

TOEIC English and A Solution to The Difficulties
for EFL Learners,
explored in view of Authenticity & Cohesion of English

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Abstract

The present paper inquired into the seemingly unconquerable difficulties for EFL students in TOEIC Listening Comprehension (LC) Part II, and the quality of English required to work over by them in the growingly globalizing age. The analysis of the difficulties found out that the set of questions given in the L/C could be categorized into three cognitive types, on the basis of the cohesive features and their corresponding difficulties in discourse of each type: one type is characterized by 'direct and simple cohesion,' another by 'formulaic and easy-difficult,' and the last by 'indirect/covert and the most difficult'. Ellipsis, one of the cohesive devices and the source of difficulty, is most typical of the last type. Reviewing ellipses in the question-response sequence clarified that they could occur not unusually in real-life, authentic English as well as in the mother tongue (L1). Conventionally, the fast speech speed or lexico-grammar points met in discourse had been most definitely attributed to the difficulty in the target language (L2), but the lack of comprehension of cohesion, especially achieved by ellipses, has proved not less affecting the difficulty. The key to the solution is in the learners' cognition of occurrence of ellipses in L2. Also, drawing on their own rich experience of L1, the EFL learners can grasp really cohesive yet invisible linkage achieved through ellipses in real-life English outside of the classroom. Their better understanding of the presence of covert ellipses should facilitate the acquisition of L2.

1. Introduction

Today, very few people argue against the fact that “globalization has changed the conditions under which language learning and teaching takes place” (Block and Cameron, 2002: 2). The age of globalization has promoted the notion of *kokusaika* (internationalization), bringing about a burning concern in intercultural communication, particularly on an

individual basis much more than ever. Indeed, the times have seen an abrupt and marked change in communication, so we have found ourselves in dire need of “not only a shared channel (like the internet conference) but also a shared linguistic code” (*ibid*: 1).

Some time ago, a proposal in the Diet to pass a bill of ‘*English as an Official Language of Japan*’ caused much heated controversy (Kubota, 2002). Actually, there has been felt a pressing need of a global language as a shared linguistic code, or as a common means of international communication. Further, a growing proliferation of linguistic or spoken variety of the language has made people recognize a global position of English as a sharp cutting edge for communication in every corner of the globe. As the title of “*English as a Global Language*” (Crystal, 2003) shows, the ‘momentum of growth has become so great that there is nothing likely to stop its continued spread as a global *lingua franca*, or “common language”’ (*ibid*: 2003:11). Indeed, as a global language, it has gained popularity and “achieved a genuine world status” (*ibid*: 189). But why is it English? There may be two reasons: one is geographical-historical and the other socio-cultural. The primary concern of the present paper is to address the rapid changes that should be coped with in the language teaching/learning classroom.

Above all, the quality of the change must be noted in the university language instruction. The language has started for certain to be taught and learned as a “fundamental *common-core*” (Van Ek & Wilkins, 1973: 129) of communication-skill acquisition, not any longer as part of cultural education or academic discipline at university. The notion of ‘practical’ had been taken as ‘untouchable’ in the groves of academe and still sometimes is, but mostly unnoticed, it has already been replaced by a new, pragmatic approach, clearly geared to practical rather than theoretical considerations. Actually, language learners have long wanted to acquire this very skill of communication as a fundamental ‘*must*’ for themselves. Many of them have desired to master the skill, more than anything else. However, their ardent desire have failed in time only too often before it can be properly addressed, especially at school, even today when not a day passes without seeing or hearing *English here, English there, and English all around*.

With English all around, considering the EFL environment where the learners are rather limited in their direct exposure to the language, they should be well advised to be willingly ready to expose themselves to *authentic* materials not designed or modified for the classroom use (Field 2000; Byram 2004).

2. What and why is authenticity of English in the L/C materials?

The use of authentic materials in the classroom has been often “dismissed as a fad” (Field, 2000:190), but taking into account the globalizing age trends, however unlike what had been taught at school before, it is inevitable for EFL learners to familiarize themselves to such authenticity of the target language (L2) they work over. Particularly when they hear, they need to comprehend and respond. Hence, far from a fad, authentic materials must be used, *not unusually* even in the classroom. In the drill of TOEIC Test Listening Comprehension (L/C) Part II, they can be provided with authenticity, like in a real-life situation where the comprehension of content works more than the mere knowledge of lexical or syntactic points. With good reason, much lexical or syntactic knowledge alone could not get anywhere, without much comprehension of contents/meanings being conveyed in listening (Littlewood, 1998).

To explore the idea of ‘peculiarly too hard’ learners will find associated with authenticity of English, these features can be pointed out: 1) language ability, i.e. proficiency, as pragmatic ascription, 2) a real-life performance as a criterion, 3) face validity, content relevance, and predictive utility as sufficient bases to justify its test use (Backman, 1996: 303). In fact, in its tenet, TOEIC English does have these characteristics, which is why it is found too difficult by too many of the test takers.

To quote Bachman again, “proficiency and authenticity are effectively synonymous” (1996:303), or “proficiency and authenticity are virtually identical” (*ibid*: 307). In order for learners to cope with the real-life English in L2 communication, they cannot sidestep the use of authentic materials. As they get used to the authenticity of L2, they will become proficient in it. At an early stage, learners may feel that they are just ‘practicing incomprehension, not comprehension’, but as time goes on, incomprehension turns comprehension, like they went through the same process in the mother tongue (L1). In a sense, authenticity can be defined as “the quality of language data which is learned or used at the core of a communication activity, usually like in a native-to-native situation, ... *authenticity lies not only in genuine nature of the texts selected, but also in the relationship of the learner with the text*” (Rixon, 2004: 68-69) (italicized by the present author). Understanding a literal definition above does not imply that all other interpretations can be taken as such. As is put in the underlined part, *authenticity in a text* can depend upon how an instructor addresses it as well as how a learner accepts or reacts to it. Accordingly, whether ‘near - or semi - authentic,’ TOEIC English should be seen with a stress on the density of authenticity in it, as long as a real-

life content or purpose can be reflected. Considering the naturalness sensed in discourse, authentic materials should feel more learner-friendly to teach as well as easier to learn. Paradoxically, but in fact, they are not as difficult as often expected in themselves.

Recently, against the claim that the concept of authenticity is an ‘illusion’ for classroom teaching, or that an authentic text can be *too hard* for EFL learners, “Intercultural Authenticity (IA)” is advocated (Feng and Byram, 2003:3). The notion of IA can contribute a lot to their listening comprehension (L/C) of an authentic text, since L2 learners’ (likewise, L1 native listeners’) awareness of their own communicative conventions can facilitate their L/C of the target language without much difficulty. Indeed, any different language has its own conventional linguistic rules. But in essence each has something in common, as can be recognized in universal properties in common with each language.

The way Ur (1992: 9) claims that one “characteristic of real-life listening is the shortness of the chunks into which heard discourse is usually divided, the usual pattern being a short period of listening, followed by listener-response,” the same holds true of the question/response discourse in ²TOEIC L/C Pt II. The listening task imposed in Part II (See in Appendix 4, pp.33-60) is to choose the most *appropriate*, not necessarily *the right*, response from among three short, active choices read only once. Then, 3.30 seconds is given before going on to the next question, like in a real-life occurrence of an exchange. The most cohesive response should be chosen, even if sometimes sounding *illogical*. Generally, even only a part of comprehended content of heard discourse can make the listeners predict a piece of an actual life, which leads to the appropriate response. If it cannot, the listeners may not have found themselves sufficiently committed to or involved in an actual interaction imagined occurring in discourse. But, if it can, they should manage to react appropriately enough through the imagined interaction.

In addition, to think of another linguistic claim of ‘the teaching of another tongue being brought into closer proximity with the teaching of the mother tongue’ (Widdowson, 1978; Feng & Byram, 2003), EFL learners should not become judgmental too early to conclude that the conventional routines of their own mother language (L1) have nothing to do with those of L2. All too often, they tend to ignore them, just concerned with how to identify lexically or syntactically what is rigorously observed in the prescriptive grammar of the right-or-wrong rules. What matters much more in real-life L/C is what to be heard or said, i.e. the *content* in a message to be exchanged. As Howatt (1984:279) claims “Use English to learn it, and not learn to use it,” learners should be alerted to the significance of the

contact with real-life English and appreciate ‘*Hear English to learn it, and not learn to hear it.*’

Finally, it should be also noted that the hitherto uncontroversial notion of native speakers has been challenged (Widdowson, 1994; Kramsch, 1998). The fact is, the recent historical development and the on-going process of globalization both make it more and more difficult to “define who is and who is not a native speaker of English” (Feng and Byram, 2003:17). Considering the changing English environment affected by the age trends, the use of authentic materials is no more a matter of ‘*too hard or not,*’ just a *sine qua non*. Further, it is proper time that the setting of the target language level were fine-tuned before too late, should there be something improper with it. I believe there is, definitely.

3. TOEIC Test as a textbook used in the classroom

Like TOEFL, ^{*3}TOEIC stands for *Test of English for International Communication* and is prepared by Educational Testing Service in NJ, U. S. Since its inception in 1979, TOEIC Test has been administered every year to measure the test-takers’ proficiency in communicative competence of English, reportedly with approximately 3,400,000 applicants worldwide (mostly in Asia and Mexico). One half of them are mostly Japanese adults.

The test is increasingly used in many companies as one of the required criteria for English communication competence in recruiting, sending abroad or appraising university-graduate employees. To take one major company like M.Electric Co., the Test is employed to screen the personnel to see if they are competent enough to be stationed overseas. The score of 650 or more (out of 990) is required for their overseas posts. Recently, the dramatically increased number of applicants is from higher education institutions, especially from universities. Not as much interest in the Test has been shown before, but much has changed. More universities are reported to have switched their conventional, academically-oriented policy in language education to ‘*revolutionarily innovated pragmatic language training courses.*’ Many apprehend they may be throwing the baby out with the bathwater.

On the website, an incredible growth in the number can be seen: 475 times an increase over 25 years (1979 to 2003), starting with only 3000. However, as to the deplorable scores Japanese university students gain on the Test, Robb and Ercanbrack (1999:16) claimed “there is a clear tendency for students, not only in Japan, but around the world, to study for a test ... this kind of material was completely new to the students and, indeed, it is not part of the general high school English curriculum in Japan.”

4. The Difficulties faced by EFL learners in TOEIC L/C Part II

With respect to L/C, some points must be made in accordance with the use of an authentic text. It can be predicted easily that learners can not go ahead with such a text without being painfully discouraged. Among the crucial reasons is the authenticity of English. On the face of it, they will find the L/C in authentic English just ‘too hard,’ but, to analyze it carefully, ‘too hard’ can be found to be more concerned with speech speed heard in discourse than with lexico-grammatical matters. Further examined, however, some other factors can be also found contributing to the difficulties: their unfamiliarity with the L/C of TOEIC English and their incomprehensibility due to lacking ‘in the grasp of content, not in the language itself’ (Rost, 2002). Both factors combined seem to contribute to their incredible difficulties. If that’s the case, hypothetically these factors can be sidestepped to some extent by careful selection of a text used in terms of content and authenticity density of English.

In addition, it should be reminded that a text with graded authenticity in content but without any modification of the content has an advantage for learners to appreciate all the properties of genuine English, i.e. in other words “all the savor, stench and rough edges of life beyond the school walls” (Feng and Byram, 2003: 6). For all its grading, the text can still keep such linguistic stimuli as is found in the original like in real life. Also, because a text is graded by the authentic density does not mean that it will lose its original authenticity to any degree. This concept of ‘*graded authenticity*’ is not to artificially modify or arbitrarily grade, but just to use authentic materials that are *undoctored*, not simplified, under any pretence of a learner-friendly or without-painful-tears approach. Far from it, but all the authentic texts (pedagogically graded in respect of difficulty), along with some tasks that learners will be assigned or some assistance provided on hand, particularly in the classroom, could be less difficult to use. In place of those conventional, artificial materials lacking in real-world relevance, authentic ones will be able to make learners in the classroom autonomous enough to evoke their curiosity, with a tangible sense of reality.

In the paper, the treatment of ^{*2}TOEIC L/C Part II is focused upon. Unlike the L/C of the other parts (Part I, III, and IV), Part II is all conducted only orally in English, without any written questions given to read (See each text 1-7 in Appendix 4, pp.45-60). Collating each set of 30 ^{*5}questions in Part II (See the seven sample sets of questions chosen from as many TOEIC Test books available on the market) makes some of the questions predictable about where they are most deadly difficult. The fact

is, what had been taught prescriptively at school is found unable to meet the difficulty the learners can sense. At first, they cannot identify what it is and think that the intelligibility must be due to the speech speed of TOEIC English. But later when each question is well explained, they may wonder if the speech speed is really one and only reason. If that simply is the case, all they have to do is put a top priority simply on listening to fast-spoken English. But eventually, as can be seen in their frequent questions after TOEIC L/C, that turns out to be not the case. Most of the questions are:

The right response to the question starting with ‘*why*’ like in ‘*Why did you change your mind?*’ must be the one that explains ‘*why*.’ Unexpectedly, the answer actually heard was ‘*I haven’t*.’ Is this the right, logical answer, no reason being given for ‘*why*’?

Similarly, shouldn’t a question calling on for a response starting with ‘*yes* or *no*’ like in ‘*She mailed it express, didn’t she?*’ be answered like ‘*yes/no, she did/didn’t*.’ As unexpectedly as above, the right response is ‘*Let me call and ask her*.’ Isn’t this strange and illogical? However, this is the way TOEIC English is, really unlike what they had learned or been taught at school.

Not thinking, however, of any definite cohesive sequences between questions and answers, the learners learn to suspect that there may be another attributable factor other than the speech speed. Reflecting upon the lexico-grammatical points heard in a dialogue, they learn to know that there is not much too difficult and much unintelligibility sounding like ‘*all Greek*’ at first should become a bit more intelligible when viewed in another perspective of *content comprehension*. After all, to examine all 30 questions put in L/C Part II, along with the difficulty they can sense in each, they can be found out to be broken up into three categories. Each has its own features, though some are overlapping, not kept clearly apart : let each category be Type I, Type II, and Type III. Based upon the type of a cohesive relationship, i.e. a semantic or syntactic tie/linkage between the first and second pair parts of a question-response sequence, these three types (Type I–III) are further broken up and categorized. The cohesive relation is characterized by the device of cohesion (i.e. reference, substitution, or ellipsis), according with the level of difficulty identified in the sequence (Cf. Table 2: Polarity of Cohesive Effect and L/C Difficulty in Appendix 3, p.32).

As can be seen in Table 1 on page 9, Type I and Type II are easy and simple in the sequence to grasp, which are both what had be taught mostly

at school. Depending upon the type of formula employed, Type II requires some cultural or linguistic knowledge called upon for use. In Type III, far from simply easy or stiltedly formulaic, the cohesive sequence (i.e. cohesion) must be identified and can be slippery to grasp. Specifically, *ellipsis* of T III, i.e. a device of covert, invisible cohesion, often called ‘substitution by zero’, may baffle the learners to such an extent that they may ask such naïve questions introduced before. The learners should think of their own L1 equivalent, conventional device in the mother tongue (L1), though little do they dream of such an existence in common with L2.

