as the decade of "communicative" testing" (Bachman 677).

The three different eras in language testing have brought about a strong dilemma for language test writers. If we could draw a testing continuum, exclusively *discrete-point* tests would be in one extreme and exclusively *integrative* tests would be in the other. "A discrete-point test item is one that is not bound by situational constraints and which requires a specific and predetermined response" (Sheory). In other words, the answers are either right or wrong. "Discrete-point testing refers to the testing of one element at a time, item by item" (Hughes 16). These tests purport to assess one and only one skill at a time.

The basic tenet of the discrete-point approach is that each point of language must be tested separately, that each test item must test only one aspect of language at a time. A typical discrete-point language test will divide its multiple-choice questions into grammar, vocabulary, listening, reading, and so on (Patkowsky 119).

"Many items are based on the contrastive features of the target language and the native language" (Sheory). In other words, many items are based on the differences between the students' first language and the language they are trying to learn. Some advantages of discrete-point tests are that they are cost-wise and time efficient, they are specific and clear, skills can be measured separately, they are objective referring to the scoring, and they are easy to score. Some disadvantages of discrete-point tests are the following: "Language allows alternatives, not absolute answers" (Sheory). Language cannot really be tested in bits and pieces. Discrete-point tests emphasize the ability to recognize, not produce, language. "One shortcoming of objective, discrete-point testing is that student answers may not reveal much about their true language proficiency" (Patkowski 119). All language on the test is that of the test writer. No test can be long enough to cover a skill well enough; besides, it is also difficult to choose items representing all aspects of a skill. Discrete-point tests take a long time to develop and are not appropriate for all skills (especially writing and speaking). "Discrete-point tests permit too much guessing, involve passive knowledge, and do not test the *global* or *integrative* nature of language" (Sheory). Finally, in discrete-point tests, the use of test-taking strategies such as to delay answering difficult questions, can influence the outcome.

The other side of the continuum in language testing are the integrative or communicative tests. Communicative test items require students to make a spontaneous response (written or oral) in a specified realistic situation. Communicative tests are based on the view that language proficiency consists of a number of skills working together integratively. They purport to measure the total communicative aspect of language. "Integrative testing, . . ., requires the candidate to combine many language elements in the

completion of a task" (Hughes 16). "Such tests stand in contrast to objective, discrete-point tests, and are meant to assess overall proficiency in a particular area" (Patkowski 120). Some typical integrative tests include cloze technique, dictation, translation, oral interview, reading comprehension and listening comprehension tests, and written composition. "Some features of the communicative testing situation are the following: interaction or an interplay between receptive and productive skills, manipulation of language that is unpredictable in form and content, a certain time pressure on the testee, the context of the situation, which may impose roles, relative status, mood, attitude, and purpose, all of which may influence linguistic choices, the use of authentic language, appropriate in the specified context" (Sheory). Some shortcomings or disadvantages of communicative tests are that they cannot separate individual language skills, the source of errors is hard to detect, difficult to grade, and not always reliable, and they allow students to use avoidance strategies, in other words, to avoid certain structures or sounds they cannot handle well. "The disadvantage lies in the area of practicality: the scoring takes much longer, and raters must be constantly trained, which takes time and costs money, if they are to maintain consistent standards. . . . It is important to note that there is no purely integrative test nor any purely discrete-point test; it is more a question of a continuum, with tests falling more toward one end or the other" (Patkowsky 120).

2.3. The TOEFL

The Test of English as a Foreign Language (TOEFL) is a standardized test that was designed in 1963 by the Educational Testing Service (ETS) for the purpose of evaluating the proficiency of students whose native language is not English. Its primary function is to measure the English proficiency of

international students wishing to study in United States universities. A standardized test as defined by Richards et al. is "a test a) which has been developed from tryouts and experimentation to ensure that it is reliable and valid b) . . . c) which provides uniform procedures for administering (time limits, response format, number of questions) and for scoring the test" (350). Standardized tests are given to many people at the same time, have been carefully developed by professionals in the language testing field, and are usually scored by computer. "Tests are called `standardized´ when the same questions are given to large groups of students under similar conditions. Most standardized tests are multiple-choice and are scored by a computer which has been programmed to give credit for only one "right" answer for each question" (FairTest 8).

The TOEFL administered between 1964 and 1975 consisted of five sections: 1) Listening Comprehension, 2) English Structure, 3) Vocabulary, 4) Reading Comprehension, 5) Writing Ability. The TOEFL administered between 1976 and 1994 consists of only three sections: 1) Listening Comprehension, 2) Structure and Written Expression, 3) Vocabulary and Reading Comprehension. The first section, listening comprehension, measures the ability to understand English as it is spoken in the United States and Canada and consists of fifty multiple-choice items. The second section, structure and written expression, measures the ability to recognize language appropriate for standard written English. The third section, vocabulary and reading comprehension, measures the ability to understand standard written English.

The TOEFL has one major flaw. It only tests the students ability to recognize language or language structures. In other words, the test does not ask the student to use his or her own language. This test is therefore an

indirect test of writing since the student does not have to write. However, the test is considered a direct test of reading because the student does have to read and understand the reading in order to respond correctly to the items in the reading comprehension section. Furthermore, the TOEFL is a direct test of listening comprehension although the student also needs to read in order to answer the items in the listening comprehension section. Therefore, the reader should always keep this problem in mind while reading the section where the tests are described and analyzed in chapter 3.

Several studies that compare TOEFL with other tests have been performed. Most of these, focus on test scores. This study does not deal with scores. It focuses on the content analysis of the TOEFL and the ITESM English III final tests in regards to the four basic language skills such as listening, speaking, reading, and writing. Hale et al. summarize in their book *Summaries of Studies Involving the Test of English as a Foreign Language, 1963-1982* P.J. Angelis's paper "Language Testing and Intelligence Testing: Friends or Foes?" One small part of this paper discusses a comparison of the content of TOEFL and Graduate Record Examinations (GRE) items. The results show that the items on the GRE use more difficult vocabulary and are more difficult for students to answer. This study is different from Angelis' study because the latter focuses on the relationship between language proficiency and intelligence. "Attention is given to the requirements of verbal proficiency test items and the degree to which such items tap intelligence rather than language skill alone for nonnative English speakers" (34). In their paper "Task and Ability as a Basis for Examining Content and Construct Comparability in Two EFL Proficiency Test Batteries" Bachman et al. examine the comparability of two English as a Foreign Language (EFL) test batteries. The Bachman et al.'s study is similar to this study because it

focuses on the description of the abilities that appear to be measured and of the tasks required of test takers. This study also mentions some of the tasks required of test takers but only in reference to the specific format of each item. In other words, this study specifies the tasks the student needs to perform to answer a certain item (e.g., answer open questions or choose from a list of possible answers). This study is thus different in that it does not describe the abilities that appear to be measured but rather determines if the tests measure the four basic language skills. The Bachman et al.'s study goes deeper into the communicative language abilities such as language competence, strategic competence, and psychophysiological mechanisms, which will not be defined here since they are not analyzed in this study.

The following chapter will describe and explain the methodology used in this study, the sampling of tests, the description and analysis of the tests, and the interpretation of the results.

3. The Study

Chapter 2 of this study reviewed the literature on language testing, the controversies surrounding the TOEFL, and what ITESM tests are based on. Chapter 3 will describe how the study was performed, what procedures were followed and why these particular procedures were chosen. This chapter also defines the population under study (in other words, the total group of tests under study) and how the sample of tests was collected. In addition, the results of the study and tables which contain the most important data of this study will be presented. Finally, the interpretation of the results is discussed in order to clarify and explain the data presented.

3.1. Design and justification of the methodology

In this section, the author describes the research method used in this study and gives a justification or explanation of why this method was chosen to achieve the objectives of the study.

Since the decision to expect all graduating students to score 550 on the TOEFL was received, a great amount of attention has been placed on the question: How well is the ELP at the ITESM preparing students for the TOEFL? Many studies can be performed to answer this question. One of the most useful, from the author's point of view, is one where the similarities and differences between the TOEFL and the ITESM tests can be determined. If the contents of these tests are compared, the results will yield information that can be directly applied in the classroom or when constructing new tests. In other words, if the results of this study say that the ITESM tests do not measure the

same abilities that are tested in the TOEFL, then the abilities tested in the TOEFL should be taught in the classroom and considered when constructing new tests at ITESM.

In designing this study, the following steps were followed:

1. The situation was described and the problem was defined.
2. The objectives for the study were defined.
3. The literature was reviewed.
4. A decision was made about what tests had to be collected in order to achieve the objectives of the study.
5. The sample of tests was collected.
6. The tests were analyzed and compared and the results were presented.
7. Recommendations for future test design were given followed by a summary and some conclusions of the study.

The first step was to define the problem. Defining the problem required the analysis of the situation at ITESM regarding the expectancy of all graduating students to score a 550 on TOEFL. To further understand why this poses a problem it is necessary to clarify that to expect all graduating students to score a 550 on the TOEFL was not an idea proposed by the English department (in charge of the ELP) but rather an idea imposed by the higher administration. Therefore, the English department is now faced with a big challenge.

The second step in this study was to define or state achievable objectives for the study. One of the objectives was to determine whether the ITESM tests measure the same language abilities or language skills such as listening, speaking, reading and writing, that the TOEFL claims to test. Another objective was to determine how each test measured each language skill. In other words,

what was the format used to measure each skill in each test. One more objective was to determine what percentage of the tests measured each skill. Finally, the main objective of the study is to give useful recommendations for the revision of the future final exam guidelines.

The third step followed was to review the literature available on second language testing and other similar studies that were previously performed. Literature regarding the TOEFL, the controversies surrounding it, and studies about its content were also reviewed.

The fourth step that was followed to perform this study was to determine what tests should be compared to the TOEFL that could yield data useful in the revision of the ELP's curriculum and in the construction of new tests at ITESM. Deciding what tests should be considered in this study was difficult because a limitation was encountered. The TOEFL test is a proficiency test and the tests that could yield important information about what is taught at ITESM are achievement tests. Can two different types of tests be compared? Considering this limitation, it was determined that even though the tests are two different kinds of tests because they each have a different purpose, the comparison of their content could still yield valuable data for this study. Therefore, since students were expected to score a 550 on the TOEFL at the time of graduation, it was decided to choose the final test for the last level of the basic English program which is the English III course. Once this decision was taken, it was time to proceed with the next step of this study.

The fifth step in this study was to collect the sample. At this stage of the study, another limitation, which was explained earlier, was encountered. For this research to be considered experimental, all of the English III final tests from all the different campuses in the ITESM system would have to be collected and

analyzed. This was not possible. Therefore the sample of tests was not randomly chosen.

The sixth step in this study was to analyze and compare the tests. Once the analysis had been done and the tests had been compared, the results were presented. The data obtained from the content analysis and comparison between the tests were presented in the form of tables that were explained in detail and with examples.

Finally, the seventh step of this study was to present some recommendations that would aid in the revision of future final exam guidelines, teacher training, and in future test construction.

As mentioned earlier in this chapter, this study compares the ITESM English III final tests and the TOEFL to determine if the ITESM tests are a good indicator of students' success in the TOEFL. To carry out this type of investigation, different types of comparisons can be performed, such as comparisons of students' scores on both tests, or comparisons of the contents of both tests. The main questions this study attempts to answer are the following:

1. What skills does each test measure?
2. What percentage of items test each skill on each test?
3. What item formats does each test use? and most importantly,
4. What suggestions can be made to improve the ELP tests.

Therefore, this study will focus only on a comparison of the content of the tests analyzed and will not compare quantitative data in relation to scores.

The type of research used in this study is descriptive. In identifying this type of study, the author has drawn from the following sources. Isaac and Michael state that the purpose of descriptive research is "To describe

systematically the facts and characteristics of a given population or area of interest, factually and accurately" (46). Dalen and Meyer say there are three types of descriptive research: survey studies, interrelations studies, and case studies (229). One type of survey study is the analysis of documents, referring mainly to the analysis of their content. Therefore, according to the authors just mentioned, this study is a descriptive study in which the author analyzes the content of tests to make a comparison that could yield useful data to answer questions that were previously stated.

Why was this method chosen? The comparison of the content of the ITESM tests and the TOEFL will determine the similarities and differences that exist between these tests. By doing so, valuable information about what is taught in the English language program in the ITESM system is obtained. Tests provide data about the content of programs. By analyzing tests, researchers can determine the content of teaching, the amount of time spent developing each language skill, and can find indications about the methodology that was used to develop each language skill. Very often teachers complain they do not have enough time to teach everything they want to teach and would like to know what language skills are more important and how time should be distributed in the classroom. To answer this question, researchers analyze documents such as tests, programs, textbooks and other similar sources (Dalen and Meyer 236). Finally, this methodology was chosen because it is a widely accepted research method in the educational field because it provides valid qualitative data.

3.2. Sampling of exit tests

Students entering the ELP at ITESM are given a placement test. Once placed in a specific level, students have to take three monthly tests and a

cumulative final test. As mentioned in chapter one of this study, all courses offered in the ELP are divided into three programs: remedial, basic, and advanced. There are two levels in the remedial program, three levels in the basic program, and one level in the advanced program. Therefore, the final test for the last level in each program could be considered an exit test for the program. Since most students placed in the advanced program are proficient enough to score a 550 on the TOEFL (although this has not yet been proven) this study will concentrate on the final test for the last level of the basic program (English III).

There are twenty-six campuses in the ITESM system. Each campus is responsible for developing its own tests, which means that there are at least twenty six final English III tests. The collection of tests from all of the campuses was impossible. Therefore, six campuses were chosen on the basis of availability. This means that the author chose these campuses because those were the ones she was able to contact. The Monterrey ELP is part of the study but was not randomly selected either. It was chosen because it has the largest ELP in the system. Each campus was contacted by phone and asked to send a copy of the English III final test that was given to students in December of 1993 or May 1994. Only three campuses responded: Monterrey, Zacatecas, and León. The test from campus Monterrey was obtained from Lic. Lupita Torres, coordinator of the English Language Program. The other two tests were received by mail; one of them with some course descriptions included. Therefore, the complete sample of tests consists of three final English III tests from three different campuses of the ITESM system. Because, these tests were to be compared with the TOEFL, a copy of an institutional TOEFL was obtained.

