**TOEIC (TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION):**

**SELECTED REFERENCES**

**(Last updated 4 July 2022)**

Ashmore, E., Duke, T., & Sakano, J. (2018). Background and goals of the TOEIC® Listening and Reading update project. In D. Powers & J. Schmidgall (Eds.), *The research foundation of the TOEIC® tests: A compendium of studies: Volume III* (pp. 3.1-3.8). Educational Testing Service.

Bailey, D. R., & Judd, C. (2018). The effects of online collaborative writing and TOEIC writing test-preparation on L2 writing performance. *Journal of Asia TEFL*, *15*(2), 383.

Boldt, R. F., & Ross, S. J. (1998). The impact of training type and time on TOEIC scores (TOEIC Research Summary No. 3). Princeton, NJ: The Chauncey Group International.

Bower, J. V., & Rutson-Griffiths, A. (2016). The relationship between the use of spaced repetition software with a TOEIC word list and TOEIC score gains. *Computer Assisted Language Learning*, *29*(7), 1238-1248.

Chapman, M. (2003). TOEIC: Tried but undertested. *Shiken: JALT Testing & Evaluation SIG Newsletter*, *7*(3), 2-7.

Chapman, M., & Newfields, T. (2008). The ‘new’TOEIC. *Shiken: JALT Testing & Evaluation SIG Newsletter*, *12*(2), 32-37.

Cheng, C. C. (2020). Game-Based Learning and TOEIC Vocabulary Building:‎ NNES Students’ Learning Attitudes and Motivations‎. *Journal of Applied Linguistics and Language Research*, *7*(1), 135-143.

Childs, M. (1995). Good and bad uses of TOEIC by Japanese companies. In J. D. Brown & S. Yamashita (Eds.), *Language testing in Japan* (pp. 66-75). Tokyo, Japan: Japan Association for Language Teaching.

Chujo, K., & Oghigian, K. (2009). How many words do you need to know to understand TOEIC, TOEFL & EIKEN? An examination of text coverage and high frequency vocabulary. *Journal of Asia TEFL*, *6*(2), 121-148.

Cid, J., Wei, Y., Kim, S., & Hauck, C. (2017). *Statistical analyses for the updated TOEIC® Listening and Reading test* (Research Memorandum No. RM-17-05). Educational Testing Service.

Cowell, W. R. (1980). *Test analysis: Test of English for International Communication 3BIC* (ETS Test Analysis Report No. SR-80-13)*.* Princeton, NJ: Educational Testing Service.

Daza, C., & Suzuki, M. (2004). A Review of the Reading Section of the TOEIC. *TESL Canada Journal*, 16-24.

Education Testing Services. (2010). Mapping the TOEIC and TOEIC Bridge tests on the Common European Framework of references for languages. Retrieved from http://www.ets.org/Media/Tests/TOEIC/pdf/toeic\_cef\_mapping\_flyer.pdf

Everson, P., Duke, T., Garcia Gomez, P., Carter Grissom, E., Park, E., & Schmidgall, J. (2019). *Development of the redesigned TOEIC Bridge® tests* (Research Memorandum No. RM-19-10). ETS.

Everson, P., & Hines, S. (2010). How ETS scores the TOEIC® Speaking and Writing test responses. In D. Powers (Ed.), *TOEIC® Compendium* (1st ed., pp. 8.1–8.9). Educational Testing Service.

Hines, S. (2010). *Evidence-centered design: The TOEIC Speaking and Writing tests* (TOEIC Compendium Study TC-10-07). Educational Testing Service.

Hong, N. X., & Phan, N. T. T. (2020). Students' self-efficacy beliefs and TOEIC achievements in the Vietnamese context. *International Journal of Instruction*, *13*(4), 67-86.

Hsieh, C.-N. (2017). *The case of Taiwan: Perceptions of college students about the use of the TOEIC® tests as a condition of graduation* (Research Report No. RR-17-45). Princeton, NJ: Educational Testing Service. <https://doi.org/10.1002/ets2.12179>

Im, G. H., & Cheng, L. (2019). The test of English for international communication (TOEIC®). *Language Testing*, *36*(2), 315-324.

In’nami, Y., & Koizumi, R. (2012). Factor structure of the revised TOEIC® test: A multiple-sample analysis. *Language Testing*, *29*(1), 131-152.

Kim, S. (2017). *Linking TOEIC® Speaking scores using TOEIC Listening scores* (Research Memorandum No. RM-17-04). Educational Testing Service.