Likewise, for clarification’s sake, a coding scheme (referred to as CS 1 in Table 3, p.10) is ready, made out of a typical set of 30 questions of TOEIC L/C Part II from one of the seven TOEIC Books (For CSs 2-7, carried as data sources in each ⁵text of the other six Books in Appendix 4, pp.33-61). Table 3 on the following page, adapted from *Sample texts & Coding Schemes* (Halliday & Hasan, 1976: 340-355), shows how the set of those questions of the L/C Part II is composed of the three types and what the proportion of each type (Type I to III) is like. To know how many of the total 30 questions belong to Type III (the most difficult type) can make it roughly possible to evaluate which TOEIC Book on the market is how difficult and how authentic.

Table 1: Categorized types and features

| Type Item | Type I | Type II | Type III |
|---|--|--|--|
| Difficulty | <ul style="list-style-type: none"> ▶ the least difficult in comprehension of related or chained sequence in text | <ul style="list-style-type: none"> ▶ difficult or easy, depending on the learner's knowledge of or familiarity with formulae used in the sequence | <ul style="list-style-type: none"> ▶ the most difficult ▶ (sometimes) illogical, ▶ spontaneous speech, unpredictable easily |
| Cohesive ties/linkage item pattern/function | <ul style="list-style-type: none"> ▶ reference ▶ substitution ▶ lexical (reiteration / mere repetition (Cf.the counterpart in Type III) ▶ conjunctive (direct) | <ul style="list-style-type: none"> ▶ (sometimes) repetition ▶ mostly N/A: comparison does not mean much, the feature of Type II being on a different basis from the other two types. | <ul style="list-style-type: none"> ▶ ellipsis ▶ rejoinder ▶ superordinate ▶ lexical reiteration but through (near) synonym or hyponym ▶ conjunctive (indirect/covert) |
| Direction/ distance | <ul style="list-style-type: none"> ▶ mostly anaphoric ▶ rarely cataphoric | <ul style="list-style-type: none"> ▶ N/A | <ul style="list-style-type: none"> ▶ mostly textual [endophoric] but rarely situational [exophoric] |
| Features & sequences | <ul style="list-style-type: none"> ▶ direct and simple to respond ▶ overt | <ul style="list-style-type: none"> ▶ formulaic ▶ culturally-based/ ritualized ▶ adjacency pairs | <ul style="list-style-type: none"> ▶ indirect/covert ▶ interactional /transactional ▶ the proposition is too hard to recover |
| Example | <p>See [TI 1 - 2] (p.14)</p> <p>[T(I) 3 - 4] (p.15)</p> <p>[TI 5 -10] (pp.18 -19)</p> | <p>See [TII 1 - 2] (p.15)</p> <p>[TII 3 - 6] (p.20)</p> | <p>See [TIII 3 - 4] (p.15)</p> <p>[TIII 5 - 8] (p.16)</p> <p>[TIII 9 - 20] (pp.21-23)</p> |

Table 3: Coding Scheme (CS) 1

(As for the omitted Q. Nos. 23-38 & 40-46, and the corresponding text, see in Appendix 4: Test 1, pp. 34-36)

| Q.No. | Cohesive item | Cohesion Type | Presupposing /presupposed item | Category T/ AuthenticityG | No.of total occurrences | | |
|-------|---|---------------|--|---------------------------|-------------------------|---------|----------|
| | | | | | I/(30) | II/(30) | III/(30) |
| 21 | In 1958 | Ed/ L | when | I | 1 | | |
| 22 | didn't think; it | R/Ei/L | what time | (I) / III | | | 1 |
| 39 | (I'd like to join you, but) | Ei | I was wonder' if you'd like to Join us | II | | 3/30 | |
| 47 | (it is); the sale price on the tag | Ei/L | marked down | III | | | 14 |
| 48 | (Because);the problem with the shipment | Ed | see the invoice | I | 12/30 | | |
| 49 | it; where it is | R/L | to the right or over by the copy machine | III | | | 15 |
| 50 | (it is); have changed; then | Ed/L | that; the same; last time | (I) / III | | | 16/30 |

Notes: 1. Table 3/CS 1 above was prepared, based on all the 30 questions of Part II taken from Arbogast, B., et al.: *TOEIC Official Test 2000*, pp.238-239) (Appendix 4 Text 1, pp.33-36).

2. Each cohesion type coded in the column is shown as follows: R (reference), S(substitution), Ed (ellipsis direct), Ei (ellipsis indirect), C (conjunctive), and L (lexical). **3.** The asterisk (*) in the column of 'Category Type/Authenticity Grade' indicates that the category type of the second pair part (*i.e.* the response) can not be kept as clearly apart, but partakes of the two types as in I/II, I/III and II/III, but in case of (I)/III, III is more prominent. Hence, the added number in the column of Category Type may exceed the total number (30) of all the questions (Q21- Q50) in TOEIC L/C Part II, since some questions can have plural types of cohesion, like Q24 counted for both Type 1 and Type III.

5. The Research: questionnaires

On the basis of the factors contributing to the problems found 'too hard' to manage to confront in the TOEIC L/C Part II, the present paper addresses the following questions:

- 1) What brings about the students' rejecting sense of difficulty in the L/C?
- 2) The first and foremost reason for the problem is the speech speed they can hear or their lack of knowledge in grammar or vocabulary encountered in the L/C, really is it?
- 3) What is it if another factor other than the speech speed or the lexico-grammar matters can be identified as the most contributive to the difficulty?

Participants:

A questionnaire was prepared and administered for 59 Japanese university freshmen aged 18 or 19, enrolled in the author's three EFL classes. The students were provided with the questionnaire presenting them with five questions. These questions accompanied by some sub-questions called for set answers after each question, except the last Q 5 (allowed to answer in L1) (See in Appendix 2, pp.31-32). All students were in the major of International Culture. They were all native speakers of Japanese and had studied EFL through formal instruction at school for at least six years. Their level of proficiency in English was approximately lower-intermediate. Four of them had had the experience of studying abroad for about a year. Evidently, their overseas study experience made their proficiency in L2 way beyond the-rest-of-the-peers' level. However, data from these four students were included in the analysis, without making any exception for them.

Analyses:

First, as is indicated in Table 4 below (p.11), when asked which factor item (1)-(3) was the most difficult of the three items cited in the table, about as large a number of students gave their rational for (1) and (2). As many students said that (2) was as difficult as (1), and (1) Speech speed was not as distinctive as expected in advance. Rather, it must be noted that as many as 52 (91.23 %) students agreed that (2) Content was not less easy than (1) Speech speed. As far as (2) goes, most of the students could not understand at all what they heard. The key is to examine which factor makes them helpless with the L/C, particularly when they do not agree they had as much difficulty in (3) Vocabulary or Grammar points, though (3) had been regarded as the hardest to grasp so far. Granting their knowledge of (3) was limited, they learn they could comprehend much more in (3) than in (1) & (2). The rationale they gave in the questionnaire indicates they would not manage to make much of the question-response sequence, i.e. the cohesive relation or link occurring in text.

Table 4: Questionnaire Q2: How contributive do you find each factor item (1), (2), or (3) below to your sense of difficulty? (See Appendix 2, pp. 31-32).

| Agree/Disagre(/57) | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|------------------------|----------------|------------|------------|-----------|-------------------|
| Difficulty factor | (%) | (%) | (%) | (%) | (%) |
| (1) Speech speed | 44 (77.19) | 8 (14.04) | 3 (5.26) | 1 (1.75) | 1 (1.75) |
| (2) Content | 45 (78.95) | 7 (12.28) | 2 (3.51) | 2 (3.51) | 1 (1.75) |
| (3) Lexical/grammatica | 11 (19.30) | 12 (21.05) | 24 (42.11) | 9 (15.79) | 1 (1.75) |

* Rounded off to two decimal places

Then, in the next chart of Table 5 (p.12) below, it can be ascertained how valid and reliable the used categorization, along with the difficulty order, is. The combination pattern (1) – (6) of difficulty order was prepared in advance. Below is the students' rationale: out of all the 57 students 46 (80.70%) answered in the affirmative and agreed that the difficulty-order pattern (6) is the closest to the way they found each difficulty in each categorized type. In the rationale which was given by such a majority of students, they can be interpreted to have seen differently the conventionally common approach to L/C in general, without much focus on *content*. As is noticed distinctively in Table 4, as high a percentage of 91.23 agreed positively and confirmed that they could find validity in the prearranged combination of difficulty (6). Hence, as not seen before, can their recognition of communicative value be taken as ensured. In fact, though such a difficulty item as a speech speed or lexical/grammatical points can not be ignored as one of the factors contributive to difficulty, what really matters is to clarify some prerequisites which will enable students to work out content conveyed through a linguistically-signaled cohesion, covert (invisible) or overt (visible). For that, they need to be well provided with as many linguistic clues as possible, so that they may negotiate and make as much of the *content* as possible. In other words, they must be alerted to such a claim as Widdowson (1978: 31) makes: "Meanings do not exist, ready-made, in the language itself: they are worked out." Raising awareness of the importance of content grasping in L1 as well as in L2 is the rationale the most convincingly given. Presumably enough, as many as 52 out of 57 stressing their difficulty in *content* over lexicico-grammar points can be assumed to be concerned with what the unintelligibility of theirs in TOEIC English is made up of.

Table 5/ Questionnaire Q3: How would you arrange the following six difficulty-order patterns in terms of the difficulty degree of each type? (See in Appendix 2, pp.31-32).

| Agree/Disagree | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|--------------------------|----------------|------------|------------|------------|-------------------|
| Difficulty-order pattern | /57 (%) | /57 (%) | /57 (%) | /57 (%) | /57 (%) |
| (1) Type I – II - III | 8 (14.04) | 12 (21.05) | 18 (31.58) | 16 (28.07) | 4 (14.04) |
| (2) Type I – III - II | 7 (12.28) | 13 (22.81) | 26 (45.61) | 8 (14.04) | 3 (5.26) |
| (3) Type II – I - III | 15 (26.32) | 12 (21.05) | 19 (33.33) | 9 (17.79) | 1 (1.75) |
| (4) Type II – III - I | 29 (50.88) | 16 (28.07) | 10 (17.54) | 2 (3.51) | 0 (0) |
| (5) Type III – I - II | 20 (35.09) | 11 (19.30) | 12 (21.05) | 10 (17.54) | 2 (3.51) |
| (6) Type III – II - I | 30 (52.63) | 16 (28.07) | 7 (12.28) | 3 (5.26) | 1 (1.75) |

*Rounded off to two decimal places.

Lastly, some remarks in Table 6 (p.13) the students put in Q5 of the questionnaire can envisage two points:: one is phonological [(2) & (3)], the other cultural [(1), (4), (5) & (6)]. For the natural speech speed, it can be wondered how much they have known what the so-called ‘*natural speed*’ is really like, compared with the speed heard in the L/C they had been familiarized at school before. Also, considering ‘spoken only once in TOEIC,’ their difficulty must have been overwhelming. To make the matter harder, only 3 seconds and a half after one question, they will be hearing the next. With good reason, they muttered, “Incredible, only too hard,” or, even those few who had lived and studied abroad were heard to grumble “It’s crazy!” Yes, it is *not adulterated* in any *pedagogical* sense. In order to ‘work out a meaning that fits the context, and is relevant to the listener and to the situation’ (Rost, 2003: 170), the students are demanded to activate all their knowledge or experience stored up so far in life. On the other hand, (1), (4), (5) and (6) above can be interpreted in a psycho-linguistic and psycho-social perspective, not just linguistically. The mere literal interpretation of heard speech, e.g. through lexico-grammar points, does not go as far as expected. Thus, such students as draw a *daruma* in (6) cannot get nearer to the right destination.

Table 6 / Questionnaire Q5: Please put a comment or a question if any about TOEIC L/C Part II (See in Appendix 2, pp.31-32).

- (1) Nothing was like this type in L/C so far. Very, very, very new and strange!
Too confusing, and discouraging to get many choices right. [About the same point made by 13 out of 57 participating students (22.81%)]
- (2) Speech speed too fast to catch the meaning, with almost nothing intelligible.
Sounded like another language than English. [12/57(21.05%)]
- (3) Discourse spoken just one time. [10/57(17.55%)]
- (4) Literal word-by-word interpretation was next to impossible to making no sense of what’s on! Many of the questions just sounded too illogical to respond properly. [9/57(15.79%)]
- (5) No appropriate relevance sensed between Q & R. Clearly heard, without any choice possible [9/57 (15.79%)]
- (6) Only too hard, with a drawing of a daruma (Bodhidharma in Buddhism, meaning ‘giving up’) [3/57 (5.26%)]
- (7) Nothing written, just left blank. [1/57(1.75%)]
- (8) Filled questionnaire not returned. [1/57]

*The filled questionnaires in Japanese all arranged in wording was rendered into English by the author.

6. Three Types of Discourse Categorized in terms of Cohesion of TOEIC English

Before going on to peruse the three categorized types, it is necessary to know how the L/C questions from TOEIC Part II can be classified into three categories (For TOEIC Test and its format, see Note 2, p.26). There are thirty questions in Part II that can be categorized into three types (Types I - III), on the basis of the difficulty and the cohesive type identified in the thirty pairs of question/response, the categorization not being always kept as clearly apart, with some questions overlapping in the criteria. The order arranged beforehand (III – II – I) is that of difficulty from the most difficult (Type III) through the medium (Type II) to the least (Type I), also assumed to accord with authenticity density/grade.

A closer look at various manifestations of linguistically-signaled relationships in the presupposing/presupposed elements can clarify how valid the categorization is, some degrees of difficulty being constituted in accordance with the used type of cohesive function/device. In this perspective, to use the definition that ‘proficiency and authenticity are identical’ by Bachman (1996:3), the level of both difficulty and proficiency is found proportional to the authenticity grade/density and vice versa (Cf. Table 2: Polarity of Cohesive Effect and L/C Difficulty in Appendix 3, p.33), which was also shown evidently in the students’ interpretation (Table 4, 5 and 6). Each question-response pair certainly belongs in its corresponding type (Type I – III). Accordingly, it is worth stressing that the text in TOEIC English can be regarded as *nearly authentic*, i.e. actually used by native speakers for “real purpose” (Rost, 2003:123) (in comparison with what had been taught at school, the term sounding self-contradictory *per se*):

Samples of Type I (See in Appendix 4, pp.33-60):

[T I-1] When was your appointment with the doctor?

- a. I think I have a cold.

- ***b. This afternoon at four.**

- c. She’s been sick in bed for a week. (Saegusa, et al.,1982)

*The proper/appropriate (or right) response is in bold type, which is the same as in samples followed.

[T I-2] It’s going to rain? - **It isn’t.** (Halliday & Hasan, 1976)

Each response above is simple and direct, typical of Type 1. In [T I-1], the appropriate response called on for the specific information of time ‘*When*’ is not hard to give, as is the case with WH-

questions. To such a question not headed by an interrogative, i.e. a polar question, the response is prescriptive, headed with ‘yes/no’. But some question-response pairs may partake of the features characteristic of two types. Such types are marked T I/T II or T I/T III (See Table 3: *Coding Scheme 1*, p.10). Actually, it is not unnatural, real-life phenomena not being judgmental defined as sure or decisive themselves, but often admitting of some ambiguity or equivocality (See each text cited on pp.33-60). Hence, in a sense, EFL learners must keep in mind that *authentic English*, reflecting ‘realism in life,’ may necessitate their interaction or negotiation of heard discourse in order to work out an appropriate interpretation in text. See below:

[T (I)/III–3] The car’s running very well.

