

Designing a Business English Curriculum for Seigakuin University Students

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抄録

中国、インドなどの新興経済国の出現，世界経済の多様化，絶え間なく日々変化する消費者需要の拡大，国や企業間の競争激化といった状況下で，大学は実践的な知識を備え，社会に出て即戦力となり得る学生を育む必要がある。本稿では，聖学院大学生の英語力を検証するとともに，ビジネス英語に関する専門的見識や最近の英語教育の傾向，大学生が就職の際に必要なとされる英語運用能力を考察し，それらを踏まえたビジネス英語カリキュラムの提案をする。

キーワード：ビジネス英語，言語運用能力，TOEIC，カリキュラム，就職

Introduction

The global market has increasingly diversified so that, as a result, people change their jobs or career paths more frequently than before. Japanese businesses are hiring more college graduates with overseas experience while increasing their recruitment of foreign students from diverse backgrounds. According to a survey conducted in 2013, 25.9% of more than 1,100 Japanese companies polled said that they planned to hire foreign college graduates. That is 5% more than they hired in 2012 (Nagata, 2013). This indicates that communicating in English, whether at a personal level, in a business environment, or through the Internet, will gradually become a part of daily work. This may not

be a widespread practice at the present, but it will eventually become the norm if Japanese companies continue to hire more foreign students in the hope of competing more successfully in the global market. Therefore, the necessity of offering business English courses at universities as an elective or a required subject is something that cannot be overlooked. However, the type of business language skills courses offered varies from school to school, depending on the learners' language proficiency. According to J. C. Richards, learners of ESP are usually those who have already mastered general English, but need more specific English skills for use in their jobs (Richards, 2001). This indicates that, before learning business English, students must have acquired a certain level of language proficiency in order to study business English. Nevertheless, the content of business English courses can be simplified to accommodate students with varying language abilities (Case, nd).

The purpose of this paper is to investigate what kind of business English topics and contents should be offered to Seigakuin University students, especially to those in the Political Science and Economics Department; what kinds of jobs such university graduates usually get; what role the TOEIC plays in securing employment; and based on the results of this research, determine what kind of language goals should be set for Seigakuin University students to reach by the time they graduate.

Language Proficiency of Targeted Students

Every year, all incoming freshmen at Seigakuin University take the ACE (Assessment of Communicative English) Test, made by The Association for English Language Proficiency Assessment, for placement purposes. Based on the test results, students are placed in levels Super A, A, B, C, or D, depending on the number of students in each department. The conversion scale that the ACE uses to compare the scores with the TOEIC Bridge and the TOEIC is displayed below (Table 1):

Table 1: ACE Comparison Chart

ACE	TOEIC	TOEIC Bridge
700	560	160
620	480	150
540	420	140
440	340	130
380	310	120
360	300	115

According to descriptions by the Educational Testing Service (ETS), and based on the ETS recommendations, only students with a TOEIC score of 300 or above should study Business English. Those with scores of below 300 should focus on basic English (ETS, 2007).

The number of students at Seigakuin University who scored about 300 or above for the past five years is shown below. It should be mentioned that students in the Euro-American Culture Department started taking the TOEIC Bridge Test, instead of the ACE test, from 2015 (Table 2).

Table 2

ACE		TOEIC Bridge
2013	168	N/A
2014	225	N/A
2015	141	22
2016	97	20
2017	93	18

By analyzing this data and comparing it with data from a chart designed by the Cambridge Institute, top-level students at Seigakuin University place in the Waystage column (Table 3).

Table 3: Score Comparison for English Level

CEFR	A1:I	A1:II	A1:III	A2:I	A2:II	A2:III	B1:I	B1:II
Camb.	Breakthrough		Waystage		Threshold		Vantage	
Camb.	Starter		Basic		Intermediate		Upper Interm.	
IELT	X		3.0		4.0 – 4.5		5.0 – 6.0	
TOEFL	X		337 – 459		460 – 542		543 – 626	
TOEIC	120 – 224		225 – 549		550 – 784		785 – 944	

Furthermore, when we look at The Common European Framework of Reference for Languages (CEFR, 2011) which describes Salient Characteristics of speakers at each level, it is safe to assume that the majority of top-level students at Seigakuin University will fall into the A2+ level, with perhaps a very few exceptional students at higher levels (See Appendix I):

“A2+ represents a strong A2 performance with more active participation in conversation given some assistance and certain limitations, for example: understand enough to manage simple, routine exchanges without undue effort; make him/herself understood and exchange ideas and information on familiar topics in predictable everyday situations, provided the other person helps if necessary; deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words; plus significantly more ability to sustain monologues, for example: express how he/she feels in simple terms; give an extended description of everyday aspects of his environment e.g. people, places, a job or study experience; describe past activities and personal experiences; describe habits and routines; describe plans and arrangements; explain what he/she likes or dislikes about something” (CEFR, 2011).