An institutional TOEFL is not an official TOEFL but the Educational Testing Service (ETS) claims that the institutional TOEFL has the same degree of difficulty and evaluates the same abilities as an official TOEFL.

3.3. Description and analysis of the tests

Three different ITESM tests and an institutional TOEFL were collected and later analyzed and compared. The following steps were followed:

1. The structure of the tests was described.
2. The tests were analyzed to determine if they evaluated the four basic language skills such as listening, speaking, reading, and writing.
3. The tests were analyzed to determine the format that was used to test each skill. *Format* is the overall arrangement of the items in a test such as multiple-choice, open questions, sentence transformations, cloze, true/false, or sentence completions.
4. The tests were analyzed to determine what types of items were used to test each skill. The *type of item* or *item type* is a description of the format subclasses and specifies the tasks that the student has to perform to answer the test, e.g., choose statement closest in meaning, listen to a conversation followed by a multiple-choice question.
5. The number of items testing each language skill was calculated for each test.

The TOEFL and three ITESM tests are described and analyzed in this section to present an overall idea of what the tests measure, what format they use, the type of items they include, the instructions they present to the students, and what a sample item looks like. All three ITESM tests are final exams for the last level of the basic English Language Program (final English III tests) in

the ITESM system. In order to conceal information about what campus each test came from, each test was given a number.

3.3.1. The TOEFL

The TOEFL is divided into three sections. Each section has more than one type of item, giving therefore, different instructions for each item type.

Section 1 includes three different types of items.

The analysis of the first type of item is the following:

a. language skill tested: listening comprehension

b. format: multiple-choice

c. type of items: choose statement closest in meaning

d. instructions to the student: "For each question in Part A, you will hear a short sentence. Each sentence will be spoken just once. The sentences you hear will not be written out for you. After you hear each sentence, read the four choices in your test book, marked (a), (b), (c), and (d), and decide which one is closest in meaning to the sentence you heard. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space completely so that the letter inside the oval cannot be seen."

e. sample test item:

On the recording, the student hears:

Please turn in the key to your room before you leave.

In the test book the student reads:

- a) Please lock your room when you leave.
- b) Turn the key to the left to enter your room.
- c) Please return your room key before leaving.
- d) You must leave your room by four o'clock.

The analysis of the second type of item is the following:

a. language skill tested: listening comprehension

b. format: multiple-choice

c. type of items: listen to a conversation followed by a multiple-choice question

d. instructions to the student: "In Part B you will hear short conversations between two people. After each conversation, a third person will ask a question about what was said. You will hear each conversation and question about it only one time. After you hear a conversation and the question about it, read the four possible answers in your test book and decide which one is the best answer to the question you heard. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen."

e. sample test item:

On the recording the student hears:

(woman) I don't like this painting very much.

(man) Neither do I.

(narrator) What does the man mean?

In the test book the student reads:

a) He doesn't like the painting either.

b) He doesn't know how to paint.

c) He doesn't have any paintings.

d) He doesn't know what to do.

The analysis of the third type of item is the following:

a. language skill tested: listening comprehension

b. format: multiple-choice

c. type of items: listen to longer conversations followed by a series of questions

d. instructions to the student: "In this part of the test, you will hear longer conversations and talks. After each conversation or talk, you will be asked some questions. You will hear the conversations and talks and the questions about them only one time. They will not be written out for you. After you hear a question, read the four possible answers in your test book and decide which one is the best answer to the question you heard. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Answer questions on the basis of what is stated or implied by the speakers in the conversation or talk."

e. sample test item:

On the recording the student will hear:

(narrator) Listen to an instructor talk to his class about a television program.

(man) I'd like to tell you about an interesting TV program that'll be shown this coming Thursday. It'll be on from 9 to 10 PM on Channel 4. It's part of a series called "Mysteries of Human Biology." The subject of the program is the human brain - how it functions and how it malfunctions. Topics that will be covered are dreams, memory, and depression. These topics are illustrated with outstanding computer animation that makes the explanations easy to follow. Make an effort to see this show. Since we've been studying the nervous system in class, I know you'll find it very helpful.

Now the student will listen to a sample question.

(narrator) What is the main purpose of the program?

In the test book, the student will read:

- a) To demonstrate the latest use of computer graphics.
- b) To discuss the possibility of an economic depression.

- c) To explain the workings of the brain.
- d) To dramatize a famous mystery story.

Section 2 includes two different types of items.

The analysis of the first type of item is the following:

a. language skill tested: structure and written expression (writing)

b. format: multiple-choice

c. type of items: fill in the blank to complete the unfinished statement

d. instructions to the student: "Questions 1-15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen."

e. sample test item:

All of the plants now raised on farms have been developed from plants_____wild.

- a) once they grew
- b) they grew once
- c) that once grew
- d) once grew

The analysis of the second type of item is the following:

a. language skill tested: structure and written expression

b. format: multiple-choice

c. type of items: identify erroneous English

d. instructions to the student: "In questions 16-40, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (a), (b), (c), and (d). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen."

e. sample test item:

Meadowlarks are about the same size than robins, but they have heavier
bodies, shorter tails, and longer bills.
a b c d

Section 3 includes two different types of items.

The analysis of the first type of item is the following:

a. language skill tested: Vocabulary and reading comprehension (reading)

b. format: multiple-choice

c. type of items: choose words closest in meaning

d. instructions to the student: "In questions 1-30, each sentence has an underlined word or phrase. Below each sentence are four words or phrases, marked (a), (b), (c), and (d). You are to choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter you have chosen. Fill in the space so that the letter inside the oval cannot be seen."

e. sample test item:

Having served previously as counselor to President Richard M. Nixon, Anne Armstrong was appointed ambassador to Great Britain in 1976.

a) loyally

- b) ably
- c) often
- d) earlier

The analysis of the second type of item is the following:

a. language skill tested: reading

b. format: multiple-choice

c. type of items: read short paragraphs then answer questions

d. instructions to the student: "In the rest of this section you will read several passages. Each one is followed by several questions about it. For questions 31-60, you are to choose the one best answer (a), (b), (c), or (d), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Answer all questions following a passage on the basis of what is stated or implied in that passage."

e. sample test item:

The railroad was not the first institution to impose regularity on society, or draw attention to the importance of precise time keeping. For as long as merchants have set out their wares at daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbors as to the time of day. The value of this tradition is today more apparent than ever. Were it not for public acceptance of a single yardstick of time, social life would be unbearably chaotic: the massive daily transfers of goods, services, and information would proceed in fits and starts; the very fabric of modern society would begin to unravel.

What is the main idea of the passage?

- a) In modern society we must make more time for our neighbors.

- b) The traditions of society are timeless.
- c) An accepted way of measuring time is essential for the smooth functioning of society.
- d) Society judges people by the times at which they conduct certain activities.

This concludes with the analysis of the TOEFL content. The following is the analysis of the ITESM English III final test this study called *Test I*.

3.3.2. ELP test I

ELP Test I (Appendix A) is divided into ten sections. Each section has its own instructions and some sections have more than one type of exercise, therefore, having more than one set of instructions.

Section 1 includes one type of item.

The analysis of the items is the following:

a. language skill tested: writing

b. format: writing sentences

c. type of items: giving definitions

d.instructions to the student: "Give the definition for the following expressions:"

e. sample test item: Vitamins are expensive. However, they are good for you.

(This test item is very confusing. It is an example of a badly written item.)

Section 2 includes one type of item.

The analysis of the items is the following:

a. language skill tested: vocabulary (reading)

b. format: multiple-choice

c. type of items: complete the unfinished sentence

d. instructions to the student: "Choose the correct vocabulary word"

e. sample test item:

When something divides into two, it (shakes, spreads, splits, wastes).

Section 3 includes one type of item.

The analysis of the items is the following:

a. language skill tested: writing

b. format: sentence transformations

c. type of items: reporting speech

d. instructions to the student: "Report each of the following lines in the past.

Use the verbs say , tell, or ask depending on the situation".

e. sample test item:

"Don't throw out the garbage," says Mary.

Section 4 includes one type of item.

The analysis of the items is the following:

a. language skill tested: writing

b. format: writing sentences

c. type of items: writing sentences using given expressions

d. instructions to the student and sample test item: "Invent one sentence for each of the following: instead of, in case, because of, because."

Section 5 in this test is a list of statements in regards to the question "Do space stations have a future?" From this test it is difficult to know if the students are asked to answer based on general knowledge or if they are given the

opportunity to listen to a tape that gives them information about this topic. The author assumes the students answer after listening to a tape.

The analysis of the items is the following:

a. language skill tested: listening

b. format: true/false

c. type of items: taped passage followed by written statements to be labeled true or false

d. instructions to the student: "Answer true or false to the following"

e. sample test item: "Some people believe that the true beginning of the space age is with space stations."

Section 6 includes three types of items.

The analysis of the first type of items is the following:

a. language skill tested: writing

b. format: writing questions

c. type of items: writing questions for given answers

d. instructions to the student: "Make the question for the following answers"

e. sample test item: He's seen a horror movie. Q. Which.....

The analysis of the second type of items is the following:

a. language skill tested: writing

b. format: writing questions

c. type of items: completing a sentence with a tag question

d. instructions to the student: "Give the tag question for the following"

e. sample test item: "He used to smoke cigars, ... "

The analysis of the third type of items is the following:

a. language skill tested: writing

b. format: writing questions

c. type of items: writing included questions

d. instructions to the student: "Make the included question"

e. sample test item: "Do you know Does she have a brother?"

Section 7 includes one type of item. The analysis of this type of item is the following:

a. language skill tested: writing

b. format: open questions

c. type of items: answer information questions

d. instructions to the student and sample test item: "Write five lines about what you are going to do during the Christmas vacation."

Section 8 includes one type of item.

The analysis of this type of items is the following:

a. language skill tested: writing

b. format: Sentence completions

c. type of items: Supplying the verb

d. instructions to the student: Complete each sentence with a correct verb complement of your own choice.

e. sample test item: "She had the doctor.... her injured knee."

Section 9 includes one type of item.

The analysis of this type of item is the following:

a. language skill tested: writing

b. format: Sentence transformations

c. type of items: Changing active to passive structures

d. instructions to the student: Change each sentence into a passive construction.

e. sample test item: "They keep everything in stock."

Section 10 of this test is a cloze exercise that consists of three paragraphs with a number of deleted prepositions. The analysis for this section is the following:

a. language skill tested: Reading Comprehension

b. format: Cloze technique

c. type of items: Passage with deleted prepositions

d. instructions to the student: Fill in the blanks with an appropriate preposition.

e. sample test item: The first sentence in this exercise is this:

"When my brother and I were children, our grandmother had a great deal of influence _____ us."

This concludes the analysis performed on Test I. The following is the analysis of Test II.

3.3.3. ELP test II

ELP Test II (Appendix B) consists of twelve sections.

Section 1 of this test includes one type of item and the analysis is the following:

a. language skill tested: Structure and written expression

b. format: Multiple-choice

c. type of items: Complete an unfinished statement or fill in the blank

d. instructions to the student: Circle the correct letter.

e. sample test item:

"Why don't we go dancing _____ going to the movies.

a) in case of b) because of c) instead of d) in case"

Section 2 of this test is a cloze exercise in which students are presented with a paragraph where some words have been deleted. The analysis is the following:

a. language skill tested: Reading comprehension

b. format: Multiple-choice

c. type of items: Cloze technique

d. instructions to the student: Use the following conjunctions to complete this paragraph. You may use each one only ONE time: so, since, although, besides, but, even so, furthermore, therefore, however.

e. sample test item:

The first sentence of this paragraph is this:

"I like to eat junk food _____ I know that it is bad for my health _____, it is expensive _____ it is usually wrapped in individual packages."

Section 3 of this test was analyzed as follows:

a. language skill tested: Structure and written expression

b. format: Sentence completions and one item in multiple-choice

c. type of items: Supplying the verb and complete unfinished statements

d. instructions to the student: "The passive with modal auxiliaries, past tense."

e. sample test item: This section has four items three of which look like this:

"The letter _____ (should, to send) last week."

From looking at the first item, the author of this study infers that the students are required to fill in the blank with a verb in the past perfect tense and the modal given in parenthesis. In addition to these items, this same section includes one multiple-choice item which looks like this:

"John told me Sue wrecked her car last night. I _____ she _____ hurt.

- a) hope...wasn't
- b) wish....wasn't
- c) hope....weren't
- d) wish...weren't"

Section 4 of this test was analyzed as follows.

a. language skill tested: Structure and written expression

b. format: Multiple-choice

c. type of items: Complete the unfinished statement

d. instructions to the student: Use one of the following expressions with look:

look after look in on look forward to look out for
look up to look into look up look back on

e. sample test item: The students are presented with isolated sentences and a list of expressions from which they can choose. The following is an example of the items in this section.

"Students always _____ summer vacation,"

Section 5 was analyzed as follows:

a. language skill tested: Structure and written expression

b. format: Multiple-choice

c. type of items: Complete the unfinished statement

d. instructions to the student: Choose the word or words that best fill in each blank.

e. sample test item:

Aldape's death penalty has caused a lot of concern among the Mexicans in Texas. It must be _____ to be sentenced when you are not guilty.

- a) horrifying b) horrified c) horror d) horrors

Section 6 of this test was analyzed as follows:

a. language skill tested: Reading comprehension

b. format: Multiple-choice

c. type of items: Choosing sentence closest in meaning to one given

d. instructions to the student: Choose the sentence closest in meaning to the one given.

e. sample test item:

Press it away.

- a) Hurry up and leave c) Iron it outside
b) Send it to another place d) Remove it by applying pressure

Section 7 was analyzed as follows:

a. language skill tested: Structure and written expression

b. format: Multiple-choice

c. type of items: Complete the unfinished statement

d. instructions to the student: Choose the option that best fills in the blank.

e. sample test item:

I'd suggest _____ some extra practice exercises before the final exam.