Lee, S., & Schmidgall, J. (2020). *The importance of English writing skills in the international work- place* (Research Memorandum No. RM-20-07). Educational Testing Service.

Liao, C.-W. (2010). *Field study results for the redesigned TOEIC® Listening and Reading test* (TOEIC Compendium Study TC-10-03). Educational Testing Service.

Liao, C.-W. (2010). *TOEIC® Listening and Reading test scale anchoring study* (TOEIC Compendium Study TC-10-05). Educational Testing Service.

Liao, C.-W., Hatrak, N., Yu, F. (2010). *Comparison of content, item statistics and test-taker performance for the redesigned and classic TOEIC® Listening and Reading tests* (TOEIC Compendium Study TC-10-04). Educational Testing Service.

Liao, C.-W., & Qu, Y. (2010). *Alternate forms test-retest reliability and test score changes for the TOEIC Speaking and Writing tests* (TOEIC Compendium Study TC-10-10). Educational Testing Service.

Liao, C., Qu, Y., Morgan, R. (2010). *The relationships of test scores measured by the TOEIC® Listening and Reading tests and TOEIC® Speaking and Writing tests* (TOEIC Compendium Study TC-10-13). Educational Testing Service.

Liao, C.-W., & Wei, Y. (2010). *Statistical analyses for the TOEIC Speaking and Writing pilot study* (TOEIC Compendium Study TC-10-09). Educational Testing Service.

Liu, J., Costanzo, K. (2013). *The relationship among TOEIC® Listening, Reading, Speaking, and Writing skills* (TOEIC Compendium Study TC-13-02). Educational Testing Service.

Lin, P., Cid, J., & Zhang, J. (2019). *Field study statistical analysis for the redesigned TOEIC Bridge® tests* (Research Memorandum No.RM-19-09). ETS.

Mason, B. (2011). Impressive gains on the TOEIC after one year of comprehensible input, with no output or grammar study. *The International Journal of Foreign Language Teaching*, *7*(1), 1-5.

Mason, B., & Krashen, S. (2017). Self-selected reading and TOEIC performance: Evidence from case histories. *Shitennoji University Bulletin*, *63*, 469-475.

Moses, T. P. (2013). Constructed-response (CR) differential item functioning (DIF) evaluations for TOEIC Speaking and Writing tests. In D. Powers (Ed.), *The research foundation for the TOEIC tests: A compendium of studies: Volume II* (pp. 10.1-10.19). Educational Testing Service.

Newfields, T. (2005). TOEIC washback effects on teachers: A pilot study at one university faculty. *The Economic Review of Toyo University*, *31*(1), 83-105.

Nguyen, H., & Gu, Y. (2020). Impact of TOEIC listening and reading as a university exit test in Vietnam. *Language Assessment Quarterly*, *17*(2), 147-167.

Nicholson, S. J. (2015). Evaluating the TOEIC® in South Korea: Practicality, reliability and validity. *International Journal of Education*, *7*(1), 221-233.

Nighitani, A. (2006). Teaching grammar for the TOEIC test; Is test preparation instruction effective. *Glottodidactica, 32,* 139-146.

Oliveri, M. E., & Tannenbaum, R. J. (2017). *Insights into using TOEIC® test scores to inform human resource management decisions* (Research Report No. RR-17-48). Educational Testing Service. <https://doi.org/10.1002/ets2.1277>

Pan, Y. C. (2010). Enhancing students’ communicative competency and test-taking skills through TOEIC preparatory materials. *TESOL Journal*, *3*, 81-91.

Park, E., & Bredlau, E. (2018). Expanding the question formats of the TOEIC® Speaking test. In D. Powers & J. Schmidgall (Eds.), *The research foundation of the TOEIC® tests: A compendium of studies: Volume III* (pp. 2.1-2.8). Educational Testing Service.

Powers, D. E. (2010). *The case for a comprehensive, four-skills assessment of language proficiency* (TOEIC Compendium Study TC-10-12). Educational Testing Service.

Powers, D. E. (2010). *Validity: What does it mean for the TOEIC tests?* (TOEIC Compendium Study TC-10-01). Educational Testing Service.

Powers, D. E. (2013). Assessing English-language proficiency in all four language domains: Is it really necessary? In D. Powers (Ed.), *The research foundation for the TOEIC tests: A compendium of studies: Volume II* (pp. 1.1-1.7). Educational Testing Service.

Powers, D. E., Bravo, G., Sinharay, S., Valdivia, L. E., Simpson, A. G., & Weng, V. Z. (2008). *Relating scores on the TOEIC Bridge to student perceptions of proficiency in English* (ETS Research Memorandum No. RM-08-02). Educational Testing Service.