When Cambridge A2+ descriptions are compared with those for the Intermediate Low Level of the ACTFL (American Council on the Teaching of Foreign

Languages, 2012) Guidelines, there are similarities (See Appendix II):

“Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases, etc.”
(American Council on the Teaching of Foreign Languages Guidelines, 2012)

Based on the descriptions given above, it is evident that the majority of students at this basic level need to study language skills required for everyday, familiar and routine topics, rather than higher-level business English language skills.

Needs Analysis Questionnaire

A needs analysis questionnaire was administered to Euro-American Culture Department (A) and Political Science and Economics Department (P) teachers (See Appendix III) in order to find out what teachers in each department felt the language needs of their students were. The reason these two departments were selected was based on the number of English courses they require as well as the potential for future use of English. P and A have the highest number of required English courses of all the departments at Seigakuin University. The topics in the questionnaire were a selection of items from the University of Cambridge Business English Certificates Handbook for teachers (Cambridge ESOL, 2008 & 2016). Four teachers from A and five teachers from P Departments answered the questionnaire.

According to the questionnaire results, the necessity for being able to read letters and email was checked as being of primary importance by all nine

teachers (See Appendix III). Other items checked as being important are as follows:

(Written Communication Skills)

Formal business letters and email (8 teachers)

Writing short reports/minutes (8)

Completing business forms (8)

(Reading Communication Skills)

Reading letters and email (8)

Reading short memos/reports (8)

(Speaking Communication Skills)

Formal greetings and socializing (8)

Starting and ending a conversation (7)

Asking about and describing jobs (7)

Agreeing and disagreeing (7)

Other skills that were also noted as important to learn that were checked by six teachers were being able to write informal business letters and email, read charts and graphs, inquire about and describe a company, ask for and give permission, conduct telephone conversations, make appointments, take messages, etc.

Careers after Graduating from Seigakuin University

Although it is necessary to know the language needs of students at each level and how these needs may relate to Business English, it is equally important to determine in which sectors Seigakuin University graduates will be able to find employment. This information could assist teachers and administrators in designing curricula and providing career guidance for students. Moreover, since TOEIC test results are widely used by many companies when screening for potential employees, serious consideration should be given to using the TOEIC

Test when planning a Business English curriculum.

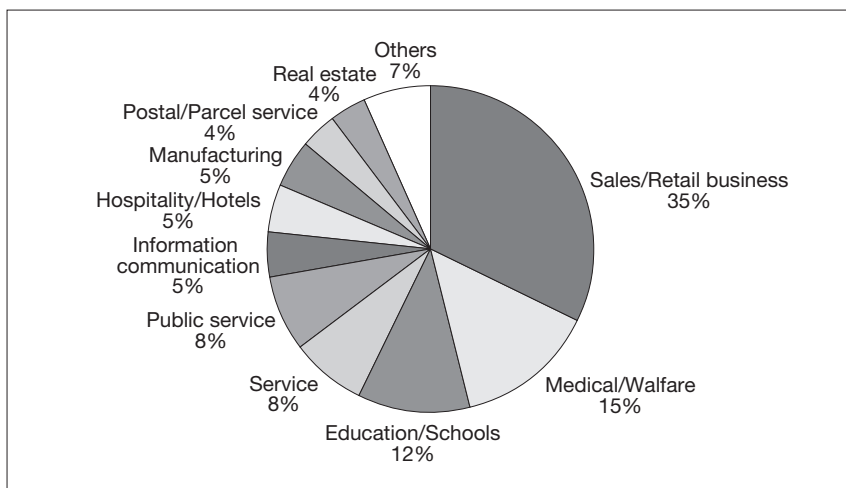
Chart 1 (see below) shows that about 35 percent of Seigakuin University graduates found employment in sales and retail departments in 2016 (*Seigakuin University Databook*, 2017). Charts 2 and 3 (also shown below) indicate that about 40 percent of graduates in Political Science and Economics Department became engaged in trade, sales and retail businesses in 2015 and 2016 (*Seigakuin University Databook*, 2016 and 2017). When we combine this number to the number of students who found employment in Education/Schools (12%), Public Service (8%), Information Communication (5%), and Hospitality and Hotels (5%), we see that approximately 60% of newly hired graduates in 2016 faced situations in which communicating in English with a non-Japanese customer/client would be required. The necessity of communicating with foreigners will undoubtedly increase with the rising number of foreign visitors to Japan, with the 2020 Tokyo Olympics as one of the main contributors to this rising number as well as the increasing diversification of the global market and the business world.