- a) done b) doing c) does d) do

Section 8 was analyzed as follows:

a. language skill tested: Structure and written expression

b. format: Multiple-choice

c. type of items: Identifying erroneous English

d. instructions to the student: Find the mistake in the underlined part of the sentence.

e. sample test item:

For people who enjoy tea, the tea we make from our secret recipe is the
best you've ever taste and that money can buy.
a b c
d

Section 9 was analyzed as follows:

a. language skill tested: Writing

b. format: Sentence transformations

c. type of items: Reporting speech

d. instructions to the student: Change the sentences to indirect speech.

e. sample test item:

Mr. Hall: "I can't complete my assignment on time."

Section 10 was analyzed as follows:

a. language skill tested: Structure and written expression

b. format: Sentence completions

c. type of items: Supplying the verb

d. instructions to the student: Complete the sentences with the verbs in parenthesis. Some verbs are passive and some need modals and the passive form.

e. sample test item:

If I had known Mr. Jung was in the hospital, I _____ (send)
him some flowers.

Section 11 was analyzed as follows:

a. language skill tested: Reading comprehension

b. format: Multiple-choice

c. type of items: Written passage followed by true/false, cloze technique in paragraphs, and completion of shorter structures in multiple-choice items

d. instructions to the student: Each item has its own instructions due to the fact that students are asked to answer each one in a different way.

e. sample test item: Fill in the (O) circle beside the right answer. The building of the chunnel seems to show that there is a little more _____ in the world
O traffic O trust O fear O anger

Section 12 was analyzed as follows:

a. language skill tested: Listening comprehension

b. format: Answering questions with complete sentences

c. type of items: Taped passage followed by written questions to be answered in complete sentences

d. instructions to the student: Answer with complete sentences

e. sample test item:

Who's speaking?

The following is the analysis of ITESM test III.

3.3.4. ELP test III

ELP test III (Appendix C) includes fifty multiple-choice items divided into eight sections.

Section 1 was analyzed as follows:

a. language skill tested: Structure and written expression

b. format: Multiple-choice

c. type of items: Complete unfinished statement

d. instructions to the student: "On your answer sheet, mark the letter of the option that best completes each sentence."

e. sample test item:

"I put too much gel on my hair, and now I have to _____."

a) throw it in

b) mop it up

c) wash it out

d) sweep it out

Section 2 was analyzed as follows:

a. language skill tested: Structure and written expression

b. format: Multiple-choice

c. type of items: Identify erroneous English

d. instructions to the student: "On your answer sheet, mark the letter of the underlined error in each sentence."

e. sample test item:

"It has been reported that at noon each day a lot of students come out of

a

their classrooms and go to any convenience television set available."

b

c

d

Section 3 was analyzed as follows:

a. language skill tested: Structure and written expression

b. format: Multiple-choice

c. type of items: Complete an unfinished statement

d. instructions to the student: "On your answer sheet, mark the letter of the best response to each of the following questions or statements."

e. sample test item:

"What was one of your favorite childhood activities?"

- a) I'm used to playing with my friends.
- b) My mother and I like to go to the beach.
- c) My sister and I have fixed lunch together
- d) Every day I would eat a chocolate ice cream cone.

Section 4 was analyzed as follows:

a. language skill tested: Structure and written expression

b. format: Multiple-choice

c. type of items: Complete unfinished statement

d. instructions to the student: "On your answer sheet, mark the letter of the option that best completes each sentence."

e. sample test item:

"The baseball game is canceled _____."

- a) because it's raining
- b) although it rained
- c) since the rain
- d) so it rains

Section 5 was analyzed as follows:

a. language skill tested: Structure and written expression

b. format: Multiple-choice

c. type of items: Identify erroneous English

How do children benefit from moving frequently according to Mrs. Young?

In two of the items in this section, the students are asked to decide whether the statement is true or false. For example:

"T F Dr. Torres is a sociologist."

Section 8 was analyzed as follows:

a. language skill tested: Reading comprehension

b. format: True/false and open questions

c. type of items: Written passage followed by written statements to be labeled true/false and questions to be answered

d. instructions to the student: Answer the following questions

e. sample test item: The following are examples of the two different types of items in this section:

"What is the main idea of this article?"

"T F Computers have hardly no application in the home."

The description of the three ITESM tests will aid the comprehension of the data analysis and interpretation of the results as well as the recommendations for the revision of future final exam guidelines and teacher training in test design. The data analysis presented below provides information about what skills each test measures and what method or format was used to test each skill.

3.4. Data analysis

Once the description of the tests was presented, this study proceeded to analyze each test to determine whether the four basic language skills such as listening and reading comprehension, and speaking and writing were tested in each test. Later each test was analyzed to determine what format and what type of items were used to test each one of the four basic skills. Finally, the number of items testing each skill was counted to determine what percentage of the test measures each skill.

3.4.1. Results of the analysis and the comparisons

This section presents the results of the analysis of the four tests and presents this information in tables so that a comparison of all the tests can be easily made.

Table 2 presents the results of the analysis of the four tests in regards to what skills each test measures.

Table 2
Language skills tested on each test

| Language skills | TOEFL | Test I | Test II | Test III |
|-------------------------|-------|--------|---------|----------|
| Listening comprehension | yes | yes | yes | yes |
| Reading comprehension | yes | yes | yes | yes |
| Speaking | no | no | no | no |
| Structure (Writing) | yes | yes | yes | yes |

The TOEFL, ELP tests I, II, and III, were all found to test listening comprehension, reading comprehension, and some limited writing skills. All the tests analyzed in this study, except ELP test I, evaluate writing indirectly. This means that the student is never asked to write on these tests. Therefore, the items on these tests don't test the whole range of writing skills such as organization of ideas, coherent and cohesive expression of these, punctuation, spelling, etc. The items on these three tests only test the students' knowledge of grammar, structure, and written expression. With this important fact in mind, the reader must realize that when this study says that one of these tests evaluates writing, the author uses the TOEFL expression, although the test evaluates mainly grammar, structure, and very limited writing skills.

None of the four tests mentioned was proven to measure any speaking skills. According to Lic. Lupita Torres, coordinator of the ELP at the Monterrey campus, the three campuses that sent tests do measure speaking skills in the classroom. Students are tested on their speaking skills although, this is not done during the application of the final tests being analyzed in this study.

Table 3 shows the format of the items in each section of the TOEFL. All of the items have a multiple-choice (MC) format but there are different types of items. Each of these requires the student to perform a different task although he/she always has four options to complete or answer each item. For example, although all the listening comprehension items are in multiple-choice format, some require the student to listen and then answer questions while other items, require the student to listen and then choose a statement closest in meaning to the one they heard. The same is true for all the other skills this test was found to test.

Table 3

How language skills are tested in TOEFL

| Language skills | Format | Item type |
|-------------------------|--------|---|
| Listening comprehension | MC | <ul style="list-style-type: none"> - Listen to statement and choose statement closest in meaning - Listen to conversation and answer question - Listen to longer conversation and answer series of questions |
| Reading Comprehension | MC | <ul style="list-style-type: none"> - Read statement and choose another closest in meaning - Read short paragraphs then answer questions |
| Writing | MC | <ul style="list-style-type: none"> - Complete an unfinished statement - Identify erroneous English |

Table 4 shows the format of the items used to test each skill on ELP Test I. Examples of the items on Test I have been previously presented in this chapter in the section where the test has been described.

The data presented on Table 4 show that the format of the items in this test is more varied. The items that test listening comprehension in this test, have a true/false format. The students listen to a taped passage and are then presented with written statements to be labeled true/false.

The reading comprehension section of this test is a cloze exercise. The students are presented with a written passage with deleted prepositions. The items that test writing are presented in four different formats.

Table 4
How language skills are tested in "Test I"

| Language skills | Format | Item type |
|-------------------------|--------------------------|---|
| Listening comprehension | True / False | Taped passage followed by written statements to be labeled true or false |
| Reading comprehension | Cloze technique | Passage with deleted prepositions |
| Writing | Sentence completion | - Supplying the verb |
| | Sentence transformations | - Reporting speech - Changing active to passive |
| | Writing sentences | - Giving definitions |
| | Writing questions | - Writing questions or given answer - Completing sentence with tag questions - Writing included questions |

The four different formats are sentence completions, sentence transformations, writing sentences, and writing questions. The format that is used to test writing in this test, is direct. In other words, the students are asked to write on the test. Examples of these items are also presented in this chapter in the section where the tests are described.

Table 5 presents the results of the analysis of the item formats on test II.

Table 5
How language skills are tested in "Test II"

| Language skills | Format | Item type |
|-------------------------|---|---|
| Listening comprehension | Answering questions with complete sentences | - Taped passage followed by written questions to be answered in complete sentences |
| Reading comprehension | Multiple-choice | - Cloze technique |
| | Multiple-choice | - Written passage followed by true/false, cloze, and completion multiple-choice items |
| | Multiple-choice | - Choosing sentence closest in meaning to one given |
| Writing | Multiple-choice | - Complete an unfinished statement - Identify erroneous English |
| | Sentence transformations | - Reporting speech |
| | Sentence completions | - Supplying the verb |

The items that tested listening and reading comprehension in test II followed the same format. The difference was that in the reading comprehension section of this test, the students were presented with a written passage

instead of a taped one, then they were asked to label some statements *true* or *false* and to answer some questions about the passage.

Table 6 presents the results of the analysis of the item format of ELP test III.

Table 6
How language skills are tested in Test III

| Language skills | Format | Item type |
|-------------------------|---|--|
| Listening comprehension | -True / false -Open questions | Taped passage followed by written statements to be labeled true or false and questions to be answered |
| Reading comprehension | -True / false -Open questions | Written passage followed by written statements to be labeled true or false and questions to be answered |
| Writing | -Open questions -Multiple-choice -Multiple-choice -Multiple-choice | -Answer information questions -Complete an unfinished statement -Identify erroneous English -Identify best response |

The listening and reading comprehension skills are evaluated in a similar way on test III. The format used to test both skills is true/false and open questions. The difference is that in the listening comprehension items the student is asked to listen to a taped passage, as opposed to having to read a written passage for the reading comprehension section. Test III was found to test writing in four different ways. There were two different item formats. In one of the item formats the students were asked to answer information questions. This type of item format is a direct test of writing because the students are asked to write on the answer sheet. In the other item format, multiple-choice,

there were three different types of questions. All three types of questions are an indirect test of writing since the student is never asked to write on the test. The first type of item was one in which the student was asked to choose the option that best completed the unfinished statement. The second type of item asked the student to identify erroneous English by presenting the student with a statement with four underlined words or phrases one of which is incorrect. In the last type of item the student was presented with a question and the student is asked to choose the option of the best response. Most of these item test mainly grammar and structure.

The last table, Table 7, presents data that reveal the percentage of each test that evaluates each skill. In other words, the table shows how many items test listening, how many test reading, and how many test writing in each test.

Table 7

Number of items testing each skill in each test

| Language skills | TOEFL | % | Test I | % | Test II | % | Test III | % |
|-----------------|------------|-----|-----------|-----|-----------|-----|-----------|-----|
| Listening | 50 | 33% | 9 | 10% | 5 | 6% | 5 | 8% |
| Reading | 60 | 40% | 24 | 28% | 17 | 19% | 10 | 15% |
| Writing | 40 | 27% | 54 | 62% | 67 | 75% | 50 | 77% |
| Total | 150 | | 87 | | 89 | | 65 | |

* Any percentages have been rounded up.

Since many of the items test several skills at the same time, a list of the criteria was developed to help in the determination of what items test each skill. To determine which items test listening comprehension, the criteria followed

was that all the items that followed an auditive stimulus were considered listening comprehension items. To determine which items tested reading comprehension (which also included vocabulary), three criteria were followed. The first one was that all the items in which the student had to choose the words closest in meaning to one given were considered reading comprehension items.

The second criteria was that all the items in which the student had to read a short paragraph and then answer questions, were considered to test reading comprehension. The third criteria that was followed was that all the items in cloze exercises or cloze format were considered to be reading comprehension items.

Finally, all the items in which the student had to complete an unfinished statement, identify erroneous English, do sentence transformations, answer questions in complete sentences, and give definitions were all considered to test writing. As was explained formerly, most of the items that are said to test writing do not test writing in a direct way because they do not test the whole range of writing skills. Most of these items test grammar and structure.

After following the criteria mentioned above, the results show that thirty-three percent (33%) of the TOEFL focuses on listening comprehension. Forty percent (40%) of the TOEFL focuses on reading comprehension and twenty-seven percent (27%) focuses on writing (structure and written expression). In Test I, ten percent (10%) of the test evaluates listening comprehension. Twenty-eight percent (28%) of the same test evaluates reading comprehension. Finally, sixty-two percent (62%) of Test I evaluates writing. Six percent (6%) of Test II evaluates listening comprehension. Nineteen (19%) of Test II evaluates reading comprehension. Writing (in a limited way) is evaluated in seventy-five percent (75%) of Test II. On Test III, eight percent (8%) of the test evaluates

listening, fifteen percent (15%) evaluates reading, and seventy-seven percent (77%) evaluates writing.

3.4.2. Interpretation of the results

The analysis and comparison of the three tests and the TOEFL yielded interesting data. The three main questions the analysis intended to answer were the following: Do the ITESM tests evaluate the same basic language skills as the TOEFL? Do the ITESM tests use the same format as the TOEFL to evaluate each skill? Do the ITESM tests evaluate each skill in the same proportion as in the TOEFL?

Table 3 shows the results of the analysis that answers the first question. In other words, the answer to the question: Do the ITESM tests evaluate the same basic language skills as the TOEFL? is yes. All three ITESM tests and the TOEFL evaluate listening, reading, and writing. None of the four tests analyzed evaluated speaking.

