

「TOEIC リスニング理解」と「TOEIC 読解力」の スコアに関する限られた比較

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Abstract

TOEIC (Test of English for International Communication) は、専門的および学術的文脈で非母国語話者の評価を行うために設計された広く認識されている英語能力試験です。この研究は、TOEIC リスニング理解と TOEIC 読解力のスコアに関する限られた比較を提示し、その重要性と交換可能性に焦点を当てています。分析には豊橋技術科学大学の 903 人の学生の TOEIC スコアが含まれており、これには 2021 年の学年入学手続きの一環として試験を受験した 1 年生から 4 年生までの学生が含まれています。統計分析、ペアの t 検定を含むものによって、2 つのセクションの平均値の間に非常に統計的に有意な差があることが明らかにされています。

A Limited Comparison Between TOEIC Listening Comprehension and Reading Comprehension Scores

David LEVIN

Introduction & Background

The Test of English for International Communication, more commonly known as TOEIC, is a standardized English language proficiency examination designed to assess the English abilities of non-native speakers in a working or academic environment. Administered by the Educational Testing Service (ETS), TOEIC has become a benchmark for corporations, educational institutions, and government agencies worldwide to gauge an individual's capacity to function in an English-speaking setting.

History and Development

The TOEIC was introduced in 1979 in response to the need for a standardized test that could measure English proficiency in a business context (IIBC Global, 2023). As international trade and global collaborations expanded, so did the demand for a universal measure of English communication skills in a professional environment.

In its initial years, the TOEIC test primarily catered to the Japanese job market. However, as the global economy grew more integrated, the test's applicability expanded to other nations. Over the years, the format and content of the TOEIC have undergone several revisions to ensure that it remains current and relevant to the evolving needs of the global marketplace (ETS, 2023).

Test Format

The TOEIC is split into two main sections: Listening and Reading.

Listening Comprehension: This section comprises 100 questions that are distributed across four parts, including conversations, talks, discussions, and short talks. Test-takers must demonstrate their ability to understand spoken English in various professional situations.

Reading Comprehension: Another 100 questions divided into three parts: reading incomplete sentences, text completion, and reading comprehension. This section evaluates the candidate's capacity to understand written English, including the ability to identify main ideas, details, inferences, and essential information.

Each section is scored separately on a scale ranging from 5 to 495 points, leading to a total score that ranges between 10 and 990 points (GlobalExam, 2023). It's important to note that while these scores provide an understanding of a test-taker's abilities, they should be interpreted in the context of specific job roles or educational requirements.

Significance and Usage

One of TOEIC's main selling points is its practical focus on everyday business English rather than academic English. This makes the test especially relevant for professionals and job seekers looking to prove their English proficiency in real-world professional settings.

With globalization on the rise, many companies, especially those with branches or partners in non-native English-speaking countries, see TOEIC scores as a reliable metric to ensure effective communication in the workplace. Additionally, educational institutions utilize TOEIC scores to assess the readiness of students to participate in programs where English (or English in conjunction with other languages) is the medium of instruction (CAN-DO GUIDE, 2023).

As businesses and institutions become more global and interconnected, the ability to communicate effectively in English remains a crucial skill. TOEIC serves as a robust tool for individuals to demonstrate their English proficiency in a professional or academic context. While its format and scoring can seem complex, its widespread recognition ensures that a good TOEIC score remains a valuable asset for job seekers, professionals and academics worldwide.

TOEIC at Toyohashi University of Technology:

The TOEIC examination is used for different purposes here at Toyohashi University of Technology (TUT). These purposes include the placement of students into streamed English courses, course efficacy as related to student English progress, admissions into higher degree

programs and evaluating candidacies for scholarships.

This researcher has been involved with the administering of the TOEIC and streaming students into appropriate English courses for several years here at TUT. Over the years, it has been noticed that scores for the listening and reading comprehension sections often seem quite similar. This similarity has led to questions of interchangeability. In other words, are these two sections actually measuring two different English skills or are they measuring the students' (at least at this institution) overall English ability? If the later were true, then would just one section—either listening or reading—give us an accurate measurement of student English ability? This limited study seeks to answer this very question.