Since a lot of companies in Japan have been forced to shift their focus to the global market and are struggling to establish themselves as major players, they are consequently looking for potential employees who have a good command of English language in order to operate efficiently in sales and service areas. According to The Institute for International Business Communication (2016), the average TOEIC score of newly hired employees in sales and service departments in Japan was around 470 points in 2016. Thus, if students can acquire over 470 points on the TOEIC Listening and Reading Test before graduating, they will have an edge over others who do not have such scores.

The emphasis on TOEIC applies not only to students, but also to teachers. The Ministry of Education, Culture, Sports, Science and Technology urges non-native English teachers (Japanese teachers) to improve their English proficiency (Chart 4, see below). For instance, the government encourages 50% of junior high school teachers and 75% of high school teachers to achieve over 730 points on the TOEIC Listening & Reading Test (The Ministry of Education, Culture, Sports, Science and Technology, 2016). Japanese companies have also increasingly placed more importance on English proficiency when hiring new employees. In Chart 5 (see below) it can be observed that 69.3% of companies

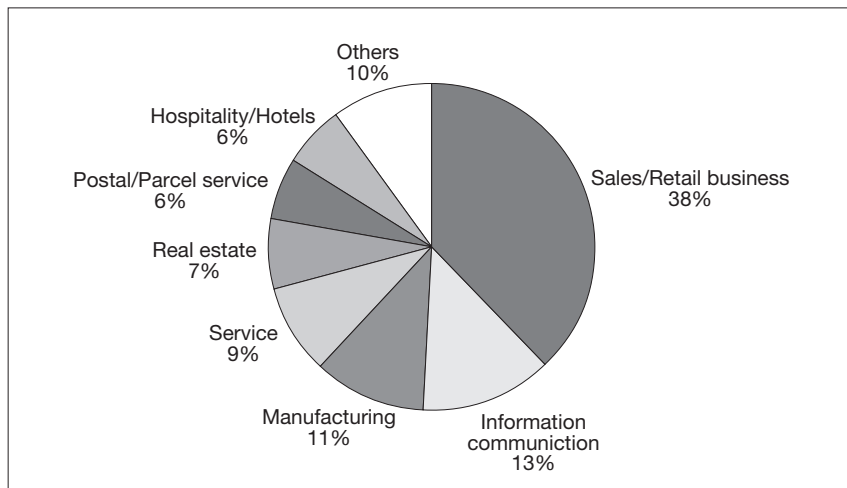
listed on the Tokyo Stock Exchange used the TOEIC Listening & Reading Test as a reference to measure applicants' English proficiency when they hired new employees in 2013 (Institute for International Business Communication, 2013). Table 4 (see page 11) makes clear that these companies expected new college graduates to achieve an average score of 550 points on the TOEIC Listening & Reading Test in 2011 and 565 points in 2013. These companies also expected mid-career applicants to acquire an average score of 600 points in 2011 and 710 points in 2013 (The Institute for International Business Communication, 2013). This data indicates that businesses tend to hire more employees who have already acquired a certain level of English proficiency than those who have low-level English skills. English has become an indispensable tool in both educational and vocational fields in Japan.

Chart 1. Careers of Seigakuin University graduates in 2016
(*Seigakuin University Databook, 2017*)