- **Yes, I had it serviced recently.** (Halliday & Hasan, 1976)

The response ‘Yes, (*it is*)’ is direct, an easy response to the preceding polar-question equivalent, with ‘*the car*’ presupposing reference ‘*it*’, but ‘*I had it serviced recently*’ is indirectly but semantically linked with ‘running very well,’ rather typical of Type III. Considering the difficulty grade, T I in brackets, i.e. T (I), can be regarded as Type III:

[T (I)/III–4] You’ve had some experience with this particular software, haven’t you?

- (A) **No, I’m not familiar with it at all**

- (B) Men’s wear is located on the second floor.

- (C) Yes, I think it’s very expensive. (Text 5-25/Rymniak, 1997)

Samples of Type II (See in Appendix 4, pp. 33-60):

Among salient features identified as Type II is a formulaic or ritualized response. With no knowledge of conventional uses in fixed/stereotyped forms or idiomatic/formulaic expressions, communication is impossible. With lack of ‘reciprocity’ essential in communication, no appropriate response is produced. McCarthy (1991:121) claims “much native-speaker language is formulaic; simply that the native speaker usually has a vast range of formulae to call upon for use.” Indeed, all too often, many EFL learners make *a literal word-by-word interpretation* in L1, only to get nowhere. They must get familiarized with as much formula-based wording as possible in order to successfully output an appropriate response. The samples are as follows:

[T II-1] Why don't we go somewhere and have dinner?

- a. I don't have it any more.
- **b. Sounds like a good idea.**
- c. I've never done that before. (Saegusa, et al.1982)

[T II-2] How do you like your tea?

- **a. With milk and a little sugar.**
- b. I'd like some ice cream, please.
- c. Most of it is grown in Asia. (ibid)

Samples of Type III (See in Appendix 4, pp.34-60):

Most questions of Type III may feel overwhelmingly difficult, sometimes even illogical. However, the grasping of the sequence, seemingly not present at first, enables the learners to comprehend and recover the covert original proposition. Then, they can envisage an illocutionary link/connection, i.e. a cohesive relationship bridging over the question-response utterances. Once this grasping procedure has been established, they can imagine a situation going on as if they were the respondents themselves in the setting of the sequence. The listeners can participate and interact, committing themselves to the situation: e.g. putting themselves in the respondent's place of [T III-5] below. Eventually, an appropriate response could be elicited rather easily, and an *appropriacy*, i.e. being appropriate can make a response individual or idiosyncratic, never fettered by a judgmental and prescriptive 'yes or no'.

The same can apply to the following [T III- 6]. The response depends upon the respondent, starting with such an elliptical apology on the phone as 'Sorry, but I don't know I can, because ...' Likewise, in [T III-7], (wondering what's happening himself), the respondent can be imagined to say in ellipsis '(I don't know what the police are doing because) I've just arrived here.' Further in [T III-8] again, anticipating *the right answer* that must be headed by 'yes or no', the respondent who knows the intention of the question cannot put 'No, they aren't in my pocket'. Though tending to act on the prescriptive rules, exposed to authenticity for a while, they can learn to know that their own real-life experience/notion in L1 can make them appreciate '*be appropriate*'. Below are the typical samples of T III:

[T III-5] Was that book interesting?

- a. The painter's always interested me.
- b. Just put it in the bookcase by the stair.
- **c. I didn't put it down until I'd finished it.** (Saegusa, et al.1982)

[T III-6] Will you call me on Thursday?

- **a. I'll be out of town that day.**

- b. My telephone is pretty loud.
 - c. Can I offer you something to eat? (*ibid*)
- [T III–7] What are the police doing?
- **I have just arrived.** (Widdowson, 1978)
- [T III–8] Are the plane tickets in your pocket?
- a. You'd better call a taxi.
 - **b. We have to pick them up at the airport.**
 - c. Two weeks is a long time. (Saegusa, 1982)

As can be seen in each text of Type III above, the learners' clear comprehension of each discourse necessitates their grasping of missing/covert yet cohesive links. Therefore, they need to keep in mind that the missing links can be recovered from the context, content or situation envisaged from its real communicative purpose within. By so doing, they can cope with the so-called '*too hard authenticity*' faced in Type III. For no reason, they would not think of the presence of linking conception such as cohesion achieved by way of a device of *ellipsis*, much less anticipate the application of the conventional notion of the L1 counterpart. L1 is one thing, L2 another. However, "the task of the foreign language teacher is to show how these conventions are realized through another language system (Widdowson, 1978: 54)." Learners should be kept reminded of the fact that some linguistic conventions in L1 can be activated in the learning process of acquiring L2. Refer to Table 3: CS1 (p.10) and see the 16-time occurrence of T III, which implies 'The more numerous, the more difficult.'

7. Ellipsis, a device for achieving Cohesion

To examine the salient cohesive features (including the direction/distance of cohesion) in Types I–III (Table 1: Categorized types and features, p.9), some examples cited from each type are found to clarify what cohesive features are most typical of the type (Types I–III), and how cohesive devices such as *reference*, *substitution* or *ellipsis* are achieved. Incidentally, the direction or distance of cohesion, is touched on, particularly in Type I. To think of the difficulty faced, a top priority should be put on Type III where ellipses occur the most frequently. Evidently in the questionnaire, *ellipsis* has been proved to be the source of difficulty with EFL learners.

Before addressing each cohesive type, we must examine what type of cohesion can be effected by what type of device or function in Type I–III. For the sake of clarification, we will discuss each type in terms of cohesive

ties, i.e. *reference*, *substitution*, *lexical/conjunctive cohesion*, and *ellipsis* in text cited below (mostly from TOEIC Books). It is also discussed as to how the cohesion occurs in such respect of proximity as *direction* (*anaphoric/presupposed*, *cataphoric/presupposing*) as well as *distance* between the two elements, i.e. *the presupposed* and *the presupposing* (related to *immediately* or *remotely*) in text, each contributing to the degree of difficulty faced in Types I – II – III.

Type I

Cohesive devices frequently seen in Type I are: *reference*, *substitution*, *lexical (reiteration or mere repetition)*, and *conjunctives put direct* (visibly/overtly) (See an example of Type 1 in Table 1, p.9). Below are some instances shown respectively in terms of *direction* and *distance*:

Reference

[T I-5] Did the gardener water my hydrangeas?

| | | | |
|-----------------------|----|----|--------------------------|
| | A1 | B1 | |
| - He said <u>so</u> . | | | (Halliday & Hasan, 1976) |
| | A2 | B2 | |

[T I-6] I would never have believed it. They've accepted the whole scheme.

| | | | |
|--|----|----|--------|
| | A1 | A2 | (ibid) |
|--|----|----|--------|

[T I-5] is typical of an anaphoric direction (A1←A2/B1←B2), with the presupposed element (A1/B1) preceding (B2/B2), i.e. the pro-noun 'He' referring back to 'the gardener' with *distance immediate*, while the pronoun 'it' in the first sentence of [T I-6] makes the listener expect something referred to to come later, i.e. *cataphorically* (A1→A2), with *distance immediate*. The pronoun 'it' here is a pro-clause, referring to the whole sentence, 'They've accepted the whole scheme,' with the *presupposed* element (A1) following (A2) *immediately*.

Substitution and lexical cohesion

[T I-7] How are the two subjects related?

| | | | |
|--|----|----|--|
| | A1 | B1 | |
| - a. They are <u>both in the same field</u> of study. | | | |
| | B2 | A2 | |
| - b. One is in the social science: the other is in the humanities. | | | |
| - c. He is rather close to them. (T2-31/Longman Asia ELT, 1996) | | | |

[T I-8] When is a good time to telephone Mr. Boros?

| | | | |
|--|----|----|----|
| | A1 | B1 | C1 |
|--|----|----|----|

- a. It's not what you thought.
- b. **It's best to call early.**
C2 B2 C3 A2
- c. It was yesterday morning. (T5-35/Rymniak, 1997)

[T I-9] Where is your office in Tokyo?

A1

- a. We moved about two months ago.
- b. **(In the place) Not far from the train station.**

A2

- c. We do a lot of business. (T5-34/ *ibid.*)

There are some pairs identified not as directly connected. In the following examples ([T I-7], [T I-8] and [T I-9]), the cohesive chains (*substitution*) are made complicated by their lexical cohesions for one thing. The entire task of comprehension for each respondent is to search out ties which combine each pair of question/response. The cohesive effect achieved through a selection of vocabulary, i.e. *substitution or lexical cohesion* can be identified as what relates with its semantic continuity: e.g. 'How ...related' ← 'in the same field' [T I-7] (A1← A2); 'to telephone'←'to call' [T I-8] ; 'Where' ← '(In the place) Not far from the station' [T I-9]), all related *anaphorically* with *distance remote*. See below in the following examples:

Conjunctive

[T I-10] He's been working very hard for the exam.

A1

B1

- I know. As a result (of this), he was successful (for it).

A2

B2

B3

Evidently, 'As a result' functions as a linkage (conjunctive), used *cataphorically* (A1← 2), *immediately* and *overtly* while 'worked very hard' and 'the exam' are both presupposing 'this' (B1→ B2) and 'it' (B1→ B3) respectively.

Some lexical cohesion whose tie may be called *reiteration* (and *indirect*) is quite distinct from a usual simple repetition. As for the difficulty, it would be better categorized into Type III. Unlike a mere literal, word-for-word repetition, it can be regarded as one with a gradation of difference (i.e. *cline*) in meaning. Consequently, it can be taken as an approximate equivalent to a repetition. Paraphrased in another form of word, the core meaning can be identified as to what it refers to:

There's a boy climbing that tree.

- A: *The boy's going to fall if he doesn't take care.* [same word]
- B: *The lad's going to fall if he doesn't take care.* [near synonym]
- C: *The child's going to fall if he doesn't take care.* [superordinate]
- D: *The idiot's going to fall if he doesn't take.* [general word]

(Halliday & Hasan, 1976: 279-280).

Having been taught only in L1 in the classroom, the learners would be confused much more because all the words cited are easy enough. Indeed, put independently, each word surely is different in meaning. Contextually, however, each one can be interpreted, with the cohesion not easily identified between 'a boy,' 'the boy,' 'the lad,' 'the child,' and 'the idiot,' though 'the' helps a lot in comprehension.

Type II

Typical of T II is a formula-based/ritualistic discourse, as was mentioned earlier (Table 1, p.9). Considering this type in terms of cohesion does not make much of understanding its characteristics and difficulty. More importantly, instead, Type II can be made clearer in the perspective of culture-specific conventions or functions, distinctively recognized in discourse. As a result, a mere literal interpretation may not help any. Type II questions are mostly untranslatable: e.g. 'How would you like your tea?' will just embarrass the listener, any response being produced due to 1) the unintelligible word-for-word interpretation and 2) the utter lack of cultural understanding of 'tea,' just meaning 'green tea' in L1, not 'black tea' in L2. Hence, suffice it to cite some more examples:

Formulaic & ritualistic

[T II-3] Merry Christmas. - *Merry Christmas.*

[T II-4] *How would you like your tea?* - *Black, please.*

[T II-5] (On a train)

Ticket collector: (inspecting passenger's ticket) Change at Peterborough.

Passenger: Thank you. (McCarthy, 1921)

[T II-6] How about having a party on Friday?

- (A) Fine, I'm not busy at all on Sunday.

- (B) Why not? That'll be fine.

- (C) No thanks. I had one. (T6-46/Gilfer & Kim, 1996)

[T II-3] is an 'identical response,' without much meaning in the literal translation. Also, the answer 'Black,' of [T II-4] is possibly with much unintelligibility in cultural understanding. As is seen in

‘adjacency pairs’ (Halliday & Hasan, 197: McCarthy, 1991) typical of Type II, the first pair part of [T II–5] being as an imperative but informing move for the second (i.e. a customer, guest, etc.) to respond accordingly as well as appropriately, with not *the right or wrong* (polar) response. In [T II–6], the underlined parts may be given as an ‘*approval*’. It may not be as easy to elicit from the literal interpretation.

Type III

Not much difficulty (with all cohesive devices but *ellipses*) is for Type I, and in addition, what had been taught at school would do well enough. Then, Type II has turned out to need some cultural or linguistic understanding, rather not as cohesively-related understanding. Type III, however, seems to be considered the most difficult to comprehend. The source of ‘too hard’ can be attributed to the frequent occurrence of *ellipses*. The achieved cohesion through the device of *ellipsis* is covert and invisible in the sequence of question-response. The true nature is in its substitutional function, with nothing visible substituted, but what is left unsaid yet understood can be recovered, semantically or syntactically.

With EFL learners, the notion of *ellipsis* is not as new, not as unfamiliar in itself. Far from it, once looking back into a real-life aspect of L1, they easily identify its usual use. Whether in L1 or L2, ellipsis is ‘*something unsaid*’ implying ‘*but understood*,’ a certain sense being made of without anything heard. Hence, for ellipsis to become intelligible enough in (L2) is to just supply what is left unsaid in text. That is to say, it all depends upon how much of something (originally intended but) unsaid or paraphrased can be recovered through any ties ‘invisible, covert, referred to just indirectly, or only insinuated’ in text. Below are some examples from Type III:

Ellipses (understood; rejoinder; conjunctive)

[T III–9] Was that book interesting?

- *I couldn't put it down till I read it through.*

[T III–10] I'll be home tomorrow. – *Will you?*

[T III–11] He's been successful for the exam.

- (*As a result,*) His mother is heartily thankful to God.

Ellipsis in [T III–9] makes it possible to interpret ‘(yes, it was. *Indeed, it didn't make me sleep, but it excited me so much*)’ as understood. [T III–10] is not *really* a response but *actually* one presupposing a question, i.e. elliptical as a *rejoinder*. ‘*As a result,*’ in

brackets is understood in [T III–10], which may make the whole response very difficult to comprehend.

Ellipses (disclaimer; indirect; understood)

[T III–12] Should they move the file cabinet to the right or over by the copy machine?

- (A) Yes, your thinking is correct.
- (B) **I think it looks good where it is.**
- (C) Nancy can wear her green dress.

(Text 1–49/Albogast, et al., 2000)

[T III–13] What's your phone number?

- We're not on the phone. (Halliday & Hasan, 1976)

Typical of a *disclaimer*, both responses in [T III–12&13] sidestep the questions by way of indirect response, moving from a 'yes/no' to an unexpected response like 'where it is,' and pointing neither 'to the right' nor 'over by the copy machine' in [T III–12], and like 'not on the phone,' meaning not an affiliated member of the organization in [T III–13]. Further, not defined clearly as a *disclaimer*, the returned responses may be refusing to be direct in its implication, possibly a trace of supplementary or commentary being suggested.

Ellipses (ellipsis; indirect; echo question; understood)

[T III–14] Where did these flowers come from?