Tables 2,3,4, and 5, present the data obtained from the analysis of the format that was used to test each skill on the four tests analyzed. The results show that all the listening comprehension items on the TOEFL are in multiple-choice format. However, none of the ITESM tests analyzed in this study, used the multiple-choice format to test listening comprehension. In regards to the reading comprehension items, the results show that only Test II of the three ITESM tests analyzed used the multiple-choice format that is used on the TOEFL. Finally, the results show that eventhough the TOEFL used the multiple-choice format to test writing, only ITESM tests II and III used the multiple-choice format to test writing.

Table 7 presents data that answers the question: Do ITESM tests evaluate each skill in the same proportion as in the TOEFL? The answer is no. Thirty-three percent (33%) of the TOEFL tests listening comprehension while ITESM tests evaluate listening in less than ten percent (10%) of the items.

Fourty percent (40%) of the items on TOEFL evaluate reading comprehension. However, ITESM "test I" evaluates reading comprehension in twenty-eight percent (28%) of the items and the other two ITESM tests evaluate reading in less than nineteen percent (19%) of the items. Finally, eventhough the TOEFL tests writing in only twenty-seven percent (27%) of the items, ITESM tests evaluate writing in between sixty-two (62%) and seventy-seven percent (77%) of the items.

This chapter has presented the results obtained in this study and has given some answers to the questions that were stated at the beginning of the study. The following chapter will present a summary of the study, some conclusions that can be derived from the results of the study and finally, some recommendations for the revision of future final exam guidelines.

4. Summary, conclusions and recommendations

Chapter three presented the results of the study where the TOEFL and three ITESM tests were analyzed and compared. The results showed that all four tests analyzed tested listening, reading, and writing. The results also showed that the tests varied considerably in the formats they used to test each skill. Finally, the results showed that the ITESM tests evaluated each skill in different proportions from the TOEFL. In other words, a different proportion of the items on the ITESM tests was devoted to evaluate each skill as compared to the proportion of items testing each skill on the TOEFL.

In this chapter, a summary of the study, some conclusions about the results, and some recommendations for the development of new tests at ITESM, will be presented.

4.1. Summary

The ITESM was founded in 1943 to fulfill the demand for engineers and administrators in Mexico's developing industry. In August 1990, ITESM made three semesters of language instruction obligatory for all students entering the undergraduate program. The English Language Program (ELP) was implemented with six levels of English courses: two remedial, three intermediate, and one advanced. Departmental tests were designed based on the *Spectrum* series to evaluate student achievement.

Beginning in August 1995, one of The ITESM goals will be to expect all graduating students to score at least a 550 on the TOEFL. In order to know how well the ELP prepares ITESM students to achieve a 550 on the TOEFL, the

study compared the content of the final English III tests and not student's scores which would pertain to a different study. The results will reveal what the strengths and weaknesses of ITESM tests are with regard to the TOEFL.

The general objective of this study was to determine the similarities and differences that exist between the TOEFL and The ITESM tests. The specific objectives were to determine what skills each test measures, what percentage of items focus on each skill in each test, and what item formats each test uses. Finally, this study should provide suggestions for the improvement of The ITESM tests.

One of the limitations of this study is that the TOEFL and ITESM tests are not the same type of test. The TOEFL is a proficiency test and the ITESM tests are achievement tests. Another limitation is that not all the English III final tests of the entire ITESM system were analyzed. Only a small sample of tests was obtained.

After reviewing the literature on language testing, this study defined language tests as a task or set of tasks which can be assigned under uniformed conditions for purposes of measuring ability, knowledge, or performance. The review of the literature showed that most authors agree that there are four types of tests: achievement, proficiency, diagnostic, and placement tests. This study adopted Hughes's definitions: "Proficiency tests are designed to measure people's ability in a language regardless of any training they may have had in that language" (9). Achievement tests measure how well a student has learned what has been taught to him or her in a given language program. "Diagnostic tests are used to identify students' strengths and weaknesses" (13). Placement tests provide information that can help place a student in a certain level of a specific program. Finally, all of these tests can become or be considered

standardized tests when they are administered to a large amount of students under similar conditions.

The ITESM uses the *Spectrum* textbooks and workbooks to teach English in the classroom and all the tests are based on the *Spectrum* textbooks. "*Spectrum* is a complete, six-level course in English as a second/foreign language. It is aimed at adults and young adults in secondary schools, universities, and centers for adult education, both in the United States and abroad" (Warshawsky, viii). The first two levels of *Spectrum* are for beginners. Levels 3 and 4 are for intermediate students. Levels 5 and 6 are for advanced students. "*Spectrum* is based on the communicative approach to language teaching. The series teaches basic linguistic functions such as asking for information, talking about feelings, making suggestions, and apologizing" (Warshawsky, viii). To further understand the communicative approach, this study provides a brief summary of the history of language testing. The history of language testing can be divided into three eras: the *subjective* era, the *scientific* era, and the *communicative* era. The pre 1940's were the *subjective* era because there was a lack of objectivity or reliability. Some sample test items were those in which examinees were required to translate, write compositions, and deal with isolated sentence problems where they had to use the language rules they had learned in order to solve the latter. Between the 1940's and the 1960's, the language-testing field placed great emphasis on reliability, precision, and objectivity. Scientific analysis of tests and test items brought about the development of new tests that were easily verified for reliability and validity. From the 1970's to the present, communicative or integrated tests concentrate on the measurement of total communicative aspects of language. There is an emphasis on placing test items into a realistic context and having examinees perform realistic communicative tasks.

The Test Of English as a Foreign Language (TOEFL), was designed in 1963 by the Educational Testing Service (ETS) for the purpose of evaluating the proficiency of students whose native language is not English. The TOEFL administered since 1976 consists of three sections. The first section, listening comprehension, measures the ability to understand English as it is spoken in the United States and Canada and consists of 50 multiple-choice items. The second section, structure and written expression, measures the ability to recognize language appropriate for standard written English. The third section, vocabulary and reading comprehension, measures the ability to understand standard written English.

The TOEFL has been criticized because it only tests the students ability to recognize language or language structures. In other words, the test does not ask the student to use his or her own language. This test is therefore an indirect test of writing since the student does not have to write. However, the test is considered a direct test of reading because the student does have to read and understand the reading in order to respond correctly to the items in the reading comprehension section. Furthermore, the TOEFL is a direct test of listening comprehension although the student also needs to read in order to answer the items in the listening comprehension section.

Most other studies that compare the TOEFL with other tests focus on test scores. The very few studies that report content analysis of the TOEFL and other tests, focus on the level and type of vocabulary used and tested. Some of them also compare the level of difficulty of the tests for a certain group of students. This study is different from others that have been performed because it does not focus on scores, grammatical points, or level of vocabulary tested. It only focuses on three main objectives. The first one is to determine what skills

each test measures. The second one is to determine how these skills are measured. The third one is to determine what percentage of each test is devoted to measure each skill. Once these objectives have been met, this study provides some suggestions for the development of future tests.

Chapter 3 describes and justifies the methodology used in this study. According to Dalen and Mayer (229), one type of survey study is the analysis of documents, referring mainly to the analysis of their content. Therefore, since this study analyzes the content of tests, it is considered a descriptive study. This methodology was chosen because it is a widely accepted research method in the educational field since it provides valid qualitative data. By analyzing tests, researchers can determine the content of teaching as well as the amount of time spent developing each language skill, and find indications about the methodology that was used to develop each language skill. Chapter 3 also analyzes and compares the ITESM tests and the TOEFL.

Each campus in the ITESM system is responsible for the development of their own tests. Due to limitations of time and practicality, the collection of tests from all of the campuses was impossible. Therefore, six campuses were chosen for the study. The Monterrey ELP is part of the study but was not selected randomly. It was chosen because it has the largest ELP in the system. Each campus was contacted by phone and asked to send a copy of the English III final test that was given to students in December of 1993 or May 1994. Only three campuses responded: Monterrey, Zacatecas, and León.

In designing this study, the following steps were followed:

1. The situation was described and the problem was defined.
2. The objectives for the study were defined.
3. The literature was reviewed

4. The decision was made to collect the English III final tests because these tests could give us the information needed to achieve the objectives.

5. The sample of final English III tests was collected. The sample consisted of three tests: one from campus Monterrey, one from campus Zacatecas, and one from campus León.

6. The tests were analyzed and compared.

7. The results were presented.

8. The study was summarized and some conclusions and recommendations were presented.

Chapter 3 describes the tests in detail. The number of sections each test is divided into and examples of each type of item are given. The format of the items and the language skill each type of item measures is also presented in this section. The results of the study were explained and presented in six different tables. These show that The ITESM tests as well as the TOEFL measure listening, reading, and writing. The results also show that the ITESM tests do not use the same format as the TOEFL to test listening comprehension. Only Test II uses the multiple choice format used in the TOEFL to test reading comprehension. Only Tests II and III use the multiple choice format used in the TOEFL to test writing. Therefore, there are differences between the TOEFL and the ITESM tests in regards to the format used to test each skill. Another discovery was that the ITESM tests do not test listening and reading comprehension in the same proportion as the TOEFL tests these two skills. In other words, The ITESM tests have many items like the ones found on the structure and written expression section of the TOEFL. But, The ITESM tests do not have as many listening and reading comprehension items as the TOEFL.

In this section, the summary of the study has been presented. In the next section, the author presents some conclusions and recommendations for future test design.

4.2. Conclusions and recommendations

The brief summary of this study provided a reminder of what is included in chapters one through three. This section presents the conclusions the author has drawn from the study and then provides recommendations for the ITESM.

The analysis of the ITESM tests showed that these tests evaluated the same basic language skills (listening, reading, and writing, but not speaking). In other words, the ITESM tests and the TOEFL are similar in the skills they test. This discovery is positive since it gives some indication that the ELP is preparing students well for the TOEFL. Although, the author recommends that further studies are made to determine if these skills are actually being taught in the classroom and how this is being done.

Another conclusion is that the ITESM tests and the TOEFL are different in the format they use to test listening and reading comprehension but ITESM tests II and III use the same format as the TOEFL to test writing. Another difference is that some of the instructions in the ITESM tests are not very clear and some of the items in these tests are not very well written. The author recommends that the ITESM tests continue to use items such as the ones used in Tests II and III for the writing section. These items are very similar to the ones used on the TOEFL and will expose the students to that type of format. It is important for the students to be exposed to multiple choice items because "a format that is new to participants might prevent them from demonstrating knowledge that they indeed have" (Lyons Morris 62).

One more conclusion the author has drawn from this study is that the ITESM tests do not have enough items that examine listening and reading comprehension. Therefore, the author recommends that the ITESM tests should include more listening and reading comprehension items. At least some of these items should be in multiple choice format to make them more similar to the listening and reading comprehension sections of the TOEFL.

The purpose of the ELP at ITESM is not only to prepare students for the TOEFL but also to prepare them for the challenge of life in a time where knowing English is a necessity. Since the TOEFL is a limited tool to evaluate students proficiency in English, the author recommends that students are also required to listen, read, write, and speak in realistic contexts. Students should not only be able to recognize the appropriate language used in academic English, they should also be able to write letters or essays in English. Students should not only be able to recognize the correct answers on some multiple choice items, they should also be able to read a document in English and understand it well enough to carry out a conversation about it. ETS recognized the TOEFL's weaknesses and is now working on a new project to improve the TOEFL.

In acknowledgment of the changes in models of second language learning, teaching, proficiency, and assessment that have evolved since the test was designed, the TOEFL Program and Policy Council have initiated a major redevelopment effort: TOEFL 2000. . . . In the meantime, we will turn a new page, in July 1995, by introducing some revisions to the current TOEFL test (TOEFL UPDATE, Spring 1994).

The field of teaching English as a second language will be dramatically affected by this new TOEFL. Therefore, ITESM should not only prepare students for the TOEFL used now but it should prepare them for the future. One thing is for

certain: the future will require students to answer to more than just isolated multiple choice questions.

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Apendices

Appendix A: ELP Test I

FINAL EXAM ENGLISH III (Spectrum V)

I. Give the definition for the following expressions.

- a. I tripped on a crack in the sidewalk.
- b. Dogs make good companions. Furthermore they guard the house.
- c. Cigarettes are expensive. Nevertheless people keep buying them.
- d. Driving slowly saves lives. Therefore, we should all drive slowly.
- e. Vitamins are expensive. However, they are good for you.

II. Choose the correct vocabulary word:

- a. When something divides into two, it is (shakes, spreads, splits, wastes)
- b. If you can't get something out, it may be (loose, still, stuck, pressing)
- c. When you love someone and feel like a part of them, that is called (sharing, hugging, attachment, share)
- d. The outer part of the earth is called the (middle, middle, edge)
- e. When water comes down hard, it is (pouring, trickling, raining, striking)
- f. The person who holds in the toaster is called the (refuse, holder, handle, support)

III. REPORT EACH OF THE FOLLOWING LINES IN THE PAST
USE THE VERBS SAY, TELL, OR ASK DEPENDING ON THE SITUATION

- a. "Don't throw out the garbage," says Mr. V.
- b. "How does this machine work?" asks Jim.
- c. "Do you teach English?" asks John.
- d. "I'll have a coca cola," the boy tells me.
- e. "Open your books!" the teacher tells us.
- f. "He's gone swimming," says Mrs. Smith.
- g. "There's too much noise," the man tells me.
- h. "Did you pay the bill?" he asked me.

IV. Invent one sentence for each of the following:

| | |
|------------|---------|
| because of | in case |
| because of | because |

V. ANSWER TRUE OR FALSE TO THE FOLLOWING

Do Space Stations Have a Future?

- a. Some people believe that the true beginning of the space age is with space stations.
- b. The U.S. space station called Skylab is still in orbit.
- c. One advantage of space stations is that other spacecraft will be launched from it instead of from earth.
- d. The space station being planned will cost 50 to 100 billion dollars.
- e. The astronauts will be able to cook and take showers in the space station.
- f. Because there is no gravity in space, things can be produced that are purer.
- g. The space station will have a lab for human psychology research and high-tech experiments.
- h. A space city might have as many as 10 million people.
- i. Critics of space stations believe the technologies and materials have to be established first.