Method

Participants

The TOEIC examination scores of 903 students from Toyohashi University of Technology (TUT) underwent analysis for this study. All learners were required to take the TOEIC as part of the entrance procedures for the 2021 academic year at the university. Participants consisted of 1st- through 4th-year students. All participants who took the TOEIC examination were included in this study.

Instrument

The instrument used in this study was the TOEIC Examination (Listening and Reading).

Statistical analysis

A paired t-test was run to determine if a statistically significant difference existed between the two means of the listening and reading sections of the TOEIC examination. The alpha for significance was set at the customary .05 level for this field and type of research. The analysis was completed using the JASP open-source statistical package for macOS.

Research question

Is there statistically significant difference between the means of the listening and reading scores of the TOEIC examination for the participants in this study?

Results

When the data were examined, it was found that, indeed, there was a statistically significant difference between the listening and reading comprehension means.

First, for the listening portion of the exam, we have an N value of 903, a mean of 290.814, a standard deviation of 89.325, a standard error of 2.973 and a coefficient of variation of 0.307. For reading, an N value of 903, a mean of 228.760, a standard deviation of 97.7385, a standard error of 3.253 and a coefficient of variation of 0.427 (see Table 1, Figure 1).

Table 1

	N	Mean	SD	SE	Coefficient of variation
Listening	903	290.814	89.325	2.973	0.307
Reading	903	228.760	97.738	3.253	0.427

Next, the paired samples t-test show a t value of 27.147, degrees of freedom at 902, a standard error of 2.286, a Cohen's d of 0.903, an SE Cohen's d of 0.029 and the 95% confidence interval for Cohen's d at 0.826 (lower) and 0.981 (upper) (see Table 2). Due to sample size, a test for normality was not deemed necessary.

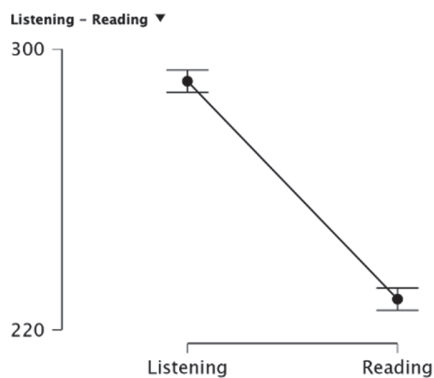


Figure 1

Table 2

Paired Samples T-Test

Measure 1	Measure 2	t	df	p	Mean Difference	SE Difference	Cohen's d	SE Cohen's d	95% CI for Cohen's d	
									Lower	Upper
Listening	- Reading	27.147	902	< .001	62.054	2.286	0.903	0.029	0.826	0.981

Note. Student's t-test.

Discussion

As we can see from the results above, our research question is answered in the affirmative. There is a statistically significant difference between the means found on the listening and reading

portions of the TOEIC examination. The data show a strong difference between the means, a highly significant difference between the two scores.

In terms of using the score interchangeably, the results show that this would not be advisable. In other words, to obtain an overall picture of student English ability, an aggregate of both scores is needed. It may also indicate that incoming students to TUT, as a whole, are not receiving a balance of English listening and reading instruction.

Unexpectedly, to this researcher, the students performed better on the listening portion of the exam. At first glance, this would point to the need for the further development of reading skills. However, this might also mean that the exam itself is unbalanced, at least for the 2021 version taken by the participants. Could this particular reading portion of the TOEIC exam have been more difficult compared to other versions? One would assume that these exams undergo vigorous testing to ensure uniformity, but there might exist a certain level of variability. This might be a question to pursue in a future study.

Another question to be taken up in a future study is the ability of one portion to predict the other, i.e., can a score on reading predict that of listening? If the scores are highly correlated then, at least for the purposes of steaming English courses, they might be used interchangeably. If the TOEIC exam were to offer the listening and reading sections as separate, a la carte exams, then this could be an attractive option for institutions wanting to save time and money. A future more detailed correlation study could confirm this.

Conclusion

In this study, the mean scores of 903 university students for the listening and reading portions of the TOEIC examination were analyzed to determine if any statistically significant difference existed. It was found that there did exist a highly statistically significant difference between the listening and reading scores. This indicated that when endeavoring to gain a better picture of student English ability, both scores are needed.

References

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