- (A) At the florist's shop.
- (B) From nine to five o'clock.
- (C) **Someone delivered them.** (T7–31/ Rogers, 1997)

[T III–15] Why are the lights turned off? - I'm not supposed to say why.
(Halliday & Hasan, 1976)

No direct reference to 'Where' is given in [T III–14], 'I don't know' being left unsaid. In [T III–15], the commentary/supplementary attitude of the respondent refuses to give a definite answer but instead, an ellipsis of 'I know why they are, (but)....' being insinuated. The heard response will make the proposition recovered somehow. Then, what is needed is to just appropriately grasp the content in the context, without calling on for the prescriptive linguistic rules for the right or wrong answer. The presupposed clause after 'why' is *ellipticalized* (left out), like in an *echo-question* such as 'John's coming to dinner. – When?' In Type III, the second-pair part should not be taken as a polar response just demanding true/false or yes/no, but rather as a message interacted

and negotiated in a cohesive sequence, like in a rejoinder (cf. [T III–10]).

Equivalent to ellipses in a cohesive interpretation

*^{*6}(coherence vs. cohesion; plausible/appropriate)*

[T III–18] A: That's the telephone.

B: I'm in the bath.

A: O.K.

(Widdowson, 1978:29)

[T III–19] Who painted this picture?

- a. We paid for the picture frame.

- b. She's a great photographer.

- c. **I forgot the artist's name.** (T3–37/Lougheed, 2003)

[T III–20] Are air fares going up again?

- (A) Yes, the plane already took off.

- (B) The fare was around \$500.

- (C) **That's what my travel agent told me.** (T7–22/ Rogers, 1997)

Considering *ellipsis* regarded as a substitution by zero, i.e. a type of substitution, the first utterance in [T III–18] can be interpreted as a request implying ‘*can you answer it, please? I'm tied up right now.*’ Then, B says as a response, ‘*no, I can't answer it (because) ...*’ (without any sign of ellipsis syntactically, so must be interpreted as imagined or negotiated, not *substitutionally* understood). A's second response ‘O.K.’ is envisaged to be followed by an imagined ‘*I'll answer (it) myself*’ aloud or in silence. Intelligibly, all can be interpreted semantically, but not syntactically nor in substitution, distinguished from cohesion. Widdowson (1978:45) terms it ‘coherence’, claiming “coherence can be comprehended as a coherent discourse, with a plausible cohesive interpretation.” On the other hand, in [T III–19] & [T III–20], the crucial key to comprehension depends upon whether an *appropriate, not-the-right-or-wrong interpretation* of a semantically cohesive linkage can be successfully achieved in the sequence. In [T III–19], a specified information asked for is not given like a *disclaimer* in [T III–12&13] and ‘*yes, they are*’ in [T III–20] taken as an ellipsis followed by the response (C), ‘*That*’ being presupposed by the preceding clause. The whole response can be interpreted as sort of *commentary*.

Only too often, the device of *ellipsis* in T III makes any visible sign of cohesion left out. Sometimes, contriving to recover it *appropriately* can go way beyond the EFL learners' proficiency in L2. That is how they come to

find TOEIC L/C Part II ‘*too hard*,’ called in sense “*a very rude awakening* (Ur, 1984:10).” However, TOEIC L/C can be one and only pedagogical chance in the classroom where they will be exposed and familiarized to such difficulties as encountered in the authentic actualities of L2. Presumably, like the two sides of one coin, too much prescriptive, controlled stress on L2 learning would often make them fail to note the other side, i.e. the descriptive aspect of taking the existence of such linguistic phenomena as are observed in a natural, spontaneous speech. Hence, suffice it to say for now that the seemingly unconquerable difficulties faced at first in Type III should not be modified or simplified. Instead, they could be made easier to tackle by the learners’ growing familiarity with authenticity of English in the globalizing age.

8. Summary and conclusion

“Very largely unlike a test of memory rather than of comprehension,” (Ur, 1984: 4), repeated in earlier sections, TOEIC L/C is characterized by real-life quality in the language, to which learners in general had not been accustomed before. Specifically in listening comprehension, they don’t have to be tested in their memory. Instead, they should be tested in L/C ability to check if they can react properly to a message being conveyed. In their grapple of comprehension, L/C is to see if they can negotiate and transact as much content/meaning as possible, just as if engaged of their own accord in an actual “*interactional and transactional talk* (McCarthy, 1991:137)” in a real-life situation with environmental clues. Besides, as can be seen in the nature of reality, they must remember that the proper response can be often equivocal. Below is an example:

Q: Why don’t you buy a house?

R: (A) I don’t have room in my house.

(B) Should I sell my house?

(C) It’s more economical to rent one. (Lougheed, 2003: 646)

The right answer is (C), being logical in the sequence of Q-R but, considering the environmental cue of cohesion that may occur between Q-(B) above, (B) can be *another appropriate* response, though not as logical. But ‘*reality*’ cannot be always *illogical*, still less predictable in a sense. It depends. Incidentally, the choice (C) will make the Q-R above belong in Type I, while it will be in Type III with (B) as its answer.

Having seeing so far in the paper that the difficulties in TOEIC L/C have much to do with two qualities of English, we can make them clarified: one quality lies in the authenticity of L2, the other in the cohesive relations achieved by *ellipses*⁵ in text. Further, as a result of the perusal of the difficulties, another two things are noted: 1) Learners' utter unfamiliarity to TOEIC English which has proved to be one of the most affective factors is considered contributing to the problem, and 2) Their total lack of a cohesive conception, particularly in elliptical sequence, i.e. the not-unusual occurrence of ellipsis in L2 discourse. Hence, the key solution is simply in their frequent exposure to the actual *ellipses* occurring like in a real-life authentic English, in other words, in taking the situation as their own actual, real-life experience in L2, even in TOEIC English. In face, the conception and use of *ellipses* can be watched to be not uncommon or rare at all in L1 as well as in L2. For no reason, they can be observed to make light of 'the opportunity drawing on their own experience of their own language'⁶. Their alert recognition of the concept should develop and facilitate their listening comprehension, lessening the anticipated barriers to their L/C activities.

Meanwhile, watching EFL students working over authentic materials, some instructors may comment that they are "*practicing incomprehension, not comprehension*" (cf. Riddgway, 2000:181), but many more claim convincingly "Using such materials as a basis, they are not to be expected to recognize everything they hear" (Cathcart, 1989:122), or "incomplete understanding is the norm, and not a sign of inadequacy" (Field, 2000:193). As a matter of fact, as was introduced about '*English as a global language* (p. 1)' early in the paper, the acquisition of a good and *practical* command of the language is being pressed on, though not at all in the classroom. Hence, it should be kept in mind that what essentially matters is not whether TOEIC English is *too hard* or not, it being just a *sine qua non* for our university students.

Last but not least, one more point cannot be stressed enough. However hard they may be, authentic materials can be appropriately tuned by language instructors through task-graded activities, not by graded or modified texts. The key in authenticity is a matter of familiarity, not a problem judged *easy* or *difficult* to solve like in Math. Hence again, most importantly right now, the instructors should "improve the lifebelts rather than relegate their swimmers to the paddling pool" (Field, 2000:194) in order that they may wade feebly yet confidently through an invisible density of cohesion in real-life authentic English.

Notes

- 1 (p. 2) *The ice was here, the ice was there, /The ice was all around: /It cracked and growled, and roared and howled, /Like noises in a swound!* (Coleridge, S.T. 1815. *The Ancient Mariner*, I: 60).
- 2 (p. 4 & 6) The format of the TOEIC consists of two sections, Listening Comprehension (Part I: Picture [20 questions], Part II: Question-Response [30 questions] (treated here in the present paper: see on page 1), Part III: Short Conversations [30 questions], and Short Talks [20 questions]) and Reading (Part V: Incomplete Sentences [40 questions], Part VI: Error Recognition [20 questions] and Part VII: Reading Comprehensions [40 questions]). There are a total of 200 items; the total time for the test is approximately 2½ hours. The L/C section takes 45 minutes; the Reading section takes 75 minutes. It should be noted that The L/C P II is made up of 30 Question-Responses, all given in speech with no written form to read, unlike the other L/C Parts (I, III and IV) (underlined by the author).
- 3 (p. 5 & 8) See above in Note 2.
- 4 (p. 6, 8, 11, 21 & 24) The word TEXT is used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole (Halliday, M.A.K. & R. Hasan, 1976: 1).
- 5 (p. 11, 18, 21 & 25) As is opposed against the conception of *ellipsis*, *coherence* is introduced without any visible links being cohesive, but as “covert propositional connection,” i.e. a complete absence of a cohesive chain (Widdowson, 1978: 29).
- 6 (p. 25) “The foreign language is represented as a different kind of phenomenon from the mother tongue, an artificial construct detached from the purposes for which language is normally used. It is not discourse: it is language put on display. This means that the learner is denied the opportunity of drawing on his own experience of language. If it is the case that the learning of language means acquiring the ability to handle discourse and if this crucially depends on a knowledge of conventions, then it would seem to follow that we have to link the language to be learned with real contexts of use in one way or another” (Widdowson, 1978: 54).

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APPENDIX 1: Abbreviations**A D** - Authenticity density**C S** - Coding scheme**D O** - Difficulty order**ESL** - English as a second language**L/C** - Listening comprehension**L 2** - Target or second language**P t** - Part**TOEIC** - Test of English for International Communication**A G** - Authenticity grade**D L** - Difficulty level**ELF** - English as a foreign language**I A** - Intercultural authenticity**L 1** - Mother, native or first language**P L** - Proficiency level**S T** - Sample text**APPENDIX 2: Form of Questionnaire**

(administered to 58 freshmen in three classes at Josai International University on January 8, 2004)

► Questionnaire on Listening Comprehension**(for TOEIC L/C Part II in categorized Types I, II, and III)**

You have listened to TOEIC L/C Part II in categorized types I, II, and II, each of which has 10 question-response type questions belonging in its category. Please answer each item and put a check in the appropriate box below:

1. How difficult or easy did you find each type to understand and answer?

Type I: Difficult (3) ___(2)___: ___(1)___: ___(0)___: ___(1)___: ___(2)___: Easy (3)

Type II: Difficult (3) ___(2)___: ___(1)___: ___(0)___: ___(1)___: ___(2)___: Easy (3)

Type III: Difficult (3) ___(2)___: ___(1)___: ___(0)___: ___(1)___: ___(2)___: Easy (3)

2. How would you put each arranged difficulty pattern (1) to (6) in order of your difficulty?**(1) Type I – Type II – Type III**

| | | | | |
|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |

(2) Type I – Type III – Type II

| | | | | |
|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |

(3) Type II – Type I – Type III

| | | | | |
|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |

(4) Type II – Type III – Type I

| | | | | |
|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |

(5) Type III – Type I – Type II

| | | | | |
|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |

(6) Type III – Type II – Type I

| | | | | |
|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |

3. How do you find your order of difficulty would compare with the arranged (1) - (2) - (3) below in order of difficulty?**(1) Speech speed:**

| | | | | |
|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |

(2) Content:

| | | | | |
|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |

(3) Lexical or Structural:

| | | | | |
|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |

4. Which categorized type of question-response do you find the most challenging and toughest, but interesting enough to answer? Do you agree the order of difficulty arranged below: (1) Type I before (2) Type II, followed by (3) Type III?**(1) Type I:**

| | | | | |
|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |

(2) Type II:

| | | | | |
|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |

(3) Type III:

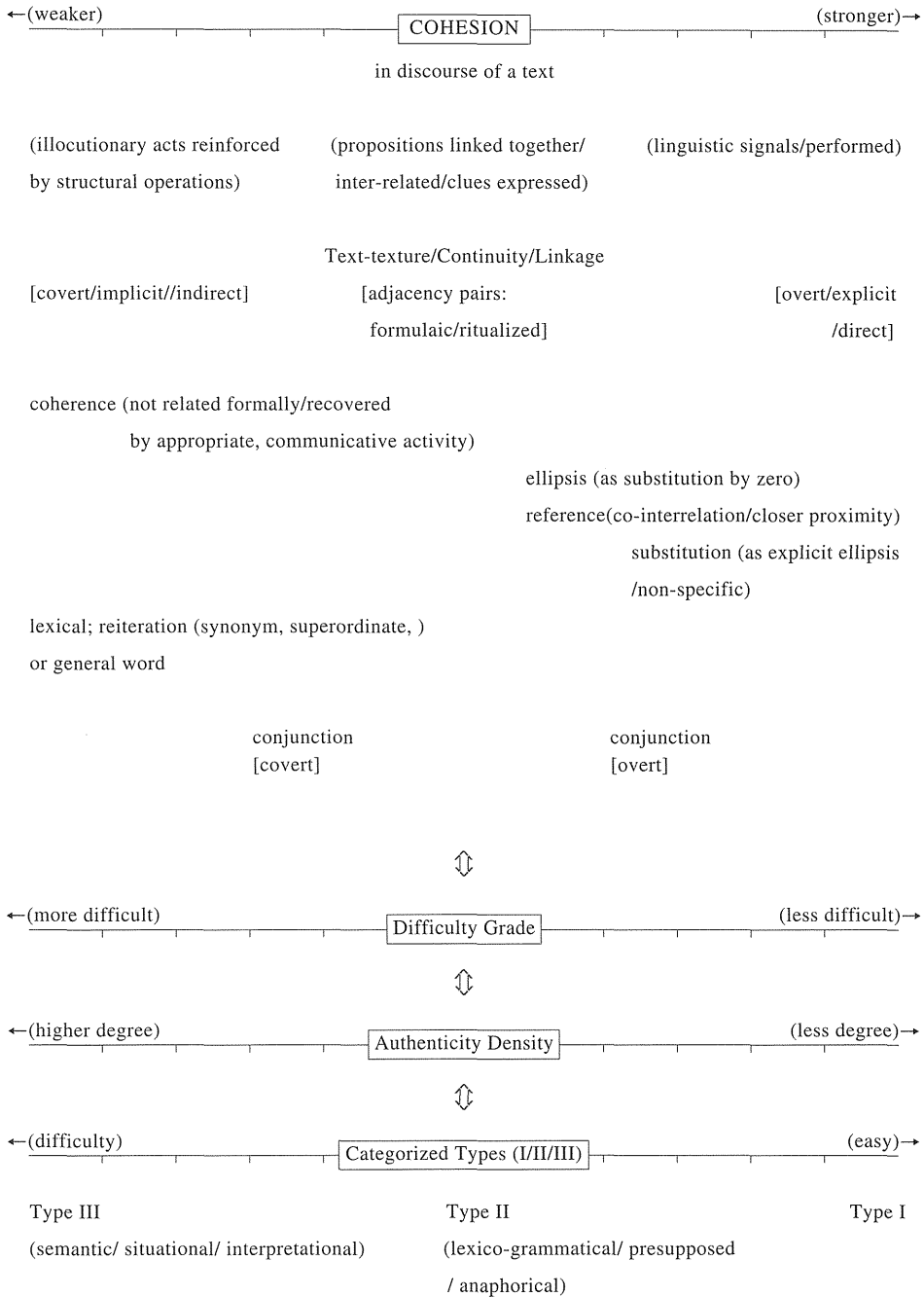
| | | | | |
|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |

5. Please put a comment or a question if any about the TOEIC listening comprehension Part II.

Thank you very much for your cooperation!