VI. Make the question for the following answers

- | | |
|-------------------------------|--------------|
| A. He's seen a horror movie. | Q Which? |
| B. Nancy gave us a book. | Q Whom? |
| B. It snows for three months. | Q How often? |
| C. She'd like a drink. | Q What? |

Give the tag question for the following

- A. He used to smoke cigars.
- B. You'll come for dinner.
- C. They're going to help us.
- D. Jane has to bring dessert.

Make the included question:

- A. Do you know Does she have a brother?
- B. Could you tell me Where did the sci. fall?

VII. Write five lines about what you are going to do during Christmas vacation.

CUMULATIVE REVIEW - HOW MUCH HAVE YOU LEARNED?

IV. COMPLETE THE FOLLOWING WITH A CORRECT VERB COMPLEMENT, THE VERB OF YOUR CHOICE

0. He wished he yesterday.
1. I'd just as soon...
2. We might as well...
3. They used to...
4. By this time tomorrow, he will have...
5. She had the doctor.... her injured knee.
6. Had we heard about the sale, we...
7. She's used to...
8. Seldom they write to their elderly aunt.
9. He means...
10. I'm looking forward to...
11. I don't think I can manage...
12. I got my car..... by the mechanic.
13. I see him
14. Try to avoid ...
15. Would you mind if I...
16. Do you mind...

V. MAKE THE FOLLOWING SENTENCES INTO PASSIVE CONSTRUCTIONS

1. They keep everything in stock.
2. A child must have hidden the key.
3. Are you afraid of thieves stealing your purses?

VI. FILL IN THE BLANKS WITH AN APPROPRIATE PREPOSITION

When my brother and I were children, our grandmother had a great deal of influence _____ us. She looked _____ us during the day while our parents were at work. Although she was not in favor of _____ sparing the rod and spoiling the child, we were never really frightened _____ her threats of punishment. She knew that my brother was sensitive _____ criticism, and she was especially lenient with him because she was afraid _____ hurting his feelings. She was never worried _____ his misbehavior.

All the children in the neighborhood were very fond _____ her. She was famous _____ her chocolate cake and known _____ her generosity in cutting extra large slices. My parents didn't approve _____ our eating so many sweets. They said they didn't want to spend all their money _____ our teeth, but they never had the heart to complain _____ it to Grandmother. She belonged _____ another generation, and believed _____ giving candy to children. Now I don't agree _____ her _____ that point. But you can't blame me _____ eating all that candy when I was little.

We used to confide _____ Grandmother and talk our problems _____ with her. We could always count _____ her to help us or cheer us _____. She had faith _____ us and said we should be interested _____ getting ahead in the world.

Appendix B: ELP Test II

INSTITUTO TECNOLÓGICO Y DE ESTUDIOS SUPERIORES DE MONTERREY
DEPARTAMENTO DE HUMANIDADES
INGLES III
Final Exam

Name Clave plantel Register No. _____

I. CIRCLE THE CORRECT LETTER.

(.8 each)

1. Last weekend I had trouble making up my mind a
a) whether to buy her a gift or not. b) if to give her a call or not.
c) if or not I should invite. d) whether get her a card or not.
2. He wasn't sure a
a) whether he should eat a sandwich or a hamburger.
b) if he should want or have.
c) whether play or not on Saturday.
d) if he should not listen to the medical advice.
3. She was so embarrassed yesterday b she fell down in front of the class.
a) in case b) because c) because of d) instead of
4. Don't forget to call your parents d an accident.
a) in case b) because of c) because d) in case of
5. Why don't we go dancing c going to the movies.
a) in case of b) because of c) instead of d) in case
6. d the way he looked I thought he seemed suspicious.
a) in case of b) instead of c) Because d) Because of
7. I was talking to my mother this morning and she said b
a) there is a problem with street light.
b) there had been a blackout last night.
c) the problems isn't so bad after all.
d) that worrying about problems couldn't solved them.

8. Our teacher assures us that b
 a) the homework assignments is considered in the average
b) she will give a review of the exam.
 c) the exam wouldn't be such hard
 d) the grades would be post in her window
9. Yesterday after the exam, the teacher told us d
 a) to left the room
 b) not keep the pencils.
 c) didn't talk
d) to stay seated
10. I remember every morning my mother told me c
 a) don't be late for school
 b) to ate all my breakfast
c) not to leave my clothes on the floor.
 d) get up early
11. Every time I left home my mother wanted to know a
a) if I had locked all the doors.
 b) If I was being sick.
 c) If the lights are turned off
 d) If nothing is cooking
12. I was the only witness to the robbery, so the police asked me b
 a) why the light will be on
b) when the robber arrived
 c) which car did he get on
 d) what time was it.
13. The little puppy's eyes were full of c
 a. sadly
 b. sad
c. sadness
 d. sadder
14. In which sentences are you talking about a future event? c
 a. I wish I had passed the test
 b. I hope I passed the test
c. I wish I could pass the test
 d. I hope I will can pass the test
15. With so many friends around, Rocio rarely experiences c
 a. lonely
 b. alone
c. loneliness
 d. lonesome
16. Sara doesn't have much energy. Roberto thinks this is just due to b
 a. lazy
b. laziness
 c. lazily
 d. lazier
17. Jane is a terrible student. She knows she will never be better. She is talking to her boyfriend, José, and is very depressed. What does she say? c
 a. I hope to be a good student
 b. I hope I am a good student.
c. I wish I could be a better student
 d. I wish I am a better student

- II - Use the following conjunctions to complete this paragraph. You may use each one only ONE time: so, since, although, besides, but, even so, furthermore, therefore, however. (# 30-37) (. 8 each one)

I like to eat junk food although I know that it is bad for my health. Besides, it is expensive since it is usually wrapped in individual packages. Furthermore, when you don't eat right, you get sick more often. However, many of us continue in this unhealthy habit. I know that it is bad for me, but every day anyway. So, if you don't eat junk food, don't start. Therefore, next time you feel like eating something, buy an apple. It's healthier.

III - THE PASSIVE WITH MODAL AUXILIARIES, PAST TENSE (. 8 each)

#39-43

The letter should've been sent (should, to send) last week.
This house must've been built (must, to build) over 200 years ago.
Jack should've been invited (should, to invite) to the party.

- 41 John told me Sue wrecked her car last night. I a she _____ hurt.
a hopewasn't b wishwasn't c hopeweren't d wishweren't

IV - In numbers 42-45 use one of the following expressions with look. (. 8 ea.)

look after look in on look forward to look out for
look up to look into look up look back on

- 42 Students always look forward to summer vacation.
43 Phil and Anne look up to their mother who is a doctor.
44 I will look back on this trip with a lot of pleasure.
45 Can you go to the library and look up some information for me?

V - CHOOSE THE BEST OPTION. (. 8 each)

- 46 Aldape's death penalty has caused a lot of concern among the Mexicans in Texas. It must be a to be sentenced when you are not guilty.
A) nonaffing B) horrified C) horror D) horrors

47. Ms. Rogers sent several notes to Kate's parents about her poor academic development in High School. It was not until a week after she had sent the last note when Kate showed signs of B

- A) improving B) improvement C) improved D) improvingment

48. Fernando's parent's home might not be big enough to B 35 boys and girls for three nights

- A) stay B) house C) occupy D) date

49. In my opinion, the initial stages of the so-called computer age A from the mid 50's

- A) dates B) plans C) steps D) works

50. The C of new cars is outrageous. A small car nowadays _____ as much as a two bedroom house did only a few years ago.

- A) expense ... prices C) price ... costs
B) prices ... costs D) planning ... trip

VI - In 51 and 52 CHOOSE THE SENTENCE THAT HAS THE CLOSEST MEANING TO THE ONE GIVEN. THEN CIRCLE THE LETTER A, B, C, OR D. (.8 each)

51. Press it away

- A) Hurry up and leave C) Iron it outside
B) Send it to another place D) Remove it by applying pressure

52. Nobody has looked after her since her husband died

- A) Since her husband's death, she has lived with someone
B) She doesn't have anyone to take care of her
C) She's not interested in visiting anybody
D) She is a widow with no visitors

VII. -READ CAREFULLY. AND CHOOSE THE BEST OPTION: A, B, C, D (.8 each)

53. Fred B his lunch and _____ cards for a while when he _____ someone begin to play the piano. It was the song his mother had taught him and his sister when they were children.

- A) had eaten --- playing --- heard
B) had been eating --- playing --- heard
C) had been eaten --- played --- heard
D) have been eating --- playing --- hears

54 The child's fever rose during the night. The morning after, his condition C and his mother _____ him to the hospital immediately.

- A) had worsened --- left
- B) have worsened --- sent
- C) had worsened --- took
- D) had been worsening --- lead

55 My sister A ready when her friends _____ to pick her up.

- A) was getting --- came
- B) has been getting --- arrived
- C) was gotten --- come
- D) had gotten --- arrive

56 I'd suggest B some extra practice exercises before the final exam.

- A) done
- B) doing
- C) does
- D) do

57 Listen everybody, let me D all the rules before we start to play. Have your neighbor _____ the game step by step. It's the only way to win this game.

- A) to explain --- follow
- B) I explain --- to follow
- C) explaining --- she follows
- D) explain --- follow

VIII - FIND THE MISTAKE IN THE UNDERLINED PARTS OF THE SENTENCE, THEN CIRCLE THE CORRESPONDING LETTER A, B, C, OR D (.8 each)

58 For people who enjoy tea, the tea we make from our secret recipe is the best you've ever taste and that money can buy.

- A tasted
- B
- C
- C

59 I remember when we moved here, we would go to the Chinese market that use to sell exotic foods.

- A used
- B
- C
- D

60 After the explosion, I saw a lot of people run in the street; then I heard a policeman scream, "keep calm, we'll help you"

- A running
- B
- C
- D

II - Use the following conjunctions to complete this paragraph. You may use each one only ONE time: so, since, although, besides, but, even so, furthermore, therefore, however (= 30-37) (. 8 each one)

I like to eat junk food although I know that it is bad for my health. Besides, it is expensive since it is usually wrapped in individual packages. furthermore, when you don't eat right, you get sick more often. However, many of us continue in this unhealthy habit. I know that it is bad for me, but, even so it anyway. so, if you don't eat junk food, don't start! Therefore, next time you feel like eating something, buy an apple. It's healthier.

III - THE PASSIVE WITH MODAL AUXILIARIES, PAST TENSE. (. 8 each)

= 39-40

The letter should've been sent (should, to send) last week.
This house must've been built (must, to build) over 200 years ago.
Jack should've been invited (should, to invite) to the party

41) John told me Sue wrecked her car last night. I a she _____ hurt.
a hope ...wasn't b wishwasn't c hope ...weren't d wishweren't

IV - In numbers 42-45 use one of the following expressions with look: (. 8 ea.)

look after look in on look forward to look out for
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42) Students always look forward to summer vacation.

43) Phil and Anne look up to their mother who is a doctor.

44) I will look back on this trip with a lot of pleasure.

45) Can you go to the library and look up some information for me?

V - CHOOSE THE BEST OPTION. (. 8 each)

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A) terrifying B) horrified C) horror D) horrors

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B) prices ... costs D) planning ... trip

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51. Press it away.

- A) Hurry up and leave C) Iron it outside
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52. Nobody has looked after her since her husband died.

- A) Since her husband's death, she has lived with someone
B) She doesn't have anyone to take care of her
C) She's not interested in visiting anybody
D) She's a widow with no visitors

VII. - READ CAREFULLY, AND CHOOSE THE BEST OPTION: A, B, C, D. (8 each)

53. Fred B his lunch and _____ cards for a while when he _____ someone begin to play the piano. It was the song his mother had taught him and his sister when they were children.

- A) had eaten --- playing --- heard
B) had been eating --- playing --- heard
C) had been eaten --- played --- hears
D) have been eating --- playing --- hears

IX.-Change the following sentences to indirect speech. (1 pt. each)

- Present - Present - Future
Past - past - Past Perfect
- Mr. Hall: "I can't complete my assignment on time."
Mr. Hall says he can't complete his assignment on time.
Mr. Hall said he couldn't complete his assignment on time.
 - Clerk: "You have to fill out the application form in duplicate."
The clerk tells me I have to fill out the application form in duplicate.
The clerk told me I had to fill out the application form in duplicate.
 - Susie: "I have the flu and I won't be going to class today."
Susie says she has the flu and she won't be going to class.
Susie said she had the flu and she wouldn't be going to class.
 - Thief: "Yes I admit it. I stole the apple pies."
The thief says he admits he stole the apple pies.
The thief said he admitted he had stolen the apple pies.
 - Judge: "Mr. King, are you willing to testify in this case?"
The judge asks Mr. King if he is willing to testify in this case.
The judge asked Mr. King if he was willing to testify in this case.
 - Principal: "Miss Smith, are your students well-behaved?"
The principal asks Miss Smith if her students are well-behaved.
The principal asked Miss Smith if her students were well-behaved.
 - Advisor: "Why did you choose history as your major?"
The advisor asks why I chose history as my major.
The advisor asked why I had chosen history as my major.

X.-Complete the sentences with the verbs in parentheses. Some verbs are passive and some need modals and the passive form.

(1.5 each)

- If I had known Mr. Jung was in the hospital, I would've sent (send) him some flowers.
- We will move into our new house next month if it is completed (complete) by then.
- How old would you be now if you had been born in the year 1900?

- 4 How terrible! It's snowing! If it weren't snowing (snow, not) we could go for a drive.
- 5 I don't have any money, but I ~~have~~ ^(could) would have plenty of money now if I hadn't spent (spend, not) so much yesterday.
- 6 That child was almost badly hurt. She ~~(hit)~~ would've been hurt by a car if her father ~~(pull)~~ hadn't pulled her out of the street.
- 7 I'm glad I have such a wonderful family. Life without my family ~~(be)~~ would be lonely.
(could)
- 8 My grandfather is no longer living, but if he ~~(be)~~ were (living) (alive) I'm sure he ~~(be)~~ would be proud of me.
- 9 If you ~~(sleep, not)~~ hadn't been sleeping last night when we arrived, I would have asked (ask) you to go with us.
(could)
- 10 Bill has such a bad memory that he ~~(forget)~~ would forget his head if it ~~(be, not)~~ weren't connected to his body.
(could)

READING COMPREHENSION.

