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収録分野

言語人類学、応用言語学、記述言語学、談話分析・テキスト言語学、音声・聴覚生理、聴覚病理学、言語学史、個人間の行動とコミュニケーション、言語病理学、学習障害、辞書編集・語義学、精神発達遅滞、形態論、非言語コミュニケーション、文字体系・書記体系、言語哲学、音声学、音韻論、詩学・文芸理論、言語心理学、計量心理学、意味論、記号論、社会言語学、特殊教育、統語論、言語学理論、類型学 他

構成データベース

雑誌全文データベース:Linguistics Database

言語学関連の学術雑誌全文データベースです。商業誌、会議資料、ワーキングペーパー等も一部含まれます。Linguistics and Language Behavior Abstracts (LLBA) に収録されている多数のタイトルを含み、音声学、音韻論、形態学、構文論、意味論など、言語研究のあらゆる側面をカバーします。

- 収録年代：1973年-現在
- 収録タイトル数：270誌以上

※140誌以上が最新号を収録。他、約50誌をエンバゴ（保留期間）付きで更新。

書誌抄録データベース:Linguistics & Language Behavior Abstracts (LLBA)

1,500誌以上の定期刊行物に掲載された論文と書評に加え、書籍の章や学位論文から収集した文献索引・抄録を収録します。3,700点の統制語シソーラスを備え、正確な検索をサポートします。

- 更新頻度：毎月更新。年間約14,000件の情報を追加
- 収録期間：1973年-現在

ご契約形態

- 年間購読契約。IPアドレス認証方式・同時アクセス無制限
- 契約金額は機関種別および所属人数により異なります。個別にお見積り申し上げます。

Full text
Full text - PDF
Abstract/Details

Abstract
Translate -
A high-stake standardized test (e.g., TOEFL, TOEIC, and IELTS) is one of essential indicators in determining students' English proficiency especially in the context of English as a Second Language (ESL) and English as a Foreign Language (EFL). Direct test preparation method is prevalent in test preparation course; however, negative washback could occur. Communicative Language Teaching (CLT) can be effective teaching method which can diminish the negative washback and also increase both proficiency and test score. The purposes of this study were 1) to examine the effect of CLT on students' TOEIC score and 2) to explore students' attitude towards the use of CLT in test preparation course. The sample was 68 Business English students selected by purposive sampling divided into experimental group and control group. The instruments were pre-test, the official TOEIC score and semi-structured interview. The data were analyzed by using mean, standard deviation, t-test and content analysis. The results revealed that the official TOEIC score of the experimental group was significantly higher than the control group which indicated that CLT in test preparation course yielded a positive effect on improving students' TOEIC score.

Full Text
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Headnote
Abstract A high-stake standardized test (e.g., TOEFL, TOEIC, and IELTS) is one of essential indicators in determining students' English proficiency especially in the context of English as a Second Language (ESL) and English as a Foreign Language (EFL). Direct test preparation method is prevalent in test preparation course; however, negative washback could occur. Communicative Language Teaching (CLT) can be effective teaching method which can diminish the negative washback and also increase both proficiency and test score. The purposes of this study were 1) to examine the effect of CLT on students' TOEIC score and 2) to explore students' attitude towards the use of CLT in test preparation course. The sample was 68 Business English students selected by purposive sampling divided into experimental group and control group. The instruments were pre-test, the official TOEIC score and semi-structured interview. The data were analyzed by using mean, standard deviation, t-test and content analysis. The results revealed that the official TOEIC score of the experimental group was significantly higher than the control group which indicated that CLT in test preparation course yielded a positive effect on improving students' TOEIC score.

1. INTRODUCTION
In the university context in many Asian countries, assessing students' English proficiency by using international standardized tests such as TOEIC, TOEFL and IELTS is prevalent (Harada, 2016; Sawchuk, 2013). Students need to pass the set score in order to graduate and the score can be used as an indicator of their English proficiency. Thus, the majority of the students prepare for the test by taking a test preparation course whether offered by the university or other tutoring institutions.

As one of the world's leading tests, Test of English for International Communication (TOEIC) which is a multiple-choice standardized English proficiency test developed by Educational Testing Service (ETS) is intentionally used to measure everyday English listening and reading skills required for working in an international environment of nonnative speakers. The test score can be used to determine and qualify communication proficiency of the test takers in business context. The TOEIC listening and reading test comprises two main sections, listening and reading, in which the contents of the test simulate real life situations relevant to the international workplace (Educational Testing Service, 2019b). In Listening Comprehension section, the test takers have to answer the questions based on the recordings. This part of the test measures how well the test takers understand spoken English as in the real workplace they might have to deal with various types of face-to-face communication, meetings, telephoning and videoconferencing. For Reading Comprehension section, the test takers need to have necessary knowledge in using proper English in terms of grammar, vocabulary and reading comprehension skill which is essential for working in a global workplace which includes email, reports and business correspondence. As can be seen, the purpose of TOEIC is to measure the test takers' English proficiency in the real-life situation. Thus, the test takers must be equipped with proper communicative listening and reading skills in order to get a high score.