APPENDIX 3: Table 2

Polarity of Cohesive Effect and L/C Difficulty



APPENDIX 4: Sample Texts & Coding Schemes (CSs):

▶ **Text 1:** Full-Length Practice Test /PART II: Questions 21-50 (from *TOEIC OFFICIAL TEST, 2000*, pp.238-239)

21. (Man): When was Mr. Chen born?
(Woman): (A) In Hong Kong.
(B) Since last June.
(C) **In 1958.**
22. (Woman 1): Did you ask them what time their flight would arrive?
(Woman 2): (A) Yes, they were happy to arrive.
(B) **No, I didn't think of it.**
(C) No, it was too dark to tell.
23. (Man 1): Who can deliver this memo to Mr. Watanabe for me?
(Man 2): (A) Yes, Mr. Watanabe lives in Japan.
(B) **I can do it when I've finished typing this letter.**
(C) No, the delivery person is from Osaka?
24. (Woman): Don't you want to go to the reception for Miss Günter?
(Man): (A) No, in the hotel ballroom.
(B) I have the receipt.
(C) **Sorry, but I'm not feeling well.**
25. (Man 1): What's the name of the travel agency this company uses?
(Man 2): (A) Yes, that's his name.
(B) **I think it's called All Points Travel.**
(C) I recommend you use a carry-on bag.
26. (Woman 1): Where did Maria leave the Ocean-view contract?
(Woman 2): (A) **She put it in Ms. Garcia's mailbox.**
(B) Just a minute ago, so you can still catch her.
(C) Because the mountain-view rooms were all booked.
27. (Man): Have you visited the main plant yet?
(Woman): (A) Yes, they are.
(B) **Yes, I went there last week with the director.**
(C) Yes, the gardener is looking after them.
28. (Woman): Who is the new receptionist?
(Man): (A) It's in the main office.
(B) **Her name is Olga Kaminsky.**
(C) Yes, we need a new receptionist.
29. (Woman 1): Will the conference be held here or at headquarters?
(Woman 2): (A) **It's scheduled for this building.**
(B) No, you will not be able to hear.
(C) Yes, they will have the conference.
30. (Man 1): Why did the meeting begin so early?
(Man 2): (A) Yes, at eight-thirty.

- (B) About the upcoming acquisition.
(C) **Everyone was in a hurry.**
31. (Woman): What are your total production figures for this factory?
(Man): (A) We produce pharmaceuticals.
(B) **Over 1000 units a week.**
(C) In the shipping department.
32. (Man): How far would you say Conrad Park is from here?
(Woman): (A) **It's about a ten-minute walk.**
(B) No, I wouldn't go so far as to say that.
(C) Yes, parking there is very expensive.
33. (Man): Is the agenda prepared?
(Woman): (A) No, it's still broken.
(B) Yes, they compared very well.
(C) **Not yet, the vice president needs to review it.**
34. (Woman 1): How about a movie when we finished up?
(Woman 2): (A) Just down the street at the Cinema Center.
(B) **That's a good idea.**
(C) About a half hour more, I think.
35. (Man 1): The product was in stock last week, wasn't it?
(Man 2): (A) The stock exchange closes at five.
(B) **Yes, there was a large inventory on hand then.**
(C) No, they aren't.
36. (Woman): Can you locate the files on the merger, or should I ask Mr. Change to do it?
(Man): (A) The fire exit is located at the end of the hall.
(B) Yes, I called the security to handle the emergency.
(C) **I'll have them ready for you in a minute.**
37. (Man 1): Didn't the sound equipment come out of your regular departmental budget?
(Man 2): (A) We didn't hear any sounds.
(B) Yes, the room is rented.
(C) **No, we got special funding.**
38. (Woman): Where do you plan to stay while you're in Paris?
(Man): (A) **Our company has an arrangement with the Hotel Odeon.**
(B) I have a conference there next week.
(C) I'll be in France for four days.
39. (Man): I was wondering if you'd like to join us for dinner this evening?
(Woman): (A) Yes, it was a wonderful dinner.
(B) **Sorry, I have other plans.**
(C) I hope you weren't too lost.
40. (Woman): Does your company get any special deals on car rentals?
(Man): (A) Yes, I'd like some company on the trip.
(B) **Twenty-five percent off the regular daily.**
(C) No, it's your turn to deal.

41. (Woman 1): Exactly when will Mr. Mori be free?
(Woman 2): (A) **In approximately two hours.**
(B) At the International Airport.
(C) Near gate number 16.
42. (Man 1): How can I get more letterhead and envelopes?
(Man 2): (A) Yes, the mail is picked up three times a day.
(B) **Contact Ms. McKay in the stock room.**
(C) No, he isn't the head of the department.
43. (Woman): Ms. Dubois was present at this morning's staff meeting, wasn't she?
(Man): (A) Once a week, on a Monday.
(B) No, it wasn't a gift.
(C) **No, she wasn't there.**
44. (Man): You're the new assistant to Mr. Lin, aren't you?
(Woman): (A) No, I don't need assistance.
(B) **No, I work for Ms. Wong.**
(C) Yes, I know about that.
45. (Woman 1): When can you get me a copy of the most recent sales report?
(Woman 2): (A) Yes, they are selling well.
(B) **Right after lunch.**
(C) About four years old.
46. (Man 1): Why didn't Mr. Danforth bring the situation to the attention of his supervisor?
(Man 2): (A) Yes, at his workstation.
(B) No, he doesn't often pay attention.
(C) **He though he could handle it himself.**
47. (Woman 1): Is this coat already marked down?
(Woman 2): (A) **Yes, that's the sale price on the tag.**
(B) The market is closed this evening.
(C) Yes, I have a red coat.
48. (Woman): Why does Ms. Ortiz want to see the invoices?
(Man): (A) Yes, they have loud voices.
(B) **There's a problem with the shipment.**
(C) No, she didn't see it.
49. (Man): Should they move the file cabinet to the right or over by the copy machine?
(Woman): (A) Yes, your thinking is correct.
(B) **I think it looks good where it is.**
(C) No, these copies didn't come out clearly.
50. (Man 1): Isn't that the same proposal we rejected last time?
(Man 2): (A) **Yes, but things have changed since then.**
(B) No, the wedding was called off.
(C) No, it was a different injection.

Coding Scheme (CS) 1 (adapted from Halliday & Hasan, 1976)

| Q. No. | Cohesive item | Cohesion Type | Presupposed item | Category Type /Authenticity Grade | No. of total occurrences | | |
|--------|---|---------------|--|-----------------------------------|--------------------------|-------------|--------------|
| | | | | | I/(30) | II/(30) | III/(30) |
| 21 | In 1958 | Ed/ L | when | I | 1 | | |
| 22 | didn't think; it | R/ Ei/ L | what time | (I) / III | | | 1 |
| 23 | I can do it | S | Who can deliver | I | | | 2 |
| 24 | not feeling well | Ei | go to the reception | *II / III | | 1 | 3 |
| 25 | it's called | R/L | the name | III | | | 4 |
| 26 | in the Ms. Garcia's mailbox | L | where | I | 2 | | |
| 27 | Yes; went there | S/L | Have you visited; the main plant | I / (III) | 3 | | |
| 28 | Her name | L | Who | I / (III) | 4 | | |
| 29 | it; scheduled for, this building | R/L | Will; held; headquarters | (I) / III | | | 5 |
| 30 | was in a hurry | L | begin so early | I | 5 | | |
| 31 | (My total production figure is) | Ei | your figure | (I) / III | | | 6 |
| 32 | a ten -minute walk | (R) | How far | I / (III) | 6 | | |
| 33 | (it is not); needs to renew; it | E/L | prepared; it | (I) / III | | | 7 |
| 34 | that; a good idea | R | How about a movie | II | | 2 | |
| 35 | Yes; a large inventory; then | L | in stock; last week | I / (III) | 7 | | |
| 36 | (Yes, I can manage to do it) | Ei | Can you locate; ask Mr. Change to do | III | | | 8 |
| 37 | (it didn't); got special funding | Ed/L | come out of your regular department budget | I / (III) | 8 | | |
| 38 | (I plan to stay at the H Odeon) | Ei | to stay while you're in Paris | III | | | 9 |
| 39 | (I'd like to join you, but) | Ei | I was wondering if you'd like to join us | II | | 3/30 | |
| 40 | (Yes, our company gets); 25% off the deal | Ei/L | get any special deal | III | | | 10 |
| 41 | In approximately two hours | L | Exactly when | I | 9 | | |
| 42 | (You can get if you); stock room | Ei | Letterhead and envelope | III | | | 11 |
| 43 | she; there | R | was present; at this morning | I | 10 | | |
| 44 | (I am not); work for Ms. Wong | L | the new assistant to Mr. Lin | (I) / III | | | 12 |
| 45 | (I can get you one); Right after | Ed/L | when | I | 11 | | |
| 46 | could handle it himself | Ei/L | Bring the situat'n to the attent'n of his boss | III | | | 13 |
| 47 | (it is); the sale price on the tag | Ei/L | marked down | III | | | 14 |
| 48 | (Because); a problem with the shipment | Ed | see the invoice | I | 12/30 | | |
| 49 | it; where it is | R/L | to the right or over by the copy machine | III | | | 15 |
| 50 | (it is); have changed; then | Ed/L | that; the same; last time | (I) / III | | | 16/30 |

Notes: 1 Each cohesion type coded in the column is shown as follows: R (reference), S (substitution), Ed (ellipsis direct), Ei (ellipsis indirect), C (conjunction) and L (lexical) 2 The asterisk (*) in the column of 'Category Type/Authenticity Grade' indicates that the category type of the latter part (*i.e.* the response) of the pair can not be distinguished or kept as clearly apart, partaking of the two types as in I/II, I/III, or II/III (whose order matters little here, but in the case of (I)/III, III intensify more). Hence, the accumulated number in the right column may exceed the total number (30) of all the questions (Q21-Q50) in the TOEIC L/C Part II.

▶ **Text 2:** Test 02/Part II/ Questions 21-50 (from *LONGMAN Practice*, 1996)

21. What plans have you made for tomorrow?
(A) I have the plans for the housing development.
(B) **I'm going to see the house we're moving into next month.**
(C) They won't be finished by tomorrow.
22. How will you be traveling?
(A) For four hours.
(B) Not very well.
(C) **By train.**
23. How much are you planning to spend?
(A) I'll buy some of them next week.
(B) I spent too much time here.
(C) **About one-third of the budget.**
24. What does she do at this time every day?
(A) She's an accountant.
(B) **She usually goes to lunch about now.**
(C) She's on the telephone at the moment.
25. How are the two subjects related?
(A) **They're both in the same field of study.**
(B) One is in the social science: the other is in the humanities.
(C) He's rather close to them.
26. Why did you stop at this point?
(A) **I'm not sure what to do next.**
(B) Let's keep going until we're there.
(C) The stop is past the intersection.
27. Is this seat taken?
(A) **Yes, my friend is sitting there.**
(B) Yes, it was taken next door.
(C) Yes, you may sit there.
28. Are you free at 6 o'clock?
(A) No, I get off work at that time.
(B) **No, I'll be in a meeting then.**
(C) No, nothing is free anymore.
29. What have you filed it under?
(A) In the filing cabinet.
(B) It fell under the table.
(C) **'S' for Smith.**
30. How's your Spanish?
(A) He's very well, thank you.
(B) **I can understand quite a bit.**
(C) It's in Europe.

31. How much vacation time do you get?
(A) A six-month subscription.
(B) **About four weeks a year.**
(C) Three times a year.
32. How many people work under you?
(A) There are about 15 people on the first floor.
(B) I work with two other people in the office.
(C) **I supervise an office of 20 workers.**
33. Where did you go last night?
(A) **I was just next door.**
(B) We'll be going to a game tonight.
(C) He was the last customer of the night.
34. When is your trip to Las Vegas?
(A) **I'm leaving next week.**
(B) I am coming back in August.
(C) I've already booked my flight.
35. Will you be having lunch with them?
(A) **No, I've already eaten.**
(B) Yes, I would like the ham and cheese sandwich.
(C) I often bring a sandwich from home.
36. Why don't you join us this weekend?
(A) I joined the health club last weekend.
(B) **I need to spend some time alone.**
(C) They work better in separate offices.
37. Do you eat here often?
(A) Yes, I've been here once.
(B) I usually don't eat at all.
(C) **It's only my second time.**
38. Did Tim remember the meeting scheduled for tomorrow?
(A) We're meeting this afternoon.
(B) **No, he had to be reminded.**
(C) No, he has no memory of the meeting.
39. I haven't met Ms. Bogues yet, have you?
(A) Mr. Bogues is the new assistant manager.
(B) **Oh, I've known her for years.**
(C) I think she used to work in marketing.
40. Is this your first time in the US?
(A) **No, I was here 10 years ago.**
(B) I hope I'll be back in time.
(C) She left for Orlando an hour ago.
41. How can I find this information?
(A) You'll find it very useful.

