

TOEIC Results Based on the Number of Mock Tests

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Abstract

This study looks into 2 different medical groups to compare the results if having more mock tests enhances TOEIC scores. Three-mock-test group was compared with 5-mock-test group. Also students were interviewed to learn of their motivation to study the TOEIC. The 5-mock-test group scored the average of 838 on the final test, increase of 16 points whereas 3-test group, 872, increase of 39 points. There was no correlation between the number of mock tests and the scores. It was learned these subjects were externally motivated by their parents' expectations toward them, chances to go abroad, and financial rewards upon good scores.

Keywords

Medical students, standardized TOEIC test, mock-tests, motivation for good scores

1 Introduction

Although high scores of the TOEIC do not guarantee fluency in speaking of the test takers, it is worthwhile to examine what helps and motivates students to obtain high scores and improve the results. The objectives of the study are 1) to see if fewer mock tests attribute to lower test results in the standardized TOEIC test by comparing the results of the 3-mock-test and 5-mock-test groups, 2) to examine if and how the subjects are motivated to improve the test scores through face to face interview, and 3) to look into the implication of the findings.

2 Literature Review

2.1 Graduation Policy

Universities have recently become more competitive than ever before as young population ratio dwindled and also restructuring was demanded by the government. Implementing graduation certification policy has become a common trend for many universities including the one the researcher works.

2.2 Motivation

Motivation plays a crucial role in any kind of learning, and it is one the ultimate factors for success in learning a foreign language. Gardner and Lambert (1959) are the founders of motivation theory and they identified two motivational orientations which are integrative and instrumental motivation. Deci and Ryan published Intrinsic-extrinsic in 1985. Intrinsic motivation is defined as "the doing of an activity for its inherent satisfactions rather than for some separable reason" (Ryan & Deci, 2000).

In this study, first year medical students' TOEIC scores are compared with those of the ones in Lee's (2012) study to see if the number of mock test affects the overall average scores of the medical students. Also, the types of motivation are studied through interviews to see what motivates them to improve their scores.

3 Methods

Each student's 3 TOEIC mock test results and the actual test results were compared: listening and reading comprehension and the total. Then these scores were further compared with the results of Lee's (2012) results of 5-mock-tests.

4 Results

Table 1: Comparison of Actual TOEIC Scores

	<i>L/C</i>	<i>R/C</i>	<i>Total</i>
2011	428	410	838
2014	451	421	872

The results show that the subjects in 2011 improved 16 points in total but in 2014 (3-mock-test group) 39 points increased. They indicate that more mock test did not result in higher score improvement.

Through the interview, it was found that all the subjects were motivated to improve their scores though not all tried to do something on their own. Those in the over 800 range showed

most competitive attitudes stating that they wanted to obtain points near the maximum 990. Out of 40 subjects, 3(8%) indicated they were intrinsically motivated. Six subjects(16%) said it was shameful to get low scores and they belonged to the introjected regulation. The rest 31(84%) belonged to the externally regulated group stating they were under pressure from their parents to get good grades and/or they'd be rewarded to go on a trip abroad upon obtaining higher scores.

5 Conclusion

The results showed that these mostly advanced level students' test scores were not influenced by the number of mock tests administered in class and therefore, it can be concluded that the number of mock test does not affect the test results.

When the subjects were asked if they were motivated to improve their scores, all 40 answered they were. Their responses were classified into intrinsic and extrinsic motivation. Extrinsic was further classified based on Ryan's (1995) into four regulations including external, introjected, identified, and integrated regulations. It was learned that having fewer mock test do not mean lower results in medical students. These subjects (84%) were already strongly motivated, mostly externally regulated.

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