Powers, D. E., Kim, H., Weng, V. Z. (2008). *The redesigned TOEIC® (listening and reading) test: Relations to test-taker perceptions of proficiency in English* (ETS RR-08-56). Educational Testing Service.

Powers, D. E., Kim, H.-J., Yu, F., Weng, V. Z., & Van Winkle, W. H. (2010). *The TOEIC Speaking and Writing tests: Relations to test-taker perceptions of proficiency in English* (TOEIC Compendium Study TC-10-11). Educational Testing Service.

Powers, D. E., Mercadante, R., & Yan, F. (2013). Validating TOEIC Bridge scores against teacher ratings for vocational students in China. In D. Powers (Ed.), *The research foundation for the TOEIC tests: A compendium of studies: Volume II* (pp. 4.1-4.11). Educational Testing Service.

Powers, D. E., & Powers, A. (2015). The incremental contribution of TOEIC® Listening, Reading, Speaking, and Writing tests to predicting performance on real-life English language tasks. *Language Testing, 32*(2), 151–167. <https://doi.org/10.1177/0265532214551855>

Powers, D. E., & Simpson, A. G. (2008). *Validating TOEIC Bridge scores against teacher and student ratings: A small-scale study* (ETS Research Memorandum RM-08-03). Educational Testing Service.

Powers, D. E., & Yan, F. (2013). TOEIC Bridge scores: Validity evidence from Korea and Japan. In D. Powers (Ed.), *The research foundation for the TOEIC tests: A compendium of studies: Volume II* (pp. 5.1-5.10). Educational Testing Service.

Powers, D. E., Yu, F., Yan, F. (2013). *The TOEIC® Listening, Reading, Speaking, and Writing tests: Evaluating their unique contribution to assessing English-language proficiency* (TOEIC Compendium Study TC-13-03). Educational Testing Service.

Qu, Y., Cid, J., Chan, E., & Huo, Y. (2017). *Statistical analyses for the expanded TOEIC® Speaking test* (Research Memorandum No. RM-17-03). Educational Testing Service.

Qu, Y., Huo, Y., Chan, E., & Shotts, M. (2017). *Evaluating the stability of test score means for the TOEIC® Speaking and Writing tests* (Research Report No. RR-17-50). Educational Testing Service. <https://doi.org/10.1002/ets2.12180>

Qu, Y., & Ricker-Pedley, K. L. (2013). Monitoring individual rater performance for the TOEIC Speaking and Writing tests. In D. Powers (Ed.), *The research foundation for the TOEIC tests: A compendium of studies: Volume II* (pp. 9.1-9.9). Educational Testing Service.

Qu, Y., Schmidgall, J., Cid, J., & Chan, E. (2019). *Linking OPIc levels to TOEIC® Speaking scores* (Research Memorandum No. RM-19-02). Educational Testing Service.

Rebuck, M. (2003). The use of TOEIC by companies in Japan. *NUCB Journal of Language Culture and Communication*, *5*(1), 23-32.

Robb, T. N., & Ercanbrack, J. (1999). A study of the effect of direct test preparation on the TOEIC scores of Japanese university students. *TESL-EJ*, *3*(4), 1-22.

Schedl, M. (2010). *Background and goals of the TOEIC® Listening and Reading test redesign project* (TOEIC Compendium Study TC-10-02). Educational Testing Service.

Schmidgall, J. (2017). *Articulating and evaluating validity arguments for the TOEIC® tests* (Research Report No. RR-17-51). ETS. <https://doi.org/10.1002/ets2.12182>

Schmidgall, J. E. (2017). *The consistency of TOEIC® Speaking scores across ratings and tasks* (Research Report No. RR-17-46). Educational Testing Service. <https://doi.org/10.1002/ets2.12178>

Schmidgall, J. (2018). *Best practices for comparing TOEIC® Speaking test scores to other assessments and standards: A score user’s guide* (Research Memorandum No. RM-18-05). Educational Testing Service.

Schmidgall, J. (2020). *The redesigned TOEIC Bridge® tests: Relations to test-taker perceptions of proficiency in English* (Research Report No. RR-20-07). ETS. <https://doi.org/10.1002/ets2.12288,2020,1,27>

Schmidgall, J. (2021). *Mapping the redesigned TOEIC Bridge® test scores to proficiency levels of the Common European Framework of Reference for Languages* (Research Memorandum No. RM-21-01). ETS.