- (B) **Look in the directory.**
(C) It's not very informative.
42. When is your busiest period?
(A) June is our slowest month.
(B) He's busy most of the time.
(C) **We never work as hard as we do in June.**
43. What steps did you take to find him?
(A) He founded this company.
(B) **I hired a private detective.**
(C) She's outside sitting on the steps.
44. When did Paul eventually arrive?
(A) **He finally got here at 2:00 p.m.**
(B) The plane should be arriving at any moment.
(C) Paul left at 11:00 this morning.
45. Do you mind if I smoke?
(A) It's a dangerous habit.
(B) **Not if you go in the smoking area.**
(C) No, thank you.
46. What happened to Mr. Wilson?
(A) Nothing has happened since he arrived.
(B) Mr. Wilson is going to do something.
(C) **He was fired after only 2 weeks.**
47. What's the round-trip fare to Dublin?
(A) **It costs around \$800.**
(B) It's from Paris to Dublin.
(C) You must return within a month.
48. What time do you expect to get in?
(A) Maybe I should lower my expectations.
(B) **We're scheduled to arrive at 7 o'clock.**
(C) He got in late last night.
49. What are your objectives?
(A) I think there's a better way?
(B) **We want to target the younger market?**
(C) I am always objective.
50. Are you going to the office?
(A) No, I have my own method.
(B) He left over an hour ago.
(C) **Yes, do you want a ride?**

Coding Scheme (CS) 2 (adapted from Halliday & Hasan, 1976)

| Q. No. | Cohesive item | C. T. | Presupposed item | Category Type /Authenticity Grade | No. of total occurrences | | |
|--------|--|--------|-------------------------------|-----------------------------------|--------------------------|-------------|--------------|
| | | | | | I/(30) | II/(30) | III/(30) |
| 21 | going to see; | L | What plans for tomorrow | (I) / III | | | 1 |
| 22 | train | L | traveling | I / (III) | 1 | | |
| 23 | (I'm planning to); about one third of the budget | L | How much to spend | I / (III) | 2 | | |
| 24 | usually; about now | L | at this time every day | I | 3 | | |
| 25 | They; in the same field | L | How related; the two subjects | (I) / III | | | 2 |
| 26 | (There's no reason, but);do next | Ei/L | stop at this point | (I) / III | | | 3 |
| 27 | (it is); sitting; there | Ei/L | this seat; taken | (I) / III | | | 4 |
| 28 | (I am not); get off work; that time | Ed/L | free; 6 o'clock | I / (III) | 4 | | |
| 29 | (I have filed it under) | Ei/L | What under | III | | | 5 |
| 30 | can understand (Spanish); quite a bit | Ei/L | How; your Spanish | II | | 1 | |
| 31 | (I usually get) | Ed | How much time | I | 5 | | |
| 32 | (20 workers); supervise | Ei/L | How many; under you | (I) / III | | | 6 |
| 33 | (I didn't go anywhere, but); just next door | Ei/L | Where | (I) / III | | | 7 |
| 34 | leaving; next week | R/L | When; trip to LA | (I) / III | | | 8 |
| 35 | (I'm not having, but); already eaten | Ei/L | having lunch | (I) / III | | | 9 |
| 36 | (I'd like to, but); spend alone | Ei/L | Why don't you join us | II | | 2 | |
| 37 | It; only my second time | R | eat here; often | I / (III) | 6 | | |
| 38 | (he didn't remember, and); had to be reminded | Ei/L | remember | III | | | 10 |
| 39 | (she is a friend of mine); for years | Ei/L | I haven't met, have you? | III | | | 11 |
| 40 | (I've been here); here; 10 years ago | Ei/L/R | your first time; the US | (I) / III | | | 12 |
| 41 | (you can) look | Ei/L | find | I / (III) | 7 | | |
| 42 | never work as hard; in June | S/L | When; busiest period | III | | | 13 |
| 43 | Hired; a private detective | L | What steps; to find him | I / (III) | 8 | | |
| 44 | He; got here; 2:00 pm | L | When; Paul; arrive | I / (III) | 9/30 | | |
| 45 | (I don't mind); smoking area | Ei | Do you mind if | II | | 3/30 | |
| 46 | He; was fired | R/Ei/L | Happened; Mr. Wilson | (I) / III | | | 14 |
| 47 | It; cost | R/L | What's the fare | (I) / III | | | 15 |
| 48 | are scheduled; arrive; 7 o'clock | L | What time; expect; to get in | (I) / III | | | 16 |
| 49 | We want to target; the younger market | | your objectives | III | | | 17 |
| 50 | (I am driving to the office); a ride | Ei/L | going to the office | (I) / III | | | 18/30 |

Notes: 1 Each cohesion type coded in the column is shown as follows: R (reference), S (substitution), Ed (ellipsis direct), Ei (ellipsis indirect), C (conjunction), and L (lexical) **2** The asterisk (*) in the column of 'Category Type/Authenticity Grade' indicates that the category type of the latter part (*i.e.* the response) of the pair can not be distinguished or kept as clearly apart, partaking of the two types as in I/II, I/III, or II/III (whose order matters little here, but in the case of I/III, III intensifies more). Hence, the accumulated number in the right column may exceed the total number (30) of all the questions (Q21-Q50) in the TOEIC L/C Part II.

▶ **Text 3:** MODEL TEST 1 Part II: Questions 21-50 (from *BARRON'S HOW TO PREPARE*, pp.644-645, 2003)

- 21 Good evening. How are you?
a. It's time for bed.
b. **Fine, thank you.**
c. I'm not Mr. Goode.
- 22 Is this your pen?
a. **No, it's not mine.**
b. I don't know what will happen.
c. Yes, he's European.
- 23 Why are you late?
a. Since about three o'clock.
b. **My car wouldn't start.**
c. There are more than eight.
- 24 Who's coming with us?
a. She came after us.
b. Mitch is combing his hair.
c. **My sister wants to.**
- 25 When does the meeting begin?
a. **At nine A.M.**
b. The windows are open.
c. The track meet is on Friday.
- 26 What's for dinner?
a. **We're having steak.**
b. My wife and her mother.
c. After I get home.
- 27 Where were you last week?
a. **I was on vacation.**
b. This weekend I'm at home.
c. The event will last a week.
- 28 How often do you play golf?
a. The play will be over at 10.
b. Get off the golf course.
c. **Almost every Sunday.**
- 29 Which way is faster?
a. **The coast road is quicker.**
b. My horse came in last.
c. I weigh 180 pounds.
- 30 Are there any messages?
a. The message room is over there.
b. Any of us could do it.
c. **Your brother called three times.**

- 31 What did the customer buy?
a. The customs officer is busy.
b. **A pair of gloves.**
c. He is nearby.
- 32 How much paper do we need?
a. **Enough for ten copies.**
b. The newspaper costs 25 cents.
c. I need to pay more.
- 33 When does the plane leave?
a. At the airport.
b. Before we take off.
c. **In about 45 minutes.**
- 34 Why don't you take a coffee break?
a. The cup was broken.
b. **I have too much work.**
c. The car brakes won't work.
- 35 Have you finished eating?
a. She finished the report.
b. The eggs haven't been beaten.
c. **Yes, it was delicious.**
- 36 Where is the hotel?
a. **It's across from the park.**
b. Rooms are \$200 a night.
c. The elevator is around the corner.
- 37 Who painted this picture?
a. We paid for the picture frame.
b. She's a great photographer.
c. **I forgot the artist's name.**
- 38 Which desk is ours?
a. The hours are very long.
b. **The one by the window.**
c. Have a seat please.
- 39 When did you join the company?
a. I prefer to be alone.
b. **In 2003.**
c. My knee is out of joint.
- 40 How near is your office?
a. My earache is better.
b. My office is closed today.
c. **It's only a few blocks from here.**
- 41 Is this your pen or mine?
a. I'll open it when you want.

- b. **I think it's yours.**
c. No, my pins are all copper.
- 42 What kind of books do you like to read?
a. **I enjoy historical novels.**
b. It looks like it's OK to proceed.
c. I couldn't find my book.
- 43 Why don't you buy a house?
a. I don't have room in my house.
b. Should I sell my house?
c. **It's more economical to rent one.**
- 44 Where did you have lunch?
a. I thought we were meeting for lunch tomorrow.
b. **At the restaurant across the street.**
c. Yes, let's go at noon.
- 45 Shouldn't we ask your father to join us?
a. **He'd rather not come.**
b. It's not that far.
c. The task was not finished.
- 46 Who was at the conference?
a. Our neighbors put up the fence.
b. The conference was yesterday.
c. **Only people from our office attended.**
- 47 Which shoes are more comfortable?
a. **These sandals are more comfortable.**
b. Use more tables on these charts.
c. Take off your shoes and be comfortable.
- 48 Where can I leave my coat?
a. I live on 14th Street.
b. **Just hang it in the hall closet.**
c. You can leave a note if you want.
- 49 When did you place the order?
a. The race started at ten.
b. I'll place it by the door.
c. **I sent the order by fax last night.**
- 50 Are we almost done?
a. **Yes, this is the last one.**
b. I like my steak well-done.
c. We won't have much fun.

Coding Scheme (CS) 3 (adapted from Halliday & Hasan, 1976)

| Q.. No. | Cohesive item | C. T. | Presupposed item | Category Type /Authenticity Grade | No. of total occurrences | | |
|------------|--|--------|------------------------|---|--------------------------|---------|----------|
| | | | | | I(/30) | II(/30) | III(/30) |
| 21 | (I'm); Fine, thank you | Ei | How are you? | II | | 1/30 | |
| 22 | it; mine | R | this; your men | I | 1 | | |
| 23 | (The reason is); wouldn't start | L | Why; late | I | 2 | | |
| 24 | My sister; (come with us) | Ei/L | Who; coming | (I) / III | | | 1 |
| 25 | (It starts); At nine | Ed | When | I | 3 | | |
| 26 | having steak | L | What is; dinner | (I) / III | | | 2 |
| 27 | (last week) | Ed/L | Where | I | 4 | | |
| 28 | (We play golf); every Sunday | Ed/L | How often | I | 5 | | |
| 29 | quicker | L | faster | I | 6 | | |
| 30 | (Yes, there are); called | Ei/L | messages | III | | | 3 |
| 31 | (He/She bought); gloves | Ed | What; buy | I | 7 | | |
| 32 | (We need); copies | Ei/L | How much paper | (I) / III | | | 4 |
| 33 | (It leaves); in 45 minutes | Ed | When | I | 8 | | |
| 34 | (That's a good idea); have too much work | E/L | take a coffee break | III | 9 | | 5 |
| 35 | (Thank you, but I have finished); it | Ed/R/L | eating | I / (III) | 10 | | |
| 36 | It; the park | S | Where; the hotel | I | 11 | | |
| 37 | (Sorry, I can't remember); the artist's | Ei/L | Who; the picture | III | | | 6 |
| 38 | The one | S | Which desk | I | 12 | | |
| 39 | (I joined it); In 2003 | Ed | When | I | 13 | | |
| 40 | It; a few blocks from | R/L | How near; your office | I | 14 | | |
| 41 | It; yours | R/S | This; your pen or mine | I | 15 | | |
| 42 | enjoy; historical; novels | L | What kind; like; read | I / (III) | 16 | | |
| 43 | rent; one | S/L | Why don't you; buy | (II) / III | | | 7 |
| 44 | (I did); the restaurant; across the street | Ed | Where; have lunch | I | 16 | | |
| 45 | He; not come | R/Ei/L | ask to join | III | | | 8 |
| 46 | Only people; attended | L | Who; the conference | I | 17 | | |
| 47 | These; comfortable | R/L | Which; comfortable | I | 18/30 | | |
| 48 | (You can leave it there); hang; it | R/Ei/L | Where; leave, coat | (I) / III | | | 9 |
| 49 | Sent; the order; last night | R/L | When; place: the order | III | | | 10 |
| 50 | (we are almost finished); the last one | Ei/S/L | almost done | (I)/III | | | 11/30 |

Notes: 1 Each cohesion type coded in the column is shown as follows: R (reference), S (substitution), Ed (ellipsis direct), Ei (ellipsis indirect), C (conjunction), and L (lexical) **2** The asterisk (*) in the column of 'Category Type/Authenticity Grade' indicates that the category type of the latter part (*i.e.* the response) of the pair can not be distinguished or kept as clearly apart, partaking of the two types as in I/II, I/III, or II/III (whose order matters little here, but in the case of (I)/III, III intensifies more). Hence, the accumulated number in the right column may exceed the total number (30) of all the questions (Q21-Q50) in the TOEIC L/C Part II.

▶ **Text 4:** TOEIC TEST 5/Part II: Questions 21-30 (pp.343-346) (from Prentice Hall's *Seven Practice Tests Vol.2,1997*)

21. (Woman) Who's in charge in this office?
(Man B) (A) **Mr. Phillips, our manager.**
(B) Every afternoon.
(C) About two hundred dollars.
22. (Woman) What did you name your daughter?
(Man B) (A) She'll meet us at around noon.
(B) **We call her Elaine Marie.**
(C) She was born on Wednesday.
23. (Woman) Why are you studying French?
(Man A) (A) My brother's family lives there.
(B) **For no reason except that I enjoy it.**
(C) Because I just got up.
24. (Woman) How much can this trailer hold?
(Man B) (A) It's two meters deep.
(B) **About 15 metric tons.**
(C) No. We bought it in January.
25. (Man B) How often do you wax your car?
(Man A) (A) At noon.
(B) Only in the evening.
(C) **Once a month, except in winter.**
26. (Man B) Could you please take these papers to Mr. Jones?
(Woman) (A) We've already met, thank you.
(B) She'll meet you at the entrance.
(C) **Yes, right away. Is there anything else?**
27. (Man B) Which company do you think we'll finally go with?
(Woman) (A) To Melbourne.
(B) It's growing very fast.
(C) **Star Enterprises, I'd say.**
28. (Man B) Hi, June. This is Tom. Are you busy?
(Woman) (A) **Yes, I am. Can I call you back later?**
(B) We won't be able to finish it until September.
(C) No. I haven't been asked.
29. (Man B) Did you hear that our program was canceled?
(Woman) (A) No, I've never been there.
(B) **Yes, and I'm very disappointed.**
(C) I'm sure she'll be a good manager.
30. (Man B) Do you really think the matter will come to a vote?
(Woman) (A) Next Sunday.
(B) **Everybody says it will.**
(C) Yes, if the weather is good.

31. (Man B) Why don't you come over to my place first?
(Man A) (A) **That's a good idea. I'll be there at eight.**
(B) I'm sure he's right.
(C) That's really too bad.
32. (Man A) How long does he say it'll take?
(Man B) (A) I say it's about ten kilometers.
(B) It's quite late already.
(C) **He told me only half an hour.**
33. (Man B) What's the weather forecast for today?
(Woman) (A) **The fog will lift and it'll be sunny.**
(B) Yesterday we had over a foot of snow.
(C) Generally, the weather's been warm.
34. (Man B) Can you help me? I was driving along and my car just stopped.
(Man A) (A) You must have had a good game.
(B) **Maybe you're out of gas.**
(C) No, I think it's a lot shorter than that.
35. (Woman) Why don't we go sightseeing this afternoon?
(Man B) (A) **I'd like to, but I'm waiting for a call.**
(B) Yes, he told me he'd be here.
(C) He was working with some dangerous chemicals.
36. (Man B) Is there somewhere I can park?
(Man A) (A) Yes, I live only a block away.
(B) No, all restaurants are closed at this hour.
(C) **We have a garage you can use, but space is limited.**
37. (Man B) Will our brochures be delivered before Wednesday?
(Woman) (A) **Yes, in fact, they should be here by noon today.**
(B) All deliveries are received at the side gate.
(C) About two hundred dollars.
38. (Man B) Do you often ride the bus, or is today an exception?
(Woman) (A) **It's an exception. I usually drive, but my car's in the shop.**
(B) You'll have to take the number 49, from the corner.
(C) Yes, it really is a beautiful day.
39. (Man A) What does his appointment with the mayor have to do with anything?
(Man B) (A) **Only that if he goes there, he can come here.**
(B) He should arrive a few minutes early.
(C) He said he was very happy with it.
40. (Woman) Are you still putting your money into gold?
(Man A) (A) No, the country has no gold at all.
(B) **Yes. I think it's the only secure investment.**
(C) I know. He bought quite a lot.
41. (Woman) Why don't you take some night classes?
(Man B) (A) **I've been thinking about doing just that.**