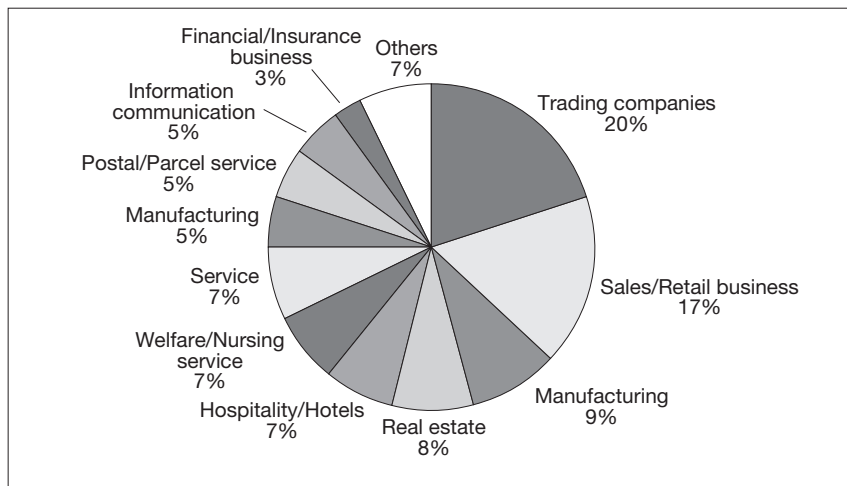
(350 students in total)

Chart 2. Careers of Seigakuin University Political Science and Economics Department graduates in 2016 (*Seigakuin University Databook*, 2017)



(53 students in total)

Chart 3. Careers of Seigakuin University Political Science and Economics Department graduates in 2015 (*Seigakuin University Databook*, 2016)



(59 students in total)

Chart 4. There is an increasing correspondence between the number of English teachers who have acquired 730 points on the TOEIC Test or other qualifications and their TOEIC test scores (adapted from the Website of the Ministry of Education, Culture, Sports, Science & Technology, 2016)

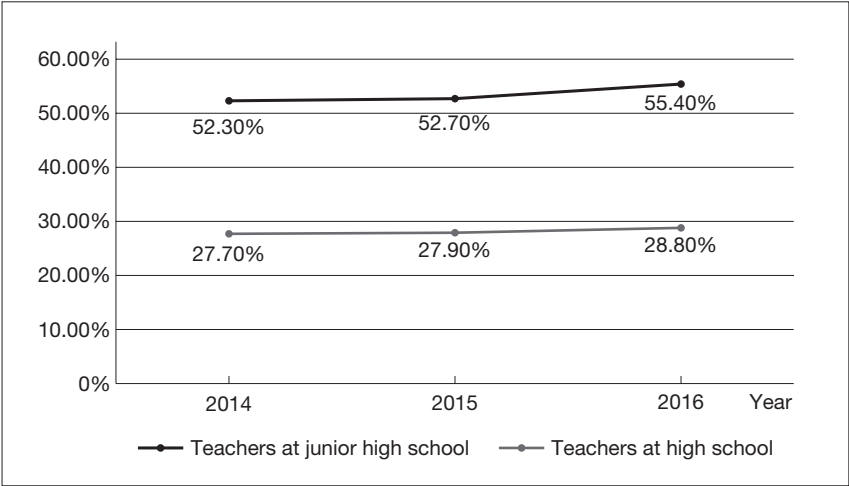
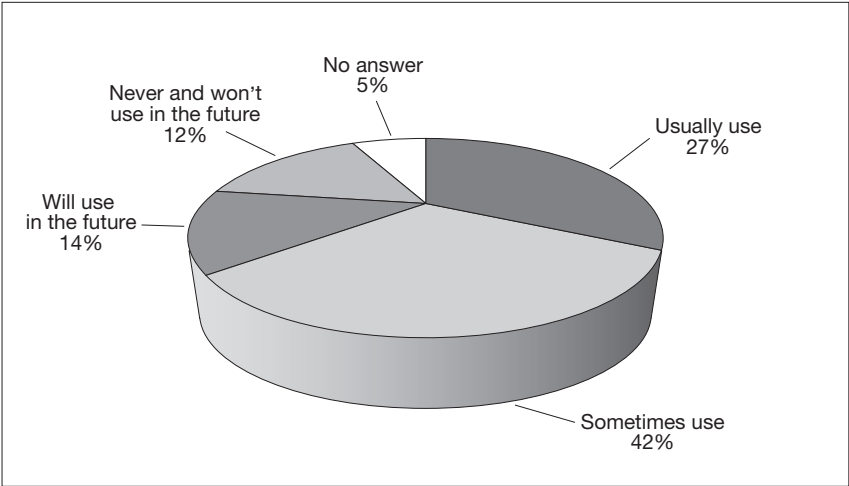


Chart 5. How often will your company use the TOEIC Test as a reference to measure applicants' English proficiency? (Institute for International Business, 2013)



(total number of 228)