(1 point each)

What is a channel?

A channel is a tunnel under a channel. It is also a dream that took a long time to come true. France and England are separated by a body of water called the English Channel. In 1802, a French engineer planned a tunnel that would link these two countries. In those days, the only way to get from France to England was by boat. The tunnel was to be made of long tubes placed under the channel. Horse-drawn wagons and coaches would travel in these tubes. The tubes would be lit by thousands of candles.

People talked about the tunnel for the next 171 years. But it was never built. And there were good reasons for this. England is an island country. To the English people, the channel was like a moat (water) surrounding the castle. The water helped keep them safe from their enemies. They feared that a tunnel would make it easier for other countries to attack them.

At least these fears have begun to change. On November 15, 1973, the English and the French agreed to build a tunnel under the channel. The tunnel came to be known as a "chunnel." The chunnel will run between Calais, France, and Folkstone, England. Underwater tubes that are 32 miles long will connect the two countries. Trains will speed through in about 35 minutes.

To some people, the building of the chunnel will be a special sign. It will show that there is a little more trust in the world.

1. Fill in the (O) circle beside the right answer. The building of the chunnel seems to show that there is a little more _____ in the world.

- traffic
- trust
- fear
- anger

| | | |
|--------------------------------------|----------------------------------|----------------------------------|
| 2.3.4. The chunnel _____ | True | False |
| is a bridge over the English Channel | <input type="radio"/> | <input checked="" type="radio"/> |
| separated France and England | <input type="radio"/> | <input checked="" type="radio"/> |
| was first planned in 1802 | <input checked="" type="radio"/> | <input type="radio"/> |

5. Circle the paragraph number that tells about the tunnel's length.

- 1
- 2
- 3

6. Write the word from paragraph 2 that means "a deep, water-filled ditch."

moat (water)

7. **Safe** can have the following meanings. Mark the one used in paragraph 2.

- careful
- not out
- protected from danger

Listening Comprehension

Read the questions below. Then listen to the radio editorial and answer the questions. (Write full sentences) (2 points each.)

Page 24 Book Spectator
Listening Exercise for class.

1. Who is speaking? Mr. William Spector

2. What has the discussion been about? An empty lot downtown that city (the construction of "something" on a vacant lot)

3. What does Mr. Spector think the city should do with the lot?

Build a community center

4. What other words or expressions does Mr. Spector use to refer to teenagers?

young people; bored youths; high school students

5. What is one argument Mr. Spector gives to support his opinion?

That the center would help the lives of hundreds of teenagers. (that the young people would have a place for themselves) (that with that place, young ones would not be problems)

19. The land **(A)** has a **(B)** special enchantment of their **(C)** own with such **(D)** exotic customs.
20. Now that I am **(A)** back in Mexico , **(B)** I still think about **(C)** the India's **(D)** sacred cows.

ON YOUR ANSWER SHEET, MARK THE LETTER OF THE BEST RESPONSE TO EACH OF THE FOLLOWING QUESTIONS OR STATEMENTS. (1 POINT EACH)

21. What was one of your favorite childhood activities?
- A. I'm used to playing with my friends.
 - B. My mother and I like to go to the beach.
 - C. My sister and I have fixed lunch together.
 - D. Every day I would eat a chocolate ice cream cone.
22. What do children need to be happy?
- A. They must have the love of their parents.
 - B. They learn responsibility with clear rules.
 - C. They must have learned to be patient.
 - D. They don't have to have it.
23. Why did you go home last night before I had a chance to see you ?
- A. I was too tired to wait for you.
 - B. I waited because I had to talk to you
 - C. I got tired of listening to you.
 - D. I must have been waiting for you.
24. Why is Aunt Melinda still in her bedroom?
- A. She must be happy you're here
 - B. She is not ready to go to sleep.
 - C. It takes her such a long time to get dressed.
 - D. She always enjoys meeting my friends.
25. Did you buy the sweater you liked yesterday?
- A. No. It cost too much to buy.
 - B. I liked it so much that I must have bought it
 - C. No, because I had enough money to buy it.
 - D. Yes. It was such an expensive sweater that I couldn't.

ON YOUR ANSWER SHEET, MARK THE LETTER OF THE OPTION THAT BEST COMPLETES EACH SENTENCE. (1 POINT EACH)

26. The baseball game is canceled _____
A. because it's raining
B. although it rained
C. since the rain
D. so it rains
27. Why don't we take the train _____ going by plane?
A. because of
B. since we're
C. instead we're
D. instead of
28. I can't decide _____ to have a hot dog.
A. why
B. whether or not
C. if
D. maybe
29. Melissa wishes she _____ missed so many classes this semester.
A. couldn't
B. hasn't
C. hadn't
D. couldn't have
30. The city will _____ the buildings before it _____ the parks.
A. clarify...justifies
B. satisfy...classifies
C. horrify...identifies
D. fortify...beautifies
31. I have trouble hiding my _____ when things go wrong.
A. appointment
B. encouragement
C. disappointment
D. attachment
32. How many people do you plan to _____ in your new building?
A. house
B. live
C. stay
D. work
33. The _____ of your new building must be tremendous!
A. money
B. cost
C. spend
D. sum
34. My classmates had trouble deciding _____ he should go to the party or not
A. because
B. instead
C. if
D. why
35. After the _____, the enormous _____ spread for 15 miles, but then everything was very _____.
A. lottery...prize...dropped
B. quake...fault...still
C. attraction...optimism...depressed
D. study...work...planned

ON YOUR ANSWER SHEET, MARK THE LETTER OF THE UNDERLINED ERROR IN EACH SENTENCE. (1 POINT EACH)

36. Nancy informed^(A) Fred about^(B) her day at school. Mr. Rutherford had told^(C) the students to not get up^(D).
37. I had a hard time deciding whether^(A) I should help you or not. Although^(B) you were so angry, I was afraid of^(C) getting^(C) near you.
38. Joe hopes Frank got^(A) the memo he sent^(B) yesterday. He wishes he has^(C) written it sooner^(D).
39. Most students don't think drinking^(A) is anything to worry about ^(B). Furthermore ^(C) many schools are trying to reduce alcohol use ^(D) among students.
40. You should have gove^(A) your children more responsibility^(B). All children must^(C) learn to take care of^(D) their own things.
41. I spent a lot of time^(A) at the garage^(B). They hadn't fixed^(C) the tires, and the radiator hadn't cleaned^(D).
42. The astronauts^(A) have been planning a shuttle flight, but it may has been^(B) postponed. It seems as if^(C) the problem is difficult^(D).
43. Baby Timmy might have^(A) swallowed some^(B) dangerous medicine. His parents hope he doesn't^(C) eat too much^(D) of it.
44. It had been^(A) raining all night and although^(B) I was paying attention, I slipped^(C) in a tremor^(D) and got wet.
45. The principal asked a few^(A) teachers why had the game^(B) stopped so^(C) suddenly^(D).

ON YOUR ANSWER SHEET, MARK THE LETTER OF THE BEST RESPONSE TO EACH OF THE FOLLOWING QUESTIONS OR STATEMENTS. (1 POINT EACH)

46. Have you heard about Marcy's accident?
- A. Yes, but I don't know if she heard you.
 - B. Yes, and I can't decide whether I should call her.
 - C. No, I haven't heard if she called me.
 - D. No, but please call me when she's had it.
47. I saw two badly damaged cars and an ambulance on my way to Tec.
- A. Someone should have been hurt.
 - B. Someone must have been hurt.
 - C. Someone would be hurt.
 - D. Someone will be hurt.
48. Why did Henry get so red this morning?
- A. He must have felt relaxed.
 - B. He tripped in front of his classmates.
 - C. He usually wears red to school.
 - D. He heard the rain falling on his roof.
49. Is there anything important in the newspaper?
- A. It says that people panicked in the blackout last night.
 - B. There must be a lot of interesting articles.
 - C. The paper was delivered earlier than usual.
 - D. Many people must have had accidents yesterday.
50. Let's go to the store to buy some cigarettes.
- A. No. Smoking may be enjoyable, but it's bad for you.
 - B. Cigarettes are too expensive; therefore, people keep buying them.
 - C. Smoking is a bad habit; nevertheless, it's dangerous for people.
 - D. No. Smoking is attractive, so it's also unhealthy.

Listening 10 points

1. T Dr. Torres is a sociologist.

2. How do children benefit from moving frequently according to Mrs. Young?

8 makes kids grow up faster.

3. How many times has Mrs. Young's family moved in the last 20 years? 13

4. According to Dr. Torres, how do frequent moves affect families? because difficult for the family.

5. F Dr. Torres says that frequent moving tends to be difficult for children.

Reading 20 points

19 "Computers for the Masses"

From the living room and family auto to the supermarket and office, it's impossible to escape the electronic revolution that is transforming the way people live and work.

Already, technological gains are bringing to people products, services and recreation they never dreamed of just a few years ago: stereophonic television, TV sets that can be carried in a coat pocket, portable radios with stereo sound, home telephones that signal when another caller is on the line and forward calls from home to business, bill paying without the paperwork.

Outside the home, the dazzle of electronics is no less brilliant: a perfectly typed letter at the touch of a button, building and auto designs from a computer, cash from the bank at any hour, instant access to thousands of reference sources.

All this comes at a price. Robbery by computer now is the primary white-collar crime, according to some criminologists, and costs society anywhere from \$100 million to \$3 billion a year. Another problem raised by the use of more computers is the risk of invasion of personal privacy. There is also concern on the part of many workers that their jobs will be taken by computerized robots or some other form of automation.

The computer industry can trace its beginning to 1906, when inventor Lee DeForest perfected the three-element vacuum tube.

That device, the triode, made it possible to use one electric current to control the flow of another. From that development seventy-six years ago has evolved a \$120-billion-a-year electronics industry that includes everything from laser beams for medicine and industry to guidance systems for weapons and video games.

This business, in which technological discoveries occur with regularity, is on its way to becoming a backbone of the U.S. economy. By the end of the decade, according to some estimates, its sales will rival those of America's basic industries—steel, autos, and chemicals.

Currently, about 10 percent of all electronic-products sales are in consumer, rather than business-oriented, products. But as the rate advances are made in radios, TVs, computers, and telephones, people's lives will be changed more and more by electronics. For example:

-The gradual computerization of the telephone means that, in the not-too-distant future, a single phone number will be enough to reach a person, no matter where in the world he or she is. Or consumers calling a firm's single national number will be routed automatically to the nearest office.

-Computers will be essential to the smooth and efficient operation of the home, by regulating room temperature, controlling lights, and activating security systems. People will be able to use them to leave messages with other households.

-Videotex systems will permit people to use television sets, telephones, and computers to shop and pay bills electronically, tap into reference and referral services, and take advantage of popular home computer programs such as games and foreign-language instruction. New York Chemical Bank has a system that allows users to pay bills and mortgages by computer.

-Parents may be led by their children in computer literacy. Already, at least 173,000 computers are in public schools—an average of 2.2 per school—and rapid increases are expected. Also, some colleges now require that new students have their own computers, a trend bound to spread.

In short, America is at the beginning of a computer revolution, not only in the business world but also in the home.

Answer the following. (1-6 on the back)

1. What is the main idea of the article? (one sentence)
2. & 3. What are two problems that society has as a result of computers?
- 4, 5, 6. What are three ways in which people's lives will be changed by computers?
7. F In some universities, students are required to have their own computers.
8. F Most electronic equipment that is sold presently is used in businesses.
9. F Computers have hardly no application in the home.
10. F The author thinks that electronic technology has more advantages for consumers than disadvantages.

Completing Your Answer Sheet

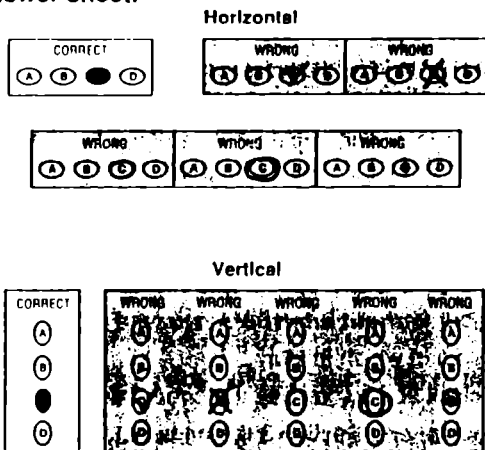
There are two versions of the answer sheet — horizontal and vertical. When you take the test at a test center, you will receive only one version of the answer sheet. Look at the examples below to see how you should mark the answer sheet. Practice taking the test using both the horizontal and vertical answer sheets on pages 7 and 8.

When you mark your answers on the answer sheet, you should:

- Use a medium-soft (#2 or HB) black lead pencil.
- Mark *only one* answer for each question.
- Be sure to mark your answer in the row with the same number as the question you are answering.
- Carefully and completely fill in the oval corresponding to the answer you choose for each question. If you change your mind about an answer after you have marked it on your answer sheet, completely erase your old answer and then mark your new answer.

The examples below show you the *correct* way and *wrong* ways to mark each version of the answer sheet.

