

Analyzing the Correlation between TOEIC Reading and Listening Scores

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Abstract— This study investigates the correlation between TOEIC reading and listening scores among first-term university students, shedding light on the intrinsic relationship between these pivotal language competencies. The research, framed within a quantitative design, unveils a robust and statistically significant positive correlation between participants' reading and listening proficiency levels. The study contributes valuable insights to the discourse on language proficiency in higher education, it acknowledges limitations, including a focus on a specific academic term and reliance on a standardized test. Future research is encouraged to explore the long-term impact of integrated language development strategies, incorporating diverse assessment methods and a broader participant pool. In conclusion, this study provides a foundation for informed language education practices, aiming to foster a linguistically diverse and inclusive academic environment.

Keywords—Interconnected Language, Listening, Source Skills Reading TOEIC.

I. INTRODUCTION

English language proficiency is a pivotal skill for students pursuing higher education, particularly in international academic environments. As universities strive to foster a multicultural and globally connected community, assessing and understanding students' language abilities becomes crucial. The Test of English for International Communication (TOEIC) stands as a widely recognized benchmark for evaluating English language proficiency. This research endeavors to delve into the correlation between TOEIC reading and listening scores among first-term university students, aiming to contribute valuable insights into the relationship between these two fundamental language competencies.

The significance of reading and listening skills in academic contexts cannot be overstated. Academic success is intrinsically linked to the ability to comprehend and synthesize information presented in written and spoken forms. The TOEIC examination, a standardized test designed to measure English language skills in various communication contexts, serves as an ideal instrument for assessing these crucial competencies. By focusing specifically on first-term university students, this study hones in on a critical juncture in their academic journey, seeking to understand the initial state of their language proficiency and potential areas of improvement.

Understanding the correlation between TOEIC reading and listening scores provides actionable insights for educators, curriculum developers, and language support services within the university setting. It offers a nuanced perspective on the interplay between receptive language skills and informs

strategies to enhance these skills in academic settings. The research methodology employed in this study combines quantitative measures, utilizing statistical analyses such as Pearson's correlation coefficient and P-values, with the standardized testing approach of the TOEIC examination. This hybrid approach ensures a robust and comprehensive exploration of the correlation between reading and listening skills among university students.

In undertaking this research, it is imperative to build upon existing literature exploring language proficiency assessments, standardized testing, and the role of reading and listening skills in academic success. By integrating insights from these scholarly works, this study seeks to contribute to the broader discourse on language assessment in higher education and provide practical implications for educators and administrators. In doing so, it aligns with the overarching goal of fostering a linguistically diverse and inclusive academic environment.

II. METHODOLOGY

The research aimed to investigate the correlation between TOEIC (Test of English for International Communication) reading and listening scores among first-term university students. The study employed a quantitative research design, utilizing standardized tests as instruments to measure the participants' reading and listening skills.

A. Participants

The participants of this study comprised 525 TOEIC takers from a university's first term. The selection of participants was based on their enrollment in the TOEIC examination during the specified period. Informed consent was obtained from each participant, ensuring voluntary participation and ethical considerations were maintained throughout the study.

B. Instrument and Data Gathering Procedures

The TOEIC examination served as the primary instrument for assessing participants' reading and listening skills. The TOEIC is a widely recognized standardized test designed to evaluate English language proficiency in various contexts, including workplace-related scenarios. The test's structure includes dedicated sections for reading and listening comprehension.

Participants underwent the TOEIC examination during the specified period, following standardized procedures and guidelines provided by the test administrators. The reading section assessed their ability to comprehend written English

materials, while the listening section gauged their understanding of spoken English.

C. Data Analysis:

The collected data were subjected to both descriptive and inferential analyses to draw meaningful conclusions. Descriptive statistics, specifically the mean, were calculated for both the reading and listening scores. The mean serves as a central tendency measure, providing an overview of the participants' overall performance.

To examine the relationship between TOEIC reading and listening scores, Pearson's correlation coefficient (r) was employed. This statistical analysis quantifies the strength and direction of a linear relationship between two variables. In this context, Pearson's r was used to determine the extent to which reading and listening scores were correlated among the participants.

Furthermore, the significance of the observed correlation was assessed using the P-value. The P-value indicates the probability of obtaining the observed correlation by random chance alone. A low P-value (typically ≤ 0.05) suggests that the observed correlation is unlikely to have occurred by chance, thus signifying statistical significance.

III. RESULT AND DISCUSSION

The study involved a sample of first-term university students who undertook the TOEIC examination to assess their reading and listening skills. The mean scores for both reading and listening sections were calculated to provide a descriptive overview of the participants' perform Listening and Reading Skills. To explore the relationship between TOEIC reading and listening scores, Pearson's correlation coefficient (r) and p-value were computed.

A. Descriptive analysis of the Reading and Listening Skills

TABLE I

Mean Score		
Competency	Listening	Reading
	372	271

The quantitative analysis of the TOEIC scores revealed that the participants exhibited a mean listening score of 372, indicating an elementary proficiency level. Similarly, the mean reading score was 271, also reflecting an elementary proficiency level. These scores provide a quantitative snapshot of the participants' language proficiency in both listening and reading skills based on the TOEIC scale.