Table 4. Average scores of new employees on The TOEIC Listening & Reading Test (Institute for International Business, 2013)

	2011	2013
New college graduates	550 points	565 points
Mid-career applicants	600 points	710 points

Regarding The TOEIC Test

The Institute for International Business Communication administers the Test of English for International Communication (TOEIC) Listening & Reading Test in Japan. The test is designed to measure the English proficiency of non-native speakers. The TOIEC Listening & Reading Test is a multiple choice test and has two sections; listening and reading comprehension. Each section has 100 questions (200 questions total), and test takers need to complete the Listening section within 45 minutes and the Reading section within 75 minutes. Separate scaled scores, ranging from 5 points to 495 points, are used for each part of the test. The total score for both parts of the test ranges from 10 points to 990 points.

The TOEIC Listening & Reading Test Is Directly Connected to Business

The TOEIC Listening & Reading Test consists of examples of several business situations such as making appointments, attending meetings, ordering office supplies, interviewing new employees, making hotel reservations, and so on. Business vocabulary and expressions often appear in the test because the test has been used to assess the listening and reading skills of non-native businesspersons in Japan and Korea. The Educational Testing Service (ETS), which writes the TOEIC questions, reports that listening skills are necessary for face-to-face communication, meetings, video conferences, and telephone conversations in workplaces. Reading skills are also necessary in order to deal with email, reports, and other forms of business correspondence (ETS, 2017).

The score of the TOEIC Listening & Reading Test provides potential employees with an assessment of an applicant's language skills. The Institute for International Business (IIBC) (IIBC, 2012) states that a businessperson who acquires 470 points on the TOEIC Test will be able to make himself/herself understood in English in a workplace by using basic vocabulary and expressions (See Table 5).

Table 5. Proficiency Scale for the TOEIC Test
(Institute for International Business, 2015)

Level	TOEIC Scores	Proficiency Level
A	860	Test takers can command the English language fluently and properly in business scenes.
B	730	Test takers have enough communicative skills in most business scenes.
C	470	Test takers have basic skills to make themselves understood in English in daily lives and some workplaces.
D	220	Test takers have minimum skills to communicate with each other in English.
E		Test takers have difficulties in communicating with each other in English.

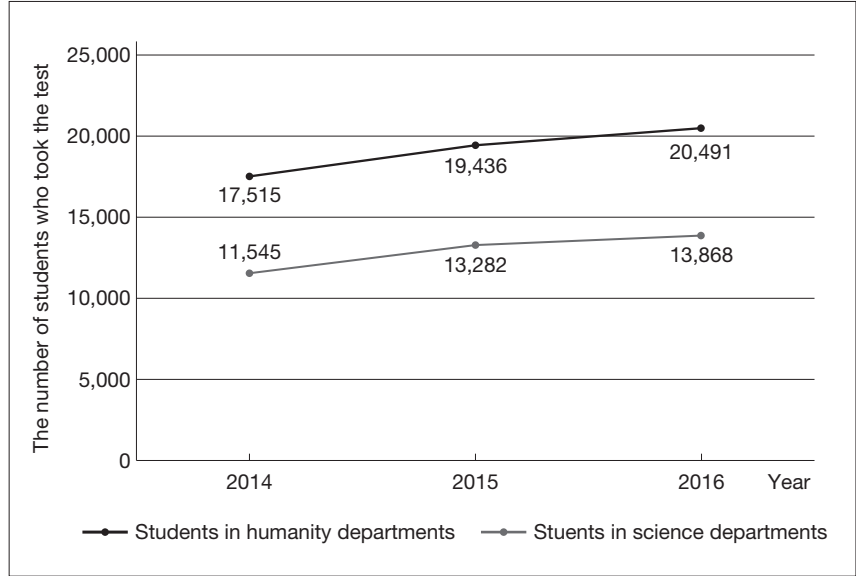
Adopting the TOEIC Test at Universities

Many universities in Japan have recently incorporated the TOEIC Listening and Reading Test in their curricula in order to assess students' proficiency levels and to improve their communicative skills. Hashimoto (2004) points out that the TOEIC Test has become increasingly influential in Japanese education. Because of the globalization of Japanese business fields, Japanese universities are attempting to foster education of prospective business employees who are fluent in English and who can work in a multi-cultural workplace. Seigakuin University

also uses the TOEIC Test and provides students with several TOEIC preparation courses, including business English classes.