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TEST OF ENGLISH AS A FOREIGN LANGUAGE

Practice Answer Sheet

| Section 1 | Section 2 | Section 3 |
|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 1 (A) (B) (C) (D) | 1 (A) (B) (C) (D) |
| 2 (A) (B) (C) (D) | 2 (A) (B) (C) (D) | 2 (A) (B) (C) (D) |
| 3 (A) (B) (C) (D) | 3 (A) (B) (C) (D) | 3 (A) (B) (C) (D) |
| 4 (A) (B) (C) (D) | 4 (A) (B) (C) (D) | 4 (A) (B) (C) (D) |
| 5 (A) (B) (C) (D) | 5 (A) (B) (C) (D) | 5 (A) (B) (C) (D) |
| 6 (A) (B) (C) (D) | 6 (A) (B) (C) (D) | 6 (A) (B) (C) (D) |
| 7 (A) (B) (C) (D) | 7 (A) (B) (C) (D) | 7 (A) (B) (C) (D) |
| 8 (A) (B) (C) (D) | 8 (A) (B) (C) (D) | 8 (A) (B) (C) (D) |
| 9 (A) (B) (C) (D) | 9 (A) (B) (C) (D) | 9 (A) (B) (C) (D) |
| 10 (A) (B) (C) (D) | 10 (A) (B) (C) (D) | 10 (A) (B) (C) (D) |
| 11 (A) (B) (C) (D) | 11 (A) (B) (C) (D) | 11 (A) (B) (C) (D) |
| 12 (A) (B) (C) (D) | 12 (A) (B) (C) (D) | 12 (A) (B) (C) (D) |
| 13 (A) (B) (C) (D) | 13 (A) (B) (C) (D) | 13 (A) (B) (C) (D) |
| 14 (A) (B) (C) (D) | 14 (A) (B) (C) (D) | 14 (A) (B) (C) (D) |
| 15 (A) (B) (C) (D) | 15 (A) (B) (C) (D) | 15 (A) (B) (C) (D) |
| 16 (A) (B) (C) (D) | 16 (A) (B) (C) (D) | 16 (A) (B) (C) (D) |
| 17 (A) (B) (C) (D) | 17 (A) (B) (C) (D) | 17 (A) (B) (C) (D) |
| 18 (A) (B) (C) (D) | 18 (A) (B) (C) (D) | 18 (A) (B) (C) (D) |
| 19 (A) (B) (C) (D) | 19 (A) (B) (C) (D) | 19 (A) (B) (C) (D) |
| 20 (A) (B) (C) (D) | 20 (A) (B) (C) (D) | 20 (A) (B) (C) (D) |
| 21 (A) (B) (C) (D) | | 21 (A) (B) (C) (D) |
| 22 (A) (B) (C) (D) | | 22 (A) (B) (C) (D) |
| 23 (A) (B) (C) (D) | | 23 (A) (B) (C) (D) |
| 24 (A) (B) (C) (D) | | 24 (A) (B) (C) (D) |
| 25 (A) (B) (C) (D) | | 25 (A) (B) (C) (D) |
| | | 26 (A) (B) (C) (D) |
| | | 27 (A) (B) (C) (D) |
| | | 28 (A) (B) (C) (D) |
| | | 29 (A) (B) (C) (D) |
| | | 30 (A) (B) (C) (D) |

Appendix D: Institutional TOEFL

When you are ready to take the test:

Remove the answer sheets (pages 7-8).

Leave the **Sample Test** book open to page 9. Place both the book and either the horizontal or vertical practice answer sheet in front of you.

- Put the cassette in your player so you can see the words "TOEFL Sample Test."

Turn on your cassette player and follow the instructions you hear.



TEST OF ENGLISH AS A FOREIGN LANGUAGE

Practice Answer Sheet

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| SECTION 1 | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |
| B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B |
| C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C |
| D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D |

| SECTION 2 | | | | | | | | | | | | | | | | | | | |
|-----------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |
| B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B |
|) | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C |
|) | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D |

| SECTION 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | |
| A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | |
| B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B |
| C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | |
| D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | |

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SECTION 1
LISTENING COMPREHENSION

Total Time—20 minutes
(including the reading of the directions for each part)*

In this section of the test, you will have an opportunity to demonstrate your ability to understand spoken English. There are three parts to this section, with special directions for each part.

Part A

Directions: For each question in Part A, you will hear a short sentence. Each sentence will be spoken just one time. The sentences you hear will not be written out for you. Therefore, you must listen carefully to understand what the speaker says.

After you hear a sentence, read the four choices in your test book, marked (A), (B), (C), and (D), and decide which one is closest in meaning to the sentence you heard. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

Example I

You will hear:

- You will read:
- (A) Mary outswam the others.
 - (B) Mary ought to swim with them.
 - (C) Mary and her friends swam to the island.
 - (D) Mary's friends owned the island.

Sample Answer

A B C D

The speaker said, "Mary swam out to the island with her friends." Sentence (C), "Mary and her friends swam to the island," is closest in meaning to the sentence you heard. Therefore, you should choose answer (C).

Example II

You will hear:

- You will read:
- (A) Could you help me carry these books?
 - (B) Please remind me to read this book.
 - (C) I don't mind if you help me.
 - (D) Do you have a heavy course load this term?

Sample Answer

A B C D

The speaker said, "Would you mind helping me with this load of books?" Sentence (A), "Could you help me carry these books?" is closest in meaning to the sentence you heard. Therefore, you should choose answer (A).

* This represents the rate at which you are expected to work. The actual TOEFL test contains about twice as many questions and allows twice as much time for this section.



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1. (A) Didn't you have two appointments?
 (B) I assume you called to make an appointment.
 (C) Did you call them all today?
 (D) I didn't call you up today.
2. (A) Ken's doctor is old, but he couldn't be more active.
 (B) Ken should learn to play tennis better.
 (C) Ken's doctor wants him to get more exercise.
 (D) Ken has to stop playing tennis.
3. (A) Susan learned German without taking lessons.
 (B) Susan did her German homework in school.
 (C) Susan's German is poor because she never practices it.
 (D) Susan went to Germany to study the language.
4. (A) How old do you think he is?
 (B) He thought you were very young.
 (C) He looks younger than he really is.
 (D) Is he older than you are?
5. (A) May I please borrow your car?
 (B) I'm really grateful you lent me your car.
 (C) I realize you won't let me drive your car.
 (D) Could you tell me how much the car has depreciated?
6. (A) That error isn't our fault.
 (B) He said that we weren't responsible for the problem.
 (C) He didn't want us to correct the mistake.
 (D) We mistook him for someone else.
7. (A) The company has gone out of business.
 (B) Half of the company's business has increased.
 (C) The company's business has doubled.
 (D) We have a few of the company's brochures.
8. (A) I've been spending a lot of time on history this fall.
 (B) I haven't studied history enough because botany has taken up so much time.
 (C) I've really gotten behind in my work since I fell some time ago.
 (D) I'm spending so much on books for botany and history that I'm broke.
9. (A) We're doing some things to stop pollution.
 (B) I'm afraid that's not the solution.
 (C) There is nothing to be done.
 (D) There is no interest in cleaning up the air.
10. (A) I copied my transcript myself.
 (B) I needed my transcript for registration.
 (C) The registrar mailed copies of my transcript.
 (D) The registrar asked me for my transcript.

GO ON TO PART B.



Part B

Directions: In Part B you will hear short conversations between two speakers. At the end of each conversation, a third person will ask a question about what was said. You will hear each conversation and question about it just one time. Therefore, you must listen carefully to understand what each speaker says. After you hear a conversation and the question about it, read the four possible answers in your test book and decide which one is the best answer to the question you heard. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Look at the following example.

You will hear:

- You will read: (A) Present Professor Smith with a picture.
 (B) Photograph Professor Smith.
 (C) Put glass over the photograph.
 (D) Replace the broken headlight.

Sample Answer

(A) (B) (C) (D)

From the conversation you learn that the woman thinks Professor Smith would like a photograph of the class. The best answer to the question "What does the woman think the class should do?" is (A), "Present Professor Smith with a picture." Therefore, you should choose answer (A).

11. (A) The desk doesn't need cleaning.
 (B) There is a hole in the desk.
 (C) There isn't another room.
 (D) The room is very messy.
12. (A) He's also interested in seeing it.
 (B) It's his own work.
 (C) He wanted to get it for himself.
 (D) It looks like him.
13. (A) The sale was not advertised.
 (B) She wants to buy some red jeans.
 (C) She doesn't know which sales tag to read.
 (D) The jeans with the red tags are the ones on sale.
14. (A) Erase his entire document.
 (B) Put his work on another computer.
 (C) Go back to the very beginning of his work.
 (D) Find some way to restore power to the computer.
15. (A) To buy a newspaper.
 (B) To get some change.
 (C) To find a bus schedule.
 (D) To wait for the bus.
16. (A) Request permission to hand his paper in late.
 (B) Get Dr. Taylor's help in writing his paper.
 (C) Ask the woman to talk to Dr. Taylor about his paper.
 (D) Let the woman hand his paper in when she gets a chance.
17. (A) In a grocery store.
 (B) In a restaurant.
 (C) In a garden.
 (D) In a hardware store.
18. (A) The article was actually longer.
 (B) Her publishing career has just begun.
 (C) The newspaper printed her other article.
 (D) The article dealt with tires.

GO ON TO PART C.



Part C

Directions: In this part of the test, you will hear short talks and conversations. After each of them, you will be asked some questions. You will hear the talks and conversations and the questions about them just one time. They will not be written out for you. Therefore, you must listen carefully to understand what each speaker says.

After you hear a question, read the four possible answers in your test book and decide which one is the best answer to the question you heard. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions on the basis of what is stated or implied in the talk or conversation.

Listen to this sample talk.

You will hear:

Now look at the following example.

You will hear:

- You will read:** (A) They are impossible to guide.
(B) They may go up in flames.
(C) They tend to leak gas.
(D) They are cheaply made.

Sample Answer
 A B C D

The best answer to the question "Why are gas balloons considered dangerous?" is (B), "They may go up in flames." Therefore, you should choose answer (B).

Now look at the next example.

You will hear:

- You will read:** (A) Watch for changes in weather.
(B) Watch their altitude.
(C) Check for weak spots in their balloons.
(D) Test the strength of the ropes.

Sample Answer
 A B C D

The best answer to the question "According to the speaker, what must balloon pilots be careful to do?" is (A), "Watch for changes in weather." Therefore, you should choose answer (A).



19. (A) It is quite inexpensive to go there.
(B) It has a large full-time faculty.
(C) It has a good reputation.
(D) It is very far away from town.
20. (A) Apply for a scholarship.
(B) Get a full-time job.
(C) Borrow some money from the woman.
(D) Take cheap courses on the weekends.
21. (A) He won't need to graduate to find a good job.
(B) He won't have to study as much as he thinks.
(C) He will be too busy to attend classes.
(D) He will be admitted to the university.
22. (A) Nineteenth-century political activists.
(B) The work of Clara Barton.
(C) A comparison of Clara Barton and Florence Nightingale.
(D) The ratification of the Geneva Treaty.
23. (A) After hearing political speeches.
(B) While studying in medical school.
(C) During the Civil War.
(D) After the Geneva Treaty.
24. (A) Zoologist.
(B) Hospital nurse.
(C) Military adviser.
(D) Schoolteacher.
25. (A) She became famous in her own lifetime.
(B) She lived according to her beliefs.
(C) She was a talented storyteller.
(D) She was a fictional character.

THIS IS THE END OF THE LISTENING COMPREHENSION SECTION OF THE TEST.

Turn off your cassette player.



Read the directions for Section 2 and begin work. Do not read or work on any other section of the test during the next 15 minutes.

SECTION 2
STRUCTURE AND WRITTEN EXPRESSION

Total Time — 15 minutes
(including the reading of the directions)*
NOW SET YOUR CLOCK FOR 15 MINUTES.

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

Directions: Questions 1-8 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

Example I

Vegetables are an excellent source vitamins.

- (A) of
(B) has
(C) where
(D) that

Sample Answer

A B C D

The sentence should read, "Vegetables are an excellent source of vitamins." Therefore, you should choose answer (A).

Example II

..... in history when remarkable progress was made within a relatively short span of time.

- (A) Periods
(B) Throughout periods
(C) There have been periods
(D) Periods have been

Sample Answer

A B C D

The sentence should read, "There have been periods in history when remarkable progress was made within a relatively short span of time." Therefore, you should choose answer (C).

Now begin work on the questions.

* This represents the rate at which you are expected to work. The actual TOEFL test contains about twice as many questions and allows twice as much time for this section.

1. Neptune is one of planets in the solar system that cannot be seen without a telescope.
(A) together
(B) both
(C) the two
(D) two of
2. that the American rodeo began somewhere in Texas while that area was still part of Mexico.
(A) Believed
(B) Believed it
(C) They believed it
(D) It is believed
3. Most perfumes contain fixatives that keep the fragrance evaporating quickly.
(A) to
(B) from
(C) is
(D) has
4. Elizabeth Flanagan, of Four Corners, New York, was immortalized in James Fenimore Cooper's novel *The Spy*.
(A) a country tavernkeeper
(B) was a country tavernkeeper
(C) who a country tavernkeeper
(D) was who a country tavernkeeper
5. Experts consider judo to be a sport.
(A) much an art as just
(B) just as much an art as
(C) just an art as much
(D) as much just an art
6. Rarely the eardrum by entering the middle ear from the outside.
(A) infection that affects
(B) affects infection
(C) what does infection affect
(D) does infection affect
7. Antonio Coronel was the first person superintendent of schools of the Los Angeles Unified School District.
(A) elects to
(B) to electing
(C) be elected to
(D) to be elected
8. is generally known as marjoram is a group of herbaceous plants belonging to the mint family.
(A) It
(B) What
(C) Although it
(D) That it



2 • 2 • 2 • 2 • 2 • 2 • 2

2 • 2 • 2 • 2 • 2 • 2 • 2

Directions: In questions 9-20 each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Example I

A ray of light passing through the center of a thin lens keep its original direction.

A B
C D

Sample Answer

(A) (B) (C) (D)

The sentence should read, "A ray of light passing through the center of a thin lens keeps its original direction." Therefore, you should choose answer (C).

Example II

The mandolin, a musical instrument that has strings, was probably copied from the lute, a many older instrument.

A B
C D

Sample Answer

(A) (B) (C) (D)

The sentence should read, "The mandolin, a musical instrument that has strings, was probably copied from the lute, a much older instrument." Therefore, you should choose answer (D).

Now begin work on the questions.