Schmidgall, J., Cid, J., Carter Grissom, E., & Li, L. (2021). *Making the case for the quality and use of a new language proficiency assessment: Validity argument for the redesigned TOEIC Bridge® Tests* (Research Report No. RR-21-20). ETS. <https://doi.org/10.1002/ets2.12335>

Schmidgall, J., Oliveri, M. E., Duke, T., & Carter Grissom, E. (2019). *Justifying the construct definition for a new language proficiency assessment: The redesigned TOEIC Bridge® tests – Framework paper* (Research Report No. RR-19-30). ETS. <https://doi.org/10.1002/ets2.12267>

Schmidgall, J., & Powers, D. E. (2020). TOEIC® Writing test scores as indicators of the functional adequacy of writing in the international workplace: Evaluation by linguistic laypersons. *Assessing Writing, 46*, 1–13. <https://doi.org/10.1016/j.asw.2020.100492>

Schmidgall, J., & Powers, D. E. (2021). Predicting communicative effectiveness in the international workplace: Support for TOEIC® Speaking test scores from linguistic laypersons. *Language Testing, 38*(2), 302–325. <https://doi.org/10.1177/0265532220941803>

Schmitt, D. (2005). Test of English for International Communication (TOEIC). In S. Stoynoff & C. Chapelle (Eds.), *ESOL tests and testing* (pp. 100-102). Alexandria, VA: TESOL.

Takahashi, J. (2012). An overview of the issues on incorporating the TOEIC test into the university English curricula in Japan. *Tama University Global Studies Department Bulletin*, *4*(3), 127-138.

Tannenbaum, R. J. (2013). Setting standards on the TOEIC® Listening and Reading test and the TOEIC® Speaking and Writing tests: A recommended procedure. In D. Powers (Ed.), *The research foundation for the TOEIC® tests: A compendium of studies* (2nd ed., pp. 8.0–8.12). ETS. <https://www.ets.org/Media/Research/pdf/TC2-08.pdf>

Tannenbaum, R. J., & Baron, P. A. (2013). Mapping TOEIC test scores to the STANAG 6001 language proficiency levels. In D. Powers (Ed.), *The research foundation for the TOEIC tests: A compendium of studies: Volume II* (pp. 7.1-7.17). Educational Testing Service.

Tannenbaum, R. J., & Wylie, E. C. (2008). *Linking English-language test scores onto the Common European Framework of Reference: An application of standard-setting methodology* (Research No. RR-08-34). Retrieved from http://www.ets.org/Media/Research/pdf/RR-08-34.pdf

Uchibori, A., Chujo, K., & Hasegawa, S. (2006). Toward better grammar instruction: Bridging the gap between high school textbooks and TOEIC. *The Asian EFL Journal*, *8*(2), 228-253.

Wei, Y. (2013). Monitoring TOEIC Listening and Reading test performance across administrations using examinees' background information. In D. Powers (Ed.), *The research foundation for the TOEIC tests: A compendium of studies: Volume II* (pp. 11.1-11.28). Educational Testing Service.

Wei, Y., & Low, A. (2017). *Monitoring score change patterns to support TOEIC® Listening and Reading test quality* (Research Report No. RR-17-54). Educational Testing Service. <https://doi.org/10.1002/ets2.12186>

Wilson, K. (1993). Relating TOEIC scores to oral proficiency interview ratings. In L. Luciano (Ed.), *TOEIC Research Summaries 1*. Princeton, NJ: Educational Testing Services.

Wilson, K. M. (2000). An exploratory dimensionality assessment of the TOEIC test. *ETS Research Report Series*, *2000*(2), i-28.

Yoo, H., & Manna, V. F. (2017). Measuring English language workplace proficiency across subgroups: Using CFA models to validate test score interpretation. *Language Testing, 34*(1), 101-126.

Yoo, H., Manna, V. F., Monfils, L. F., & Oh, H.-J. (2019). Measuring English language proficiency across subgroups: Using score equity assessment to evaluate test fairness. *Language Testing, 36*(2), 289-309.

Yoon, S.-Y., Lee, C.M., Houghton, P., Lopez, M., Sakano, J., Loukina, A., ... Madnani, N. (2017). *Analyzing item generation with natural language processing tools for the TOEIC® Listening test* (Research Report No. RR-17-52). Princeton, NJ: Educational Testing Service. <https://doi.org/10.1002/ets2.12183>

Zhang, S. (2006). Investigating the relative effects of persons, items, sections, and language on TOEIC score dependability. *Language Testing, 23*(3), 351-369.