Current Japanese university students have become more interested in taking the TOEIC Listening & Reading Test than students of three years ago: the number of Japanese university students who took the TOEIC Test in 2016 was 17 percent higher than that of 2013 (see Chart 6 below).

Chart 6. The number of university students who took The TOEIC Listening and Reading Test (Institute for International Business, 2016)



Suggestions

According to the data presented in this paper regarding Seigakuin University students' English proficiency levels, it would be unrealistic, at present, to expect results that would enable a majority of graduates to perform tasks (in English) at work. One of the main issues at Seigakuin University is that, despite offering some TOEIC and Business English courses, no department (except for

the Euro-American Culture Department) requires its students to take the TOEIC Test at any stage of their four-year study. Not only that, but studying Business English is clearly not as effective when students have not reached certain levels of language proficiency.

Studying for the TOEIC Test itself is helpful when the goal is to improve one's score, but actual improvement is limited. Even if a student concentrates intensely and increases his/her score, this will not guarantee that he/she will be able to communicate effectively in an English language workplace. Yet most educators agree that improvement in general language proficiency will result in better scores on standardized tests such as TOEFL and TOEIC. Still, focusing solely on skills in standardized tests will not produce individuals who can perform tasks in a multi-cultural and diverse business environment. This is one reason that the ETS has made changes to TOEFL to include more emphasis on writing and speaking skills. TOEIC has also recently implemented such changes. The main objective for the TOEIC changes is "To ensure that the TOEIC test reflects current language use and measures the language skills that individuals need" (ETS Open Notes, 2016).

Therefore, in light of Seigakuin University majors and students' future careers, it might be more realistic to offer Business English curricula, at least in the Political Science and Economics Department, that take the following points into consideration:

1. Designing a business English curriculum that includes appropriate topics and tasks recommended by CEFR, Cambridge ESOL, and ACTFL Guidelines.
2. Ensuring that Business English courses focus on acquisition of business vocabulary, presentation skills, and verbal communication in coordination with topics and skills recommended for each level.
3. Offering multi-level business English courses based on students' English proficiency.
4. Offering content-based courses that contain topics such as Global Business, International Marketing, Culture and Organization, etc. These courses should be intended for students with high English proficiency.

5. Making speaking a required course for all first-year students. Students with a higher level of English language proficiency need to study and practice language needed for daily communication.
6. Offering the TOEIC or TOEIC Bridge Test as a placement test (at least in the Political Science and Economic Department).
7. Administration of a post-test at the end of the first year to measure progress or lack of progress.
8. Analysis of post-test results, especially in relation to the content of business and TOEIC-related courses.
9. Offering multi-level TOEIC classes.
10. Offering the Institutional TOEIC Test on campus and providing incentives for students to take it: for example, as done in the Euro-American Culture Department, subsidizing test fees for students with scores of 400 or above.
11. Coordination of TOEIC and Business English class syllabi.
12. Promotion of internship programs overseas, even for a brief time.
13. Encouragement of students to join global camps, business English seminars, or similar programs in Japan and overseas where they will have opportunities to interact with a diverse group of students from different nationalities.
14. With about 20% of the Seigakuin University student body being international students, use opportunities to offer courses/situations in which critical thinking in a varied environment with a diverse set of employees is promoted.
15. Offering business English workshops on campus that focus on practical and actual workplace situations.

Conclusion

Educational approaches to teaching English in Japan which place too much emphasis on grammar and paper test results have resulted in situations where it is long overdue for educators to pay more attention to practical English. This issue becomes even more relevant when we consider the increasing importance

of the necessity of communicating in English in the workplace. Securing a desirable job upon graduation is a goal shared by students, their parents, and educators. Although it is probably not possible to implement all the suggestions reviewed in this article in just one or two years, it is essential to begin acting upon feasible and urgent recommendations and then follow this up by introducing more changes and be flexible enough to improve upon and adapt these changes as the curriculum is periodically evaluated.