- | | |
|---|---|
| <p>9. Mary McDowell having played a major role in securing a Women's Bureau within the United States Department of Labor in 1920.</p> <p style="text-align: center;">A B C D</p> | <p>11. The short story is a work of fiction that generally central around a single incident.</p> <p style="text-align: center;">A B C D</p> |
| <p>10. Some other mammals can glide, but bats they can really fly.</p> <p style="text-align: center;">A B C D</p> | <p>12. Studies indicate that adolescence is the crucial periodical in the development of good reading habits.</p> <p style="text-align: center;">A B C D</p> |

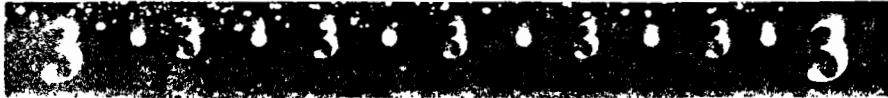
- | | |
|---|---|
| <p>13. Water taken directly from subterranean sources now accounts for over a quarter of the freshly water used in the United States.</p> <p style="text-align: center;">A B C D</p> | <p>18. Advertising copy usually fill around fifty to seventy percent of a newspaper's pages.</p> <p style="text-align: center;">A B C D</p> |
| <p>14. A churn is a device contrived to making butter from milk or cream.</p> <p style="text-align: center;">A B C D</p> | <p>19. The number of neutrons in an atom of any element equals the different between the element's mass number and its atomic number.</p> <p style="text-align: center;">A B C D</p> |
| <p>15. Shells, the limy protective cases secreted by various mollusks, have been important as tools, decorator, jewelry, and money.</p> <p style="text-align: center;">A B C D</p> | <p>20. Verbal language enables individuals to communicate precisely than they can by signs and gestures.</p> <p style="text-align: center;">A B C D</p> |
| <p>16. The yam has thickest roots quite similar to those of the sweet potato.</p> <p style="text-align: center;">A B C D</p> | |
| <p>17. In 1958 Alvin Ailey formed himself own dance company, the American Dance Theater, which enjoys international acclaim.</p> <p style="text-align: center;">A B C D</p> | |

THIS IS THE END OF SECTION 2.

IF YOU FINISH IN LESS THAN 15 MINUTES, CHECK YOUR WORK ON SECTION 2 ONLY. DO NOT READ OR WORK ON ANY OTHER SECTION OF THE TEST.

AT THE END OF 15 MINUTES, GO ON TO SECTION 3. USE EXACTLY 25 MINUTES TO WORK ON SECTION 3.





SECTION 3

VOCABULARY AND READING COMPREHENSION

Total Time - 25 minutes
(including the reading of the directions)*

NOW SET YOUR CLOCK FOR 25 MINUTES.

This section is designed to measure your comprehension of standard written English. There are two types of questions in this section, with special directions for each type.

Directions: In questions 1-15 each sentence has an underlined word or phrase. Below each sentence are four other words or phrases, marked (A), (B), (C), and (D). You are to choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

Example

Passenger ships and aircraft are often equipped with ship-to-shore or air-to-land radio telephones.

- (A) highways
- (B) railroads
- (C) planes
- (D) sailboats

The best answer is (C) because "Passenger ships and planes are often equipped with ship-to-shore or air-to-land radio telephones" is closest in meaning to the original sentence. Therefore, you should choose answer (C).

Sample Answer

(A) (B) (C) (D)

Now begin work on the questions.

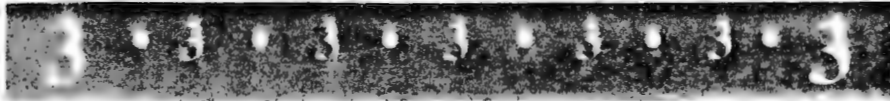
1. A plant stalk must be firm enough to hold up foliage and flowers.
 - (A) support
 - (B) rob
 - (C) delay
 - (D) decorate
2. The harp is one of the most ancient types of instrument still in use.
 - (A) most intricate
 - (B) most expensive
 - (C) strangest
 - (D) earliest
3. The receptor cells that make up the taste buds on the tongue are continually being replaced.
 - (A) slowly
 - (B) conversely
 - (C) constantly
 - (D) theoretically
4. Molly Brown was labeled "unsinkable" after she helped to evacuate passengers from the ill-fated ship the Titanic.
 - (A) anticipate
 - (B) remove
 - (C) comfort
 - (D) shelter

* This represents the rate at which you are expected to work. The actual TOEFL test contains about twice as many questions and allows twice as much time for this section.



5. No two leopards have skins that are just the same, even though most have spotted coats with similar colors and markings.
 - (A) arbitrarily
 - (B) accidentally
 - (C) precisely
 - (D) dutifully
6. A magnetic field can be detected at some distance from the place where it is generated.
 - (A) found
 - (B) aimed
 - (C) ignored
 - (D) produced
7. Sylvia Plath's *The Bell Jar* was written a decade after the occurrence of the events it describes.
 - (A) a short time
 - (B) several months
 - (C) ten years
 - (D) a century
8. "Folio" is the name used by printers and publishers for a sheet of paper folded once, making four pages, front and back.
 - (A) doubled over
 - (B) stapled
 - (C) cut in two
 - (D) printed in quarters
9. Dr. Daniel Hale Williams, a physician who practiced in the late nineteenth and early twentieth centuries, is credited with performing the first successful cardiac surgery.
 - (A) heart
 - (B) brain
 - (C) liver
 - (D) stomach
10. Epistemology is a branch of philosophy that addresses the question "What is the nature and origin of knowledge?"
 - (A) a root
 - (B) an argument
 - (C) an area
 - (D) a principle
11. The nuthatch gets food by wedging a nut into a crevice in a tree trunk and then opening the nut with its sharp beak.
 - (A) cramming
 - (B) splicing
 - (C) wending
 - (D) beating
12. The corporate gymnasium provides employees with a healthy outlet for tension and stress.
 - (A) discussion on
 - (B) approach to
 - (C) schedule for
 - (D) release from
13. In economic terms, California is more aptly compared with nations than with states.
 - (A) tactfully
 - (B) fittingly
 - (C) profitably
 - (D) persistently
14. Artist Isamu Noguchi is best known for his abstract sculptures designed as adjuncts to architectural works.
 - (A) adaptations of
 - (B) additions to
 - (C) advertisements of
 - (D) advancements in
15. Some children display an unquenchable curiosity about every new thing they encounter.
 - (A) insatiable
 - (B) inherent
 - (C) indiscriminate
 - (D) incredible





Directions: In the rest of this section you will read several passages. Each one is followed by several questions about it. For questions 16-30, you are to choose the one best answer, (A), (B), (C), or (D) to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions following a passage on the basis of what is stated or implied in that passage.

Read the following passage:

The rattles with which a rattlesnake warns of its presence are formed by loosely interlocking hollow rings of hard skin, which make a buzzing sound when its tail is shaken. As a baby, the snake begins to form its rattles from the button at the very tip of its tail. Thereafter, each time it sheds its skin, a new ring is formed. Popular belief holds

Line (5) that a snake's age can be told by counting the rings, but this idea is fallacious. In fact, a snake may lose its old skin as often as four times a year. Also, rattles tend to wear or break off with time.

Example I

A rattlesnake's rattles are made out of

- (A) skin
- (B) bone
- (C) wood
- (D) muscle

Sample Answer

(A) (B) (C) (D)

According to the passage, a rattlesnake's rattles are made out of rings of hard skin. Therefore, you should choose answer (A).

Example II

How often does a rattlesnake shed its skin?

- (A) Once every four years
- (B) Once every four months
- (C) Up to four times every year
- (D) Four times more often than other snakes

Sample Answer

(A) (B) (C) (D)

The passage states that "a snake may lose its old skin as often as four times a year." Therefore, you should choose answer (C).

Now begin work on the questions.



Questions 16-18

The world's most famous field of geysers, those spectacular eruptions of steam and hot water, is located in Yellowstone National Park. Each year several million people visit the geysers, as well as the park's bubbling mudholes and hot water lakes. What the tourists do not see is the equally dramatic phenomenon under their feet that energizes

Line (5) the geysers and makes Yellowstone one of the most intriguing geologic sites on the North American continent.

Beneath the park there lies a huge reservoir of hot, possibly molten, rock that extends from within a few miles of the surface down at least one hundred fifty miles. This surprising fact, combined with the region's long history of sometimes explosive volcanic

(10) eruptions, leads some earth scientists to suspect that Yellowstone's volcanic activity is not yet finished.

16. Which of the following statements about the park can be inferred from the passage?

- (A) It is a fascinating place for geologists.
- (B) It is currently closed for renovation.
- (C) Too many tourists visit the park each year.
- (D) Most of the rocks there are too hot to touch.

18. According to the passage, some scientists believe which of the following about Yellowstone National Park?

- (A) Its volcanic activity is just starting up.
- (B) It is the most puzzling geological site in North America.
- (C) It may provide useful sources of steam energy.
- (D) It has volcanoes that may erupt in the future.

17. According to the passage, what has been detected under the park?

- (A) An underground lake
- (B) A mass of high-temperature rock
- (C) A large reservoir of oil
- (D) An extensive cavern



Questions 19-25

The English in North America were trying to make homes for themselves in a wilderness that was like nothing they were used to or could imagine. What's more, there was a waste of water stretching between them and home that, in modern terms, could have been jumped only to the stretch of space between Moon and Earth. In addition, America (5) had been oversold. The first colonists were convinced they were coming to a fruitful land in which food could be plucked from the trees and in which people could relax in a latter-day Eden. The picture of Virginia to the English of 1607 was something like the picture of a South Sea island to an American subjected to the kind of movies Hollywood produced before the Second World War.

(10) It is not surprising, then, that the first colonists included many people of good birth who had no experience with manual labor and who considered it beneath them. They had not expected that such manual labor would be necessary. When it turned out that to make Jamestown succeed there had to be a good deal of sweating of the type necessary to build houses and plant crops, there was considerable disillusionment. Of course, the (15) colonists might have avoided the labor of agriculture if they had been content to hunt and fish, but they could or would not do either. For months, then, they sat around doing nothing, and, of the hundred settlers, half were dead of hunger and disease within six months. That the rest did not give up and that Jamestown did not become just one more failure was due to one man who bore the undistinguished name of John Smith (perhaps the most important John Smith in history).

19. Which of the following would be the most appropriate title for this passage?
 (A) The Jamestown Settlers
 (B) Fruits and Vegetables of North America
 (C) Astronomy in Colonial America
 (D) English Farming Techniques
20. The author uses the phrase "What's more" in line 2 to
 (A) ask a question
 (B) change the subject
 (C) introduce additional information
 (D) deny information previously mentioned
21. The settlement discussed in this passage was established in
 (A) New England
 (B) Virginia
 (C) the South Seas
 (D) Eden
22. In line 10, the best substitution for the phrase "It is not surprising" would be
 (A) It is not true
 (B) It follows
 (C) It is not possible
 (D) It is shocking
23. According to the passage, the settlers were disappointed with the colony because
 (A) land was too expensive
 (B) the weather was not warm enough
 (C) the water was not drinkable
 (D) they had to work hard to survive
24. About how many of the colonists were still alive at the end of the first year?
 (A) 3
 (B) 16
 (C) 50
 (D) 100
25. It can be inferred from the passage that the kind of colonist LEAST likely to survive the first winter in Jamestown was
 (A) a farmer
 (B) a laborer
 (C) an aristocrat
 (D) a hunter



Questions 26-30

A major source of revenue for local governments in the United States is the property tax—a tax on real property and tangible and intangible personal property. Real property, or real estate, includes land, buildings, and anything else permanently attached to them. This includes such things as elevators and central air conditioning. Tangible personal (5) property is all tangible items of wealth not permanently attached to land or buildings, such as furniture, automobiles, farm animals, the stock of goods in retail stores, and clothing. Intangible personal property includes such things as bonds, mortgages, and bank accounts.

The most important property taxes are those on real estate. With the exception of the (10) personal property tax on automobiles, the taxes on neither tangible nor intangible property raise much money. The chief problem with personal property as a source of revenue is that many items are not always brought to the attention of the tax assessor—the person who places value on property for tax purposes. Because of this, many things which should be taxed never are.

26. With what topic is the passage mainly concerned?
 (A) Laws concerning tangible personal property
 (B) Local governments' efforts to increase revenue from real property taxes
 (C) The assessment of office buildings for tax purposes
 (D) Property taxes as a form of local government revenue
27. Which of the following can best be classified as real property?
 (A) Fences
 (B) Personal computers
 (C) Gardening equipment
 (D) Paintings
28. The word "stock" in line 6 is intended to mean
 (A) a wooden club or baton
 (B) a group of farm animals
 (C) an inventory of materials to be sold
 (D) a share of ownership in a corporation
29. The author implies that the tax on real property would probably most affect a person who had
 (A) bought many new clothes
 (B) moved to a larger apartment
 (C) opened a second bank account
 (D) purchased a house
30. According to the passage, substantial personal property tax income for local governments is provided when residents purchase
 (A) furniture
 (B) automobiles
 (C) insurance
 (D) bonds

THIS IS THE END OF SECTION 3.

IF YOU FINISH IN LESS THAN 25 MINUTES, CHECK YOUR WORK ON SECTION 3 ONLY. DO NOT READ OR WORK ON ANY OTHER SECTION OF THE TEST.



When you have finished taking the Sample Test, compare your answers with the answer key on page 24.

VITAE

Beatriz Guajardo Walsh was born in Monterrey N.L. on December 25, 1968. She majored in Business while attending the University of Monterrey from which she received a B.A. in 1990. The same year she married Jorge Valdez and moved to Fort Worth, Texas. A year later, she and her husband moved back to Monterrey where she was granted a scholarship by the ITESM for the Master's Program in Education and ESL and began working as a part-time English teacher at the same University. In 1993, she was offered a full-time teaching position at the University of Monterrey which she accepted. At present, she works at both universities and hopes to graduate from the Master's Program in September 1995.

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