- (B) I need an operation before I get new glasses.
(C) I don't see very well at night.
42. (Man A) What positions are they hiring for?
(Man B) (A) No, they're not hiring right now.
(B) They're currently in last place.
(C) **They need computer programmers and security personnel.**
43. (Man B) Where would you like them delivered?
(Woman) (A) She'll be back soon.
(B) **To our warehouse, on Hatch Road.**
(C) They come in sets of five.
44. (Woman) Has the copier been repaired yet?
(Man B) (A) Why, would you like a cup?
(B) **Yes, it works fine now.**
(C) We bought them last week.
45. (Man A) What is the latest you can call Japan?
(Woman) (A) **I have only until four o'clock.**
(B) I didn't expect to hear from them.
(C) It leaves at 10:30.
46. (Woman) Would you like coffee or tea with your meal?
(Man B) (A) No, coffee beans grow on a bush.
(B) No lemon for me, thank you.
(C) **I'd like some decaf, if you have it.**
47. (Man A) Who did your hair? I like it that way.
(Woman) (A) No, I had it done a week ago.
(B) Yes, how do you like it?
(C) **I go to the Valentine Hair Salon.**
48. (Man A) My understanding is that their debt amounts to more than ten million dollars.
(Man B) (A) Yes, I think you understand it.
(B) **It does, and I know they're worried about how they'll repay it.**
(C) No, you wouldn't have to pay that much for it.
49. (Man B) Do you expect the board to approve your plan?
(Woman) (A) I doubt that they'll get here until late.
(B) **No, we won't be able to prove a thing.**
(C) If so, it'll be the only one. Development funds have been cut back.
50. (Man B) Alberto Enterprises specializes in food products, doesn't it?
(Man A) (A) No, he said he didn't want any.
(B) Yes, that's a special product.
(C) **Yes, but it also has a house wares division.**

Coding Scheme (CS) 4 (adapted from Halliday & Hasan, 1976)

| Q.. No. | Cohesive item | C. T. | Presupposed item | Category Type /Authenticity Grade | No. of total occurrences | | |
|------------|--|----------|----------------------------------|---|--------------------------|-------------|--------------|
| | | | | | I/(30) | II/(30) | III/(30) |
| 21 | Mr. Phillips; (is in charge) | R/Ed | Who | I | 1 | | |
| 22 | call; her; Elaine Marie | L/R/S | What; name; daughter | (I) / III | | | 1 |
| 23 | (I can think of): it | Ed/R | Why; French | I | 2 | | |
| 24 | (It holds); tons | Ed | How much; trailer | I | 3 | | |
| 25 | (I wax it); once | Ed | How often | I | 4 | | |
| 26 | (sure, I'll take it to him); Anything else | Ei/L | Could you please? | II / (III) | | 1 | |
| 27 | (We'll go with); S. Enterprisers; I'd say | Ed/L | Which company; do you think | I / (III) | 5 | | |
| 28 | (busy); call back later | Ed/L | This is; busy | I | 6 | | |
| 29 | (I heard about it); disappointed | Ed/L | cancelled | I / (III) | 7 | | |
| 30 | (Yes, I think so and); it | Ei/R/L | the matter | III | | | 2 |
| 31 | That's a good idea; here | R/L | Why don't you? | II | | 2 | |
| 32 | told; half an | R/L | How long; say; it'll take | I / (III) | 8 | | |
| 33 | The fog; lift; it'll; sunny | R/L | the weather | (I) / III | | | 3 |
| 34 | (Sure, what can I help you?); out of gas | E//L | my car just stopped | III | | | 4 |
| 35 | I'd like to (go sightseeing); | Ei/L | Why don't we? | II / (III) | | 3 | |
| 36 | a garage; space | L | somewhere; park | III | | | 5 |
| 37 | (they will be delivered); they | R/L | our brochures; | (I) / III | | | 6 |
| 38 | (Yes);drive | Ei/L | ride the bus | (I) / III | | | 7 |
| 39 | (Nothing but only); he | R/Ei/L | the mayor | III | | | 8 |
| 40 | (I still am); it; investment | E/L/R | putting your money into gold | (I) / III | | | 9 |
| 41 | (Yes, I'd like to, so); doing just that | R/Ei/L | Why don't you? | II/ (III) | | 4 | |
| 42 | (The reason is that); programmers; personnel | Ed/L | What for?; hiring | III | | | 10 |
| 43 | (I'd like them delivered); on Hatch Road | Ed/L | Where? | I / (III) | 9 | | |
| 44 | (it has already been repaired, so); it; works fine | Ed/R/L | the copier; repaired | I / (III) | 10/30 | | |
| 45 | (I don't know about others, but); until 4 o'clock | Ei/L | What's?; the latest | III | | | 11 |
| 46 | (Thanks); it; I'd like | Ei/R/L | Would you like? | II | | 5/30 | |
| 47 | I go to; Hair Salon | R/L | Who?; did your hair | III | | | 12 |
| 48 | (Yes,); It; does; they; it | Ei/R/S/L | their debt; | III | | | 13 |
| 49 | (we don't expect they will approve my plan) | Ei/L | won't be able to prove a thing | (I) / III | | | 14 |
| 50 | (it does); food products | Ei/R/L | Alberto Enterprises; doesn't it? | (I) / III | | | 15/30 |

Notes: 1 Each cohesion type coded in the column is shown as follows: R (reference), S (substitution), Ed (ellipsis direct), Ei (ellipsis indirect), C (conjunction), and L (lexical) **2** The asterisk (*) in the column of 'Category Type/Authenticity Grade' indicates that the category type of the latter part (*i.e.* the response) of the pair can not be distinguished or kept as clearly apart, partaking of the two types as in I/II, I/III, or II/III (whose order matters little here, but in the case of (I)/III, III intensifies more). Hence, the accumulated number in the right column may exceed the total number (30) of all the questions (Q21-Q50) in the TOEIC L/C Part II.

▶ **Text 5:** Practice Test: Part II (pp.321-322) (from KAPLAN/ *Essential Review*, 1997)

- Number 21 Do you have an additional pair of bookends?
(A) Yes, this pear is delicious.
(B) Yes, I have some spare time.
(C) **Yes, I have an extra pair.**
- Number 22 Are gratuities already added in, or are they separate?
(A) **They're included in the price.**
(B) You can pack whatever you like.
(C) Yes, the price includes all meals.
- Number 23 Why do you want to advertise in the trade publications?
(A) No, let's skip the trade show this year.
(B) A lot of our trade is done overseas.
(C) **It's a good way to attract customers.**
- Number 24 What are the arrangements for publicizing the General's visit?
(A) We've arranged a hotel room.
(B) **The television station is sending a reporter.**
(C) All public buildings are open to visitors.
- Number 25 You've had experience with this particular software, haven't you?
(A) **No, I'm not familiar with it at all.**
(B) Men's wear is located on the second floor.
(C) Yes, I think it's very expensive.
- Number 26 Why didn't she attend the medical conference yesterday?
(A) **There was a conflict in her schedule.**
(B) She will attend to it immediately.
(C) There wasn't any medicine in here.
- Number 27 When will payroll be finished?
(A) We get paid every two weeks.
(B) I had the last roll with my coffee.
(C) **I hope to have everything done by Wednesday.**
- Number 28 Did you send an invitation to Mr. Maxwell?
(A) No, I registered late.
(B) **Yes, he was on my list.**
(C) No, it is on backorder.
- Number 29 Who will be taking notes at the meeting?
(A) The receptionist sent a note about the meeting.
(B) I'll be taking the day off.
(C) **Mr. Lorenzo's secretary will do it.**
- Number 30 What would you like to drink with your meal?
(A) **I believe I'll have some iced tea.**
(B) Could I have a piece of Chocolate cake, please?
(C) I'd prefer a table next to the window, if possible.

- Number 31 How is your new assistant working out?
(A) That was a tough work out.
(B) I need a lot of assistance.
(C) **He is learning fast and doing well.**
- Number 32 The uniforms have been ordered already, haven't they?
(A) Yes, the waitress took our order.
(B) Yes, the soup is ready.
(C) **Yes, they're arriving on Thursday.**
- Number 33 Who should I contact to get this carpet repaired?
(A) **Call the building superintendent.**
(B) There's a good car mechanic across town.
(C) I like my apartment.
- Number 34 Where is your office in Tokyo?
(A) We moved about two months ago.
(B) **Not far from the train station.**
(C) We do a lot of business there.
- Number 35 When is a good time to telephone Mr. Boros?
(A) It's not what you thought.
(B) **It's best to call early.**
(C) It was yesterday morning.
- Number 36 Are you going to print new business cards or keep the old ones?
(A) **The old ones are fine for the time being.**
(B) I've got the printer's card in my file.
(C) You can't use the printer because it's broken.
- Number 37 Where did you leave the Zurich invoices?
(A) I hear voice in the conference room.
(B) I am going to leave with you.
(C) **I put them in the gray cabinet.**
- Number 38 How did you get here so quickly?
(A) The elevator took forever.
(B) **I took a taxi directly from work.**
(C) I heard about on the radio.
- Number 39 You have a computer at home, don't you?
(A) **No, just one in the office.**
(B) Yes, I know how to operate one.
(C) No, I don't have a phone.
- Number 40 Would you like the lunch special or your regular order today?
(A) It's especially delicious.
(B) **I'll have my usual meal.**
(C) I'll have lunch early today.
- Number 41 How much money is left in our mailing budget?
(A) **We still have 2,000 yen.**

- (B) The budget was already mailed.
(C) The mailing costs did not go over budget.
- Number 42 How much vacation do you get this year?
(A) In September.
(B) At the shore.
(C) **Two weeks.**
- Number 43 I think they're going to finish before the deadline, don't you?
(A) Yes, the checkout line is pretty short.
(B) **Yes, the work seems to be going pretty fast.**
(C) No, this street turns into a dead end.
- Number 44 When is the tour group from Brazil due to arrive?
(A) **They should be here around noon.**
(B) Their plane lands in Brazil at 1:30.
(C) I get back from my tour on the 22nd.
- Number 45 What's at the top of our agenda this morning?
(A) That's the top to the tea pot.
(B) **First we need to discuss pay raises.**
(C) The agent needs the invoice by noon.
- Number 46 Where is the nearest bank?
(A) She was genuinely thankful.
(B) **Just two blocks up this street.**
(C) It's closed today.
- Number 47 Should I bring my umbrella on the walk?
(A) Yes, my umbrella should be big enough.
(B) No, the walk isn't at all difficult.
(C) **Yes, skies have been cloudy all morning.**
- Number 48 How long will you be at your parents?
(A) **I'll be there for a week only.**
(B) They've been here for three days.
(C) I'll be leaving this Friday.
- Number 49 Who's the attorney representing them?
(A) Pete Mackerel is no longer a practicing attorney.
(B) He's getting ready for trial.
(C) **Their own staff lawyer will handle the case.**
- Number 50 Would you like to sit in on the research meeting this afternoon?
(A) We could develop a new line of chairs.
(B) **Thank you. I'd like that.**
(C) No, I don't mind standing.

Coding Scheme (CS) 5 (adapted from Halliday & Hasan, 1976)

| Q.. No. | Cohesive item | C. T. | Presupposed item | Category Type /Authenticity Grade | No. of total occurrences | | |
|------------|---|--------|--|---|--------------------------|-------------|--------------|
| | | | | | I(/30) | II(/30) | III(/30) |
| 21 | an extra pair | L | an additional pair of bookends | I | 1 | | |
| 22 | They; included; the price | R/L | gratuities; added in; separated | I / (III) | 2 | | |
| 23 | (Because); It; to attract customers | Ed/R/L | Why; advertise | I / (III) | 3 | | |
| 24 | The television station; sending a reporter | L | What; publicizing | III | 4 | | |
| 25 | (I haven't); not familiar | Ei/L | had experience | (I) / III | | | 1 |
| 26 | (Because); a conflict; her | Ei/L/R | Why; didn't attend; she | (I) / III | | | 2 |
| 27 | done; everything | S/L | When; payroll; finished | (I) / III | | | 3 |
| 28 | (I sent); my list | R/Ed/L | Mr. Maxwell; send an invitation | I / (III) | 5 | | |
| 29 | secretary; do; it | S/R | Who; taking notes; | I | 6 | | |
| 30 | have some iced tea | L | What would you like; to drink | II/ (III) | | 1 | |
| 31 | He; learning fast; doing well | Rd/L | How; assistant; working out | I | 7 | | |
| 32 | (They have); they; arriving; | Ei/R/L | The uniforms; ordered already | (I) / III | | | 4 |
| 33 | (I'd better to); Call; the building superintendent | Ei/L | Contact; get this carpet repaired | III | | | 5 |
| 34 | (It is); the train station | Ed | Where | I | 8 | | |
| 35 | call; early | L | When; telephone | I | 9 | | |
| 36 | (I'll keep); the old ones; for the time being | Ed/R/L | the old ones; keep | I / (III) | 10 | | |
| 37 | put; them; in the cabinet | R/L | Where; leave; the invoices | (I) / III | | | 6 |
| 38 | took a taxi; directly from work | L | How; quickly | I / (III) | 11 | | |
| 39 | (I don't); one; the office | Ed/L | a computer; home | I / (III) | 12 | | |
| 40 | (I think); usual meal | Ei/L | Would you like;lunch special;regular order | II | | 2 | |
| 41 | (Not much is left, but);the mailing costs; didn't go over | Ei/L | How much; is left;our mailing budget | III | | | 7 |
| 42 | (I took off); two weeks; (this year) | Ed | How much vacation | I | 13 | | |
| 43 | (I agree); the work; seems; pretty fast | Ei/R/L | don't you; are going; before the deadline | (I) / III | | | 8 |
| 44 | They; should be here; around noon | R/L | When; the group; due to arrive | (I) / III | | | 9 |
| 45 | (pay raises is, so); first; discuss | Ei/L | at the top; agenda | (I) / III | | | 10 |
| 46 | (It is); up this street | Ed/L | Where; the bank | I | 14 | | |
| 47 | (you should bring yours); skies;cloudy; all morning | Ed/L | my umbrella | I / (III) | 15 | | |
| 48 | there; for a week | R/L | How long; at your parents | I | 16/30 | | |
| 49 | Their own; lawyer; handle the case | R/L | Who's;the attorney;representing them | III | | | 11/30 |
| 50 | (Thank you, I'd like , and); that | R/S | Would you like to;to sit in on the meeting | (I)/II | | 3/30 | |

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▶ **Text 6:** PRACTICE TEST 2/ Part II (p.373) (from MACMILLAN LANGUAGEHOUSE/ *TOEIC STRATEGIES*, 1996)

- 21 How will you spend your vacation?
(A) **I'm planning to go to Australia.**
(B) I'll be leaving soon.
(C) I think I'll fly there.
- 22 You don't want this, do you?
(A) Yes, I want you.
(B) No, I don't mind at all.
(C) **No, I don't need it anymore.**
- 23 What are you doing in town?
(A) I think I'll go home soon.
(B) **I'm going shopping.**
(C) No, there's not much happening in town.
- 24 Have you seen my file?
(A) **I think it's on your desk.**
(B) I saw you filing yesterday.
(C) I never had your file.
- 25 How was your flight home?
(A) My house is just fine.
(B) **Just great. I slept all the way.**
(C) I wasn't home at all.
- 26 Who's been using my cup?
(A) **I think it was one of the visitors.**
(B) I think it's your wife on the phone.
(C) I don't know who just pulled up.
- 27 Do you know a good mechanic?
(A) Michael is a friend of mine.
(B) I don't think he's very good.
(C) **Yes, I'll give you his number.**
- 28 That will be four dollars and seventy-five cents.
(A) Could I just have four dollars?
(B) I'm only seventy.
(C) **Here's five dollars.**
- 29 Where did David disappear to?
(A) A couple of minutes ago, I guess.
(B) **I thought he was with you.**
(C) David travels often.
- 30 Which dress do you prefer?
(A) It's number 17, Johnson Street.
(B) I prefer to dress in the morning.
(C) **The red one looks much better on you.**

- 31 What time did she say she'll arrive?
(A) I think she left at nine this morning.
(B) She has plenty of time today.
(C) **She'll be here any minute now.**
- 32 Didn't you get any message?
(A) I got a message this morning.
(B) **No, I haven't been in the office all morning.**
(C) I didn't write a message.
- 33 How long have we been friends?
(A) We are good friends, aren't we?
(B) **About seven years, I think.**
(C) You've been friendly for a long time.
- 34 Would Sunday be better than Saturday?
(A) **Anytime is fine with me.**
(B) Sure. Sunday comes after Saturday.
(C) Yes, Monday will be great.
- 35 When will you be done in the office?
(A) The new office will be ready for the new year.
(B) I like mine well-done.
(C) **It shouldn't be later than five today.**
- 36 Why didn't you ask me?
(A) **I didn't think you'd know.**
(B) Because I didn't know the question.
(C) I'm fine thanks.
- 37 I have a bad feeling about Mike. He's late.
(A) **Don't worry. He'll be here soon.**
(B) Mike should see a doctor.
(C) I hope you'll feel better tomorrow.
- 38 Do you want me to come with you?
(A) Where would you like to go?
(B) **Yes, I'd like that.**
(C) I'm sorry but I'm very busy right now.
- 39 I'm really tired. Could we leave early?
(A) I think we are a little early.
(B) Maybe you should sleep.
(C) **Let's leave in half an hour.**
- 40 Who would have thought he'd be famous?
(A) **I know what you mean.**
(B) He is a famous thinker.
(C) Nobody thought like he did.
- 41 Would there be anything else?
(A) There's my wife and my daughter.