Appendix I

Level	Salient Characteristics: Interaction & Production (CEFR Section 3.6, simplified)
B2+	B2+ represents a strong B2 performance. The focus on argument, effective social discourse and on language awareness which appears at B2 continues. However, the focus on argument and social discourse can also be interpreted as a new focus on discourse skills. This new degree of discourse competence shows itself in conversational management (co-operating strategies): give feedback on and follow up statements and inferences by other speakers and so help the development of the discussion; relate own contribution skillfully to those of other speakers. It is also apparent in relation to coherence/cohesion: use a variety of linking words efficiently to mark clearly the relationships between ideas; develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.
B2	This level represents a break with the content so far. Firstly, there is a focus on effective argument: account for and sustain his opinions in discussion by providing relevant explanations, arguments and comments; explain a viewpoint on a topical issue giving the advantages and disadvantages of various options; develop an argument giving reasons in support of or against a particular point of view; take an active part in informal discussion

	<p>in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Secondly, at this level one can hold your own in social discourse: e.g. understand in detail what is said to him/her in the standard spoken language even in a noisy environment; initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly; interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party. Finally, there is a new degree of language awareness: correct mistakes if they have led to misunderstandings; make a note of “favourite mistakes” and consciously monitor speech for it/them; generally correct slips and errors if he becomes conscious of them.</p>
B1+	<p>B1+ is a strong B1 performance. The same two main features at B1 continue to be present, with the addition of a number of descriptors which focus on the exchange of <i>quantities</i> of information, for example: provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision; explain why something is a problem; summarize and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail; carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person’s response is rapid or extended; describe how to do something, giving detailed instructions; exchange accumulated factual information on familiar routine and non-routine matters within his field with some confidence.</p>
B1	<p>Level B1 reflects the Threshold Level specification and is perhaps most categorized by two features. The first feature is the ability to maintain interaction and get across what you want to, for example: generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect; express the main point he/she wants to make comprehensibly; keep going comprehensibly,</p>

	<p>even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. The second feature is the ability to cope flexibly with problems in everyday life, for example cope with less routine situations on public transport; deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling; enter unprepared into conversations on familiar topics.</p>
A2+	<p>A2+ represents a strong A2 performance with more active participation in conversation given some assistance and certain limitations, for example: understand enough to manage simple, routine exchanges without undue effort; make him/herself understood and exchange ideas and information on familiar topics in predictable everyday situations, provided the other person helps if necessary; deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words; plus significantly more ability to sustain monologues, for example: express how he feels in simple terms; give an extended description of everyday aspects of his environment e.g. people, places, a job or study experience; describe past activities and personal experiences; describe habits and routines; describe plans and arrangements; explain what he/she likes or dislikes about something.</p>
A2	<p>Level A2 has the majority of descriptors stating social functions like use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers. Here too are to be found descriptors on getting out and about: make simple transactions in shops, post offices or banks; get simple information about travel; use public transport: buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets; ask for and provide everyday goods and services.</p>

A1	Level A1 is the lowest level of generative language use - the point at which the learner can <i>interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics</i> , rather than relying purely on a very finite rehearsed, lexically organised repertoire of situation-specific phrases.
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Appendix II

ACTFL Proficiency Guidelines – SPEAKING

Intermediate Low

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely. Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing,

Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

ACTFL Proficiency Guidelines – SPEAKING NOVICE

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Novice High

Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Appendix III

Business English Needs Analysis Questionnaire

Department: Political Science and Economics (P & A)

Please check the topics that you think students with a TOEIC score of 300 (Level D)-500 (Level C) in your department should be studying. [Note: TOEIC scores range from 10 to 990, Levels E to A.]

Written Communication Skills**P A**

1. Formal business letters and emails	5	3	8
2. Informal business letters and emails	2	4	6
3. Taking notes at meetings	1	3	4
4. Writing short reports/minutes	4	4	8
5. Writing résumé and cover letters	0	1	1
6. Completing business forms	5	3	8
7. Your suggestion			
8. Your suggestion			

Reading Communication Skills**P A**

1. Reading letters and emails	5	4	9
2. Reading short reports/memos	4	4	8
3. Reading charts and graphs	4	2	6
4. Your suggestion: Trading (letters of credit, invoice, insurance, etc.)		2	2
5. Your suggestion			

Speaking Communication Skills**P A**

1. Formal greetings and socializing	4	4	8
2. Starting and ending a conversation	3	4	7
3. Asking about and describing a company	4	2	6
4. Arranging meetings and arrangements	1	3	4
5. Asking for and giving permissions	2	4	6
6. Asking about and describing jobs	4	3	7
7. Giving PowerPoint presentations	1	2	3
8. Agreeing and disagreeing	4	3	7
9. Developing interview skills	2	3	5
10. Telephoning: making appointments, taking messages, etc.	3	3	6
11. Your suggestion: Basic everyday conversation.			
12. Your suggestion			

Comments:.....

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