B. The Correlation of Listening and Reading Scores

TABLE 2

Correlation		
Delete	Pearson - r	Interpretation
	0.79	Strong Positive Correlation

The study's findings reveal a compelling and strong positive correlation between TOEIC reading and listening scores among first-term university students. This result underscores the interconnected nature of these two language competencies, suggesting that individuals who excel in reading are likely to

perform exceptionally well in listening, and vice versa.

C. The Significant Relationship of the Scores

TABLE 3

Significant Relationship		
Delete	P-value	Result
	<0.001	There is a significant relationship between the variables

The statistical significance of the correlation was determined through the calculation of the P-value, which was found to be highly significant at $P < 0.001$. This extremely low P-value indicates that the observed strong positive correlation is highly unlikely to have occurred by random chance alone, affirming the robustness and reliability of the relationship between TOEIC reading and listening scores.

IV. OTHER RECOMMENDATIONS

A. Integrated Language Development Programs:

Given the strong and significant positive correlation between TOEIC reading and listening scores, educational institutions are encouraged to develop integrated language development programs. These programs should focus on enhancing both reading and listening skills concurrently. By designing curriculum elements that intertwine these skills, institutions can foster a holistic language learning experience for students. The findings of this study align with existing literature emphasizing the interconnected nature of language skills (Cummins, 2008). Integrated language development programs, as recommended, draw support from Vygotsky's socio-cultural theory, which underscores the role of social interactions in language learning (Vygotsky, 1978). By integrating reading and listening activities, educators can create a learning environment that mirrors real-world communicative contexts.

B. Pedagogical Approaches:

Educators should adopt pedagogical approaches that capitalize on the observed synergy between reading and listening skills. For instance, incorporating listening exercises that align with assigned readings or vice versa can be an effective strategy. This integrated approach not only reinforces the correlation identified in this study but also provides a more comprehensive language learning experience. The pedagogical approach suggested resonates with research by Anderson and Krathwohl (2001), advocating for a holistic learning experience that engages both cognitive and affective domains. The incorporation of listening exercises aligned with readings reflects a constructivist approach, promoting active engagement and meaning-making in the learning process (Dewey, 1938).

C. Targeted Interventions for Elementary Proficiency Levels:

Institutions should consider targeted interventions for students operating at the elementary proficiency levels, as indicated by the mean TOEIC scores. These interventions may include additional language support services, specialized coursework, or supplementary resources aimed at elevating language proficiency. By addressing proficiency gaps early in students' academic journeys, institutions can better equip them

for success in more advanced coursework. The recommendation for targeted interventions aligns with research on language acquisition, particularly the Input Hypothesis proposed by Krashen (1985). Addressing proficiency gaps at the elementary level is consistent with Krashen's argument that comprehensible input plays a crucial role in language development.

D. Longitudinal Studies:

To understand the sustained impact of integrated language development strategies, future research should focus on longitudinal studies that track the progression of language skills over the entirety of students' academic journeys. This will provide insights into how the identified correlation evolves and whether the integrated approach continues to influence language proficiency beyond the initial stages of university education. Studies such as those by Larsen-Freeman (2009) emphasize the dynamic nature of language acquisition, suggesting that understanding language proficiency requires a longitudinal perspective to capture its evolution over time.

E. Diversification of Assessment Tools:

While the TOEIC is a valuable standardized test, future research could explore the inclusion of additional assessment tools to provide a more nuanced understanding of language proficiency. Diversifying assessment methods, such as incorporating project-based assessments or portfolio evaluations, can offer a comprehensive view of students' language skills beyond what a single test can provide. The suggestion to diversify assessment tools resonates with the broader discourse on language assessment (Bachman & Palmer, 2010). Acknowledging the limitations of standardized tests, incorporating alternative assessment methods aligns with the principles of authenticity and ecological validity advocated by language assessment scholars.

F. Faculty Development Programs:

Institutions should invest in faculty development programs that equip educators with the skills and knowledge needed to implement integrated teaching approaches effectively. Providing training on designing cross-disciplinary assignments, collaborative projects, and other integrated activities can enhance faculty members' ability to create a conducive learning environment for students. The recommendation for faculty development aligns with the literature on teacher professional development (Darling-Hammond, 2017). Effective integration of teaching approaches requires educators to be equipped with the necessary skills and knowledge, emphasizing the importance of ongoing professional development.

G. Collaboration with Language Support Services:

Academic institutions should foster collaboration between language support services and academic departments. This partnership can facilitate the development and implementation of targeted interventions, workshops, and resources aimed at improving reading and listening skills. By working together, these services can provide a more comprehensive support system for students. The call for collaboration between academic departments and language support services is grounded in the literature on academic language support (Hyland & Wong, 2020). Such collaboration recognizes the symbiotic relationship between language proficiency and academic success, highlighting the need for interdisciplinary efforts.

H. Continuous Feedback Mechanisms:

Establishing continuous feedback mechanisms, such as regular surveys or focus groups, can help institutions gauge the effectiveness of integrated language development programs. Student feedback on the perceived impact of these programs, as well as areas for improvement, can inform ongoing adjustments to better meet the evolving needs of the student population. The emphasis on continuous feedback mechanisms draws inspiration from assessment for learning principles (Black & Wiliam, 1998). Integrating regular feedback loops aligns with formative assessment practices, fostering a responsive and adaptive educational environment.

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