- (B) **No, that will be fine, thanks.**
(C) No, everyone has all gone home.
- 42 Why didn't you have the key?
(A) No, I don't.
(B) Because this door is usually locked.
(C) **I guess I just forgot.**
- 43 I don't think that's such a good idea.
(A) You always have good ideas.
(B) **Can you think of a better one?**
(C) I'm glad you like the idea.
- 44 Who's your friend, Jane?
(A) **She's my old room mate from college.**
(B) Jane and I went to school together.
(C) Peter is Jane's friend.
- 45 Would you mind just signing here?
(A) I'll take good care of it.
(B) I can hear you well.
(C) **Certainly not. Did you say here?**
- 46 How about having a party on Friday?
(A) Fine, I'm not busy at all on Sunday.
(B) **Why not? That'll be fine.**
(C) No thanks. I had one.
- 47 Are we going to get there on time?
(A) Time's passing quickly, isn't it?
(B) We should all go together.
(C) **Not if the traffic is bad.**
- 48 Would you like me to cook tonight?
(A) I often cook in the evening.
(B) I hope you'll like my cooking.
(C) **No, let's just eat out.**
- 49 What am I doing wrong with this machine?
(A) **Here, let me show you again.**
(B) I'm afraid you bought the wrong machine.
(C) The machine types letters automatically.
- 50 Would you like me to carry that?
(A) Yes, I would like to carry you.
(B) **Thanks. That would be great.**
(C) I don't like it as much as you do.

Coding Scheme (CS) 6 (adapted from Halliday & Hasan, 1976)

| Q.. No. | Cohesive item | C.T. | Presupposed item | Category Type /Authenticity Grade | No. of total occurrences | | |
|------------|--|----------|-------------------------------------|---|--------------------------|-------------|--------------|
| | | | | | I(/30) | II(/30) | III(/30) |
| 21 | planning to go | L | How; spend your vacation | I | 1 | | |
| 22 | (don't); don't need; it | Ed/L/R | don't want; this | I | 2 | | |
| 23 | going shopping | L | What; doing | I | 3 | | |
| 24 | (No, I haven't, but); it; | Ei/R/L | my file | *I/III | 4 | | 1 |
| 25 | (It was); great | Ed/L | How | I | 5 | | |
| 26 | it | R/L | Who | I | 6 | | |
| 27 | (I do); his; | Ed/R/L | Do you?; mechanic | I / (III) | 7 | | |
| 28 | (OK); Here's | Ei/L | That will be | II | | 1 | |
| 29 | (Sorry, but I don't know); with you | Ei/L | Where to; disappear | III | | | 2 |
| 30 | The red one; looks better on; (I'd say) | R/Ei/L | Which dress; prefer | (I) / III | | | 3 |
| 31 | (I think); She; be here; now | Ei/R/L | What time; arrive | III | | | 4 |
| 32 | (I didn't because) | Ei/L | Didn't you? | (I) / III | | | 5 |
| 33 | (We've been friends); seven years | Ed/L | How long | I | 8 | | |
| 34 | (I'm available); Anytime | Ei/L | Sunday better than Saturday? | (I) / III | | | 6 |
| 35 | It; not later than five | R/L | When | (I) / III | | | 7 |
| 36 | (Sorry, but); I don't think; know | Ed/L | Why didn't you?; ask | I | 9 | | |
| 37 | worry; He; soon | R/L | a bad feeling; Mike; late | III | | | 8 |
| 38 | (I do); that | Ed/R/L | Do you want me to come? | I / (III) | 10 | | |
| 39 | (Yes,); Let's; in half an hour | Ei/L | Could we? | III | | | 9 |
| 40 | (Nobody would); I know | Ei/L/R | Who'd have thought? | III | | | 10 |
| 41 | (nothing else); that; fine; thanks | Ei/R/L | anything else; | (II) / III | | | 11 |
| 42 | forgot | S/L | Why didn't you?; the key | I | 11 | | |
| 43 | Can you think?; a better one | S/L | I don't think; a good idea | (I) / III | | | 12 |
| 44 | She; my mate | R/L | Who's?; your friend | I / (III) | 12 | | |
| 45 | (No); Certainly not; here | Ei/R | Would you mind?; here | II | | 2 | |
| 46 | Why (do you) not; That | Ei/R | How about?; having a party | II | | 3 | |
| 47 | (We are) Not(getting there);the traffic bad | Ed/S/R/L | on time | I / (III) | 13/30 | | |
| 48 | (I wouldn't like you to); eat out | Ei/L | Would you like me to?; cook tonight | (I) / III | | | 13 |
| 49 | (Never mind); (how to run it); again | Ei/L | What am I doing wrong?;; machine | III | | | 14/30 |
| 50 | Thanks; that | R/L | Would you like me to? | II / (III) | | 4/30 | |

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▶ **Text 7:** Practice TOEIC Test/Part II (pp.259-260) (from Thomson's *The Complete Guide to TOEIC*, 1997)

- 21 How long have you lived in this apartment?
(A) A long way from here.
(B) **For about six months.**
(C) I saw a "For Rent" sign.
- 22 Are air fares going up again?
(A) Yes, the plane already took off.
(B) The fare was around \$500.
(C) **That's what my travel agent told me.**
- 23 How were your seats at the concert?
(A) The music was wonderful.
(B) **We had a great view of the stage.**
(C) It started at about eight o'clock.
- 24 How about spending the afternoon at the beach?
(A) I think we spent too much for that.
(B) Those peaches look delicious.
(C) **That sounds like a great idea.**
- 25 Who taught you how to swim?
(A) **No one – I learned on my own.**
(B) I thought about going swimming.
(C) I taught my friend.
- 26 Is the grocery store far from here?
(A) Just some milk and eggs, please.
(B) **It's just a few blocks.**
(C) I've already put them away.
- 27 What's that book about?
(A) **It's the biography of a famous actress.**
(B) About four hundred pages.
(C) Thanks, I'd enjoy reading it.
- 28 How often is he late for work?
(A) **Once every few weeks, at least.**
(B) About half an hour.
(C) Because of a traffic jam.
- 29 Would you rather take a bus or walk?
(A) Yes, I would.
(B) **I wouldn't mind getting a little exercise.**
(C) This bus goes to the stadium.
- 30 Don't tell anyone what I told you, all right?
(A) **Don't worry, I won't.**
(B) That's what I said.
(C) I'm afraid I can't tell you.

- 31 Where did these flowers come from?
(A) At the florist's shop.
(B) From nine to five o'clock.
(C) **Someone delivered them.**
- 32 Which of these two tools would be better for this job?
(A) They work very hard.
(B) **These two are good.**
(C) They're both about the same.
- 33 Whom should I contact when I arrive in Malaysia?
(A) It was signed by Mr. Malek.
(B) You'll be there by Wednesday.
(C) **Call Mr. Malek.**
- 34 Do you have the correct change?
(A) It's ten o'clock.
(B) **Yes, I have exactly the right amount.**
(C) No, it hasn't changed at all.
- 35 I expect Akiko will be very successful, don't you?
(A) She said it was a great success.
(B) **I'm sure she will be.**
(C) Because of her experience.
- 36 What do you think of Jim's plan?
(A) He's planning to go.
(B) I like him a lot.
(C) **It's too complicated.**
- 37 Why didn't you tell me you'd gotten a promotion?
(A) **I just found out myself.**
(B) Because I did a good job.
(C) Yes, let's do.
- 38 You're not by any chance going downtown, are you?
(A) I'll probably take a taxi.
(B) **I sure am – do you want a ride?**
(C) There's a chance it will go down.
- 39 How long ago did she graduate from university?
(A) **It was about eight years ago.**
(B) Yes, she is a graduate.
(C) For over four years.
- 40 Do you know if Mrs. Simms is planning to go to London?
(A) **I think that's still her plan.**
(B) She'll be there until next week.
(C) If you want to, go ahead.
- 41 Did you put the suitcase in the closet?
(A) Yes, I closed the suitcase.

- (B) **No, I put it under the bed.**
(C) I put my clothes in it.
- 42 What gate is your flight leaving from?
(A) It's leaving on time.
(B) I'll be flying to Athens.
(C) **Gates 23 on Concourse C.**
- 43 Hadn't we better go now?
(A) Yes, I feel fine now, thanks.
(B) I've seen better ones before.
(C) **You're right, I think we should.**
- 44 When did your company first start doing business in Hong Kong?
(A) **Over forty years ago.**
(B) This wasn't the first time.
(C) A shipping business.
- 45 Who can help Nancy address those envelopes?
(A) **I'll be happy to.**
(B) They were addressed to her.
(C) Nancy can wear her green dress.
- 46 Isn't this a picture of the Space Needle in Seattle?
(A) I've been to Seattle several times.
(B) I prefer rice to noodles.
(C) **I believe it is.**
- 47 If I have any more questions, can I call you later?
(A) Yes, I'll call you.
(B) **Sure, call anytime.**
(C) No, I don't have any questions.
- 48 Is there anywhere in this town to hear some good jazz?
(A) I've never been there.
(B) I used to listen to jazz years ago
(C) **There's a jazz club on Simon Street that's not bad.**
- 49 What was it about the hotel you didn't like?
(A) **The rooms were too small.**
(B) The rates were very reasonable.
(C) Yes, I liked it.
- 50 Can you recommend a good family doctor?
(A) The doctor has two children.
(B) He recommended that I quit smoking.
(C) **Dr. Kaufmann at the Medical Center is Excellent.**

Coding Scheme (CS) 7 (adapted from Halliday & Hasan, 1976)

| Q.. No. | Cohesive item | C.T. | Presupposed item | Category Type /Authenticity Grade | No. of total occurrences | | |
|------------|--|--------|--|---|--------------------------|---------|----------|
| | | | | | I/(30) | II/(30) | III/(30) |
| 21 | (I've lived here); for; months | Ed/R | How long? | I | 1 | | |
| 22 | (If I remember correctly); That | R/Ei | Are air fares? | III | | | 1 |
| 23 | (Our seat hear at the corner);had a great view | Ei/L | How were your seats? | III | | | 2 |
| 24 | That; a good idea | R/L | How about? | II | | 1 | |
| 25 | No one (taught me how to swim); | Ed/L | Who taught?; learned on my own | I / (III) | 2 | | |
| 26 | It; just a few | R/L | Is the grocery store?; far from | I | 3 | | |
| 27 | It; the biography | R/L | What about? | I | 4 | | |
| 28 | (He is late); once | E/R/L | How often? | I | 5 | | |
| 29 | (Well, I'd rather walk);a little exercise | Ei/L | Would you rather?; walk | III | | | 3 |
| 30 | (You are concerned about me);Don't worry;I won't | Ei/L | Don't tell; all right? | III | | | 4 |
| 31 | (I have no idea);Someone;delivered; them | Ei/R | Where from?; come | III | | | 5 |
| 32 | These two; good | R/L | Which?; tools; better | I | 6 | | |
| 33 | (You should); Call; Mr. Malek | Ed/L | Whom?; should; contact | I / (III) | 7 | | |
| 34 | (I do); have; the right amount | Ed/S/L | Do you have?; have; the correct change | (I) / III | | | 6 |
| 35 | (Yes.); am sure; She; be; (successful) | R/S/Ei | expect; Akiko;successful; don't you? | (I) / III | | | 7 |
| 36 | (I think); It | Ed/Rd | What?; do you think; | I / (III) | 8 | | |
| 37 | (I didn't know, and);found (it) out;myself | Ei/R | Why?; a promotion | (I) / III | | | 8 |
| 38 | (Yes.); (going downtown); a ride | Ei/L | You are not, aren't you?; Going downtown | (I) / III | | | 9 |
| 39 | It; eight years ago | R/L | How long ago? | I | 9 | | |
| 40 | (Yes, I do); think; that, still | Ei/L | Know; is planning to go | (I) / III | | | 10 |
| 41 | (I didn't); it; the bed | Ed/R/ | Did you?; the suitcase; the closet | I / (III) | 10 | | |
| 42 | (My flight is at); Gate | Ed/L | What gate? | I | 11 | | |
| 43 | (I agree); right; should; (go) | Ei/L | Hadn't we better? | (I) / III | | | 11/30 |
| 44 | (Our company first did.); years ago | Ed/L | When? | I | 12 | | |
| 45 | happy; (her address them) | Ei/L | Who can help? | II | | 2/30 | |
| 46 | (Yes, I think it is); it; (a picture) | Ed/R/L | Isn't this?; a picture of the Space Needle | I | 13 | | |
| 47 | (if you have any question);(you can);any time | Ed/L | can I call; later | I / (III) | 14 | | |
| 48 | (Yes,); on Simon Street; not bad | Ed/L | Anywhere; good jazz | I | 15 | | |
| 49 | The rooms; too small | L | What was it; you didn't like | I | 16 | | |
| 50 | (Yes, I can. I can recommend);Dr..Kaufman | Ed/L | Can you?; a good family doctor | I | 17/30 | | |

Notes: 1 Each cohesion type coded in the column is shown as follows: R (reference), S (substitution), Ed (ellipsis direct), Ei (ellipsis indirect), C(conjunction), and L (lexical) **2** The asterisk (*) in the column of 'Category Type/Authenticity Grade' indicates that the category type of the latter part (*i.e.* the response) of the pair can not be distinguished or kept as clearly apart, partaking of the two types as in I/II, I/III, or II/III (whose order matters little here, but in the case of (I)/III, III intensifies more). Hence, the accumulated number in the right column may exceed the total number (30) of all the questions (Q21-Q50) in the TOEIC L/C Part II.