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TOEIC Training At Seigakuin Junior & Senior High School

Dean Warren Sotherden

During the academic year I conducted TOEIC training for junior high and high school students in seminars and in the Special English Class. I conducted TOEIC training for 7th, 8th, 9th and 10th graders. I conducted the TOEIC training to help the students acquire the skills needed to perform successfully on the TOEIC, and to enable them to master English in the least amount of time and with the least amount of effort. I conducted TOEIC training that helped the students: (1) become familiar with the TOEIC format, (2) build a strong General English vocabulary, (3) build a strong Business English vocabulary, (4) isolate and analyze their weak points, (5) understand real English, (6) increase their knowledge of grammar, (7) work on their own pronunciation of words so they are able to recognize the words when they hear them on the TOEIC, (8) become better writers who can use English words and grammar more effectively, (9) understand the importance of time management, (10) read faster, (11) read with greater comprehension, (12) keep abreast of current affairs, (13) actively participate in class discussions, (14) concentrate more, (15) develop confidence, and (16) motivate themselves.

I gave the students many opportunities to engage in exploratory thinking using their predicting, hypothesizing, inferring and deducing skills. The students gained a deeper understanding of the four steps needed for rational problem solving: (1) defining the problem, (2) generating alternatives, (3) evaluating alternatives, and (4) implementing a solution. I conducted the TOEIC training using activities and exercises that stimulated the students' free-range thinking, developed their problem-solving

and information-processing skills, and increased their information-processing speed. The students acquired the skills needed to perform successfully on the TOEIC and raised their level of English proficiency significantly.

Seminars were held once per week after school and during the Summer Seminar. The Special English Class consists of 7th, 8th and 9th graders who have displayed a special ability in English. The Special English Class was held five times per week during the academic year. I used numerous activities and exercises to develop the students' reading, writing, listening, and speaking skills. I used an integrated-skills approach because it better reflects the natural use of language. The students did activities and exercises that link the skills. My instruction provided an environment for the development of the students' cognitive and critical thinking skills. I put more emphasis on learning to *do* English than on learning *about* English. The students did a great deal of reading. They were expected to actively participate in class discussions based on the reading assignments. The students were taught to form views and opinions about the subjects they read about in the textbook and other sources, and were given many opportunities to express and defend their views and opinions. The students did reading and listening comprehension activities and exercises, speaking activities and exercises, vocabulary-building activities and exercises, and writing activities and exercises in order to improve their ability to communicate with native speakers in real-life situations. The students were required to do research and write about their findings. I gave the students opportunities to engage

in content they found interesting, challenging, and relevant.

Most of the students who received my TOEIC training during the academic year took the TOEIC test on February 20, 2010. I am very pleased to report that most of the students did extremely well on the TOEIC after receiving my TOEIC training. One student scored **955**, another **910**, another **890**, another **875**, another **760**, another **695**, another **580**, another **575**, another **560**, two others **540**, another **525**, another **480**, and two others **475**. One student raised his TOEIC test score **95 points**, and other students raised their TOEIC test scores, too.

(デーン・ウォレン・サザデン、聖学院大学総合研究所准教授)

カウンセリング研究センター
教会サマー・セミナー

今日の教会と牧師の役割
—牧師のアイデンティティは何か—

現代の牧師が抱えている様々な悩みを共に考え、解決の道を探るセミナーです。自分自身を深く見つめ、新たな牧師像を見出すために、心を響かせあって話し合える仲間を見出してみませんか。

日 時：2010年7月30日（金）
9時～16時30分（8時30分集合）
場 所：聖学院大学3号館大学院教室

講演Ⅰ「牧師とその立場—ストレス解消の鍵」

窪寺俊之（聖学院大学大学院教授・臨床パ
ストラルスーパーバイザー）、

講演Ⅱ「苦悩する現代の牧会者への牧会を考える」

堀 肇（鶴瀬恵みキリスト教会牧師・臨床
パストラルスーパーバイザー）

分団会、全体会議

参加資格：牧師、伝道者
定 員：30名
参加費：5,000円（昼食代を含む）
事前提出物：小文800字程度

「今回のセミナーに参加した理由」

セミナー終了後に破棄します。

個人的事柄は守秘義務を守ります。

お問い合わせは

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