In Thailand, TOEIC is one of the tests that are said to be standardized and can be used as a benchmark for assessing individual English skill (Apichatrojanyakul, 2011). Having a good TOEIC score is beneficial for the new graduates as it is considered to be a ticket for getting a good position and also to get a higher salary. The importance of good English skill is also emphasized by the announcement of Ministry of Education (2017) on Thai Qualifications Framework for Higher Education (TOF 1) that English and Business English major students must equip with English proficiency level at C1 (Proficient User) according to Common European Framework of Reference (CEFR).

From Table 1, it can be seen that in order to respond to the announcement, English and Business English major students must achieve minimum 945 out of 990. However, this regulation seems to be difficult to achieve as the average score of Thai TOEIC test takers in 2018 was only 485 which meant that their English proficiency was between A2-B1 according to CEFR level.

another teaching method would be more effective, the researcher, as a teacher of this course, interested in implementing Communicative Language Teaching (CLT) in test preparation class, however, there has been very little research of using this teaching method in such class (Casa, 2008; Littlewood, 2000, 2011). As a result, this study was conducted based on the following research questions:

全文テキスト表示画面(抄録、統制語、おすすめ文献表示、読み上げ機能付)

- Suggested source**
- Online-Based L2 Writing Courses and Practicing Metacognitive Strategies: Teacher-Regulated or Individualized?
Shivani, Maryam; Pontar, Reza. *Theory and Practice in Language Studies*; London Vol. 12, Iss. 7, (Jul 2022); 1419-1427.
 - Improving the Effectiveness of Teaching: The Impact of Interactive Methods in Teaching English Students as They Increase Their Proficiency Level to B2
Wagner, Monica; Natalia; Laursen; Maria; Kupryshova, Milana; Ergonenova, Maximova, Olga; Boronova, Olesya; Umeda; Algarvina. *Theory and Practice in Language Studies*; London Vol. 12, Iss. 11, (Nov 2022); 2232-2238.
 - EFL Pre-Service Teachers' Reflections on Different Aspects of Teaching in Saudi Arabia: A Preliminary Qualitative Case Study
Alghizzi, Talal; Musaad. *Journal of Language Teaching and Research*; London Vol. 13, Iss. 6, (Nov 2022); 1374-1384.
 - Chinese EFL Teachers' Cognition of CLT in Elementary School
Li, Junfei; Peng, Xinyun. *Journal of Language Teaching and Research*; London Vol. 13, Iss. 4, (Jul 2022); 849-859.
 - Skill profiles of Japanese English learners and reasons for uneven patterns
Koizumi, Rie; Agawa, Toshie; Asano, Keiko; Inami, Yo. *Language Testing in Asia; Heidelberg* Vol. 12, Iss. 1, (Dec 2022).

- Search with indexing terms**
- Subject**
- Business English
 - Students
 - Teaching methods
 - Standardized tests
 - English as a second language teaching methods
 - English proficiency
 - Student attitudes
 - Reading comprehension
 - Communicative language teaching
 - English as a second language tests
 - Washback (Testing)
 - Content analysis
 - Learning
 - English as a second language instruction
 - Learning outcomes

Search

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Details

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English as a second language tests;
Washback (Testing);
Content analysis;
Learning;
English as a second language instruction;
Learning outcomes;
English as a second language learning

Company / organization
Name: Educational Testing Service
NAICS: 611710

Title
The Effect of Communicative Language Teaching in Test Preparation Course on TOEIC Score of EFL Business English Students

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統制語の表示

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The Effect of Communicative Language Teaching in Test Preparation Course on TOEIC Score of EFL Business English Students

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Abstract—A high-stake standardized test (e.g., TOEFL, TOEIC, and IELTS) is one of essential indicators in determining students' English proficiency especially in the context of English as a Second Language (ESL) and English as a Foreign Language (EFL). Direct test preparation method is prevalent in test preparation course; however, negative washback could occur. Communicative Language Teaching (CLT) can be effective teaching method which can diminish the negative washback and also increase both proficiency and test score. The purposes of this study were 1) to examine the effect of CLT on students' TOEIC score and 2) to explore students' attitude towards the use of CLT in test preparation course. The sample was 68 Business English students selected by purposive sampling divided into experimental group and control group. The instruments were pre-test, the official TOEIC score and semi-structured interview. The data were analyzed by using mean, standard deviation, t-test and content analysis. The results revealed that the official TOEIC score of the experimental group was significantly higher than the control group which indicated that CLT in test preparation course yielded a positive effect on improving students' TOEIC score.

Index Terms—Communicative Language Teaching, Test Preparation Course, TOEIC Score

統制語の表示

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