TOEIC Preparation Course for Aviation Personnel Development Institute Students

Suwimon Maliwan[1]

Abstract

This research aims to: 1) study English Language Preparation Methods of the Aviation Personnel Development Institute Students at Kasem Bundit University 2) study the effectiveness of the TOEIC Preparation Course, resulting in a higher score on the TOEIC test, and 3) measure the positive attitude of the APDI students toward their English improvement. The population and sample were 150 students who enrolled in the Intensive Course. A simple random sampling technique was used for the students who were taught by the researcher. The tool used in this research was the TOEIC training manual (English for Academic Purposes). The statistics used were percentage, mean, and standard deviation. The research findings were as follows: 1) methods of preparation for English language selection was English language training (91%) and 2) TOEIC test score of students after the completion of the TOEIC Preparation Course was compared to the TOEIC score of the latest TOEIC test of the students. The collected data showed that the English language of the students was improved with the TOEIC score that increased by 83% of the study population, and 3) the attitude questionnaires were sent to the students after the test and they had received the score. The results of the overall assessment after completion of the course were that students had a positive attitude toward the TOEIC Preparation Course and English language improvement.

Keywords: TOEIC, English preparation

---

[1]Lecturer of English Program at APDI , Kasem Bundit University,

60 Moo. 7 Romklao Rd. Minburi Bangkok 10510 (APDI)

E-mail: suwimon.mal@kbu.ac.th

Introduction

At present, Thai society is entering the digital world with rapid economic and social activities and highly competitive access to massive amounts of data through the online world. The government has announced Thailand's policy 4.0 that aims to step out of the middle-income trap and step into a high-income country, using social economic innovation for the development of high-quality human resources to drive the country (TNSC 2559. online). Education is an important tool in improving the quality of human resources in the country to prepare people for economic development and for the Thai society to the regional and international economic arena. Therefore, the study of Thai in the 4.0 era must be conducted in the education system from primary school to secondary school. The research of the higher education must be practical. This is a very important part of social guidance (Dr. KamchaiTatiya Poe, 2559). Thailand will enter into sustainable Thai education in the 4.0. It must be linked in a variety of dimensions to conform to the development of the country, to

focus on quality, and to meet the future direction of change in the world. For those who do not use English as their primary language, the TOEIC test is the answer to the problems above. This test system has been accepted by Multinational Corporations. That is a great way to make sure they have recruited English-proficient staff. The TOEIC test has become a global standard for assessing skills and ability to use English, and this test is used widely in business for those who have written communication skills. Those with a high TOEIC score can be assured of excellent job opportunities. TOEIC preparation and high TOEIC scores are important if one wants to enter the competitive market. It also helps students prepare for getting into better universities.

The Aviation Personnel Development Institute has conducted the TOEIC test for all the students to prepare them for a job application and to support and include relevant content in the TOEIC test in the English for business courses. From the observation of the researcher, it was found that most

of the TOEIC scores averaged 200-400 for students who did not achieve the objectives. For this reason, the Institute prepared a TOEIC Preparation Course for the fourth-year students who were going to graduate. The development and objectives of the course were standardized in order to improve their listening and reading skills. This may result in a higher TOEIC score. This study aims to prepare the TOEIC test as well as the English language development to increase the TOEIC scores. The results of the study will be useful in areas requiring TOEIC scores. The results of this research will be beneficial for the promotion of the English Language Preparation of other students in the next year.

Research Questions

How to achieve English Language Preparation for the Aviation Personnel Development Institute students at Kasem Bundit University efficiently

Research Objectives

1) To study how to prepare for the TOEIC test of the Aviation Personnel Development Institute students at Kasem Bundit University

2) To study students' attitudes toward English language development after the course

Researches

1. Language for Specific Purposes

Teaching English for Specific Purposes is taught by language as a tool to recognize science, both academically and professionally, such as, English for Tourism, English for Secretary, English for Business, and English for Hospitality. Language learning is not just language learning but use of language as a tool to link and integrate in other sciences. Learners have motivation and external factors that force them to learn. The curriculum is designed for specific purposes.

1) To study the causes, the appropriateness, and the needs of society with language need specifically and to study the national education policy in order to handle the teaching in accordance with economic change, society, and politics.

2) To analyze the characteristics of each language occupation, such as secretary, and what language needs to be used, and in which kind of job description.

3) To determine the level of language proficiency according to the required skills, such as the language used in tourism that uses listening and speaking skills more than reading.

4) What kind of words and phrases are used in each type of specific language?

2. Direct Method

It is a teaching method that focuses on listening and speaking to understand and then practice the reading and writing skills. It is believed that when students can listen and speak, it is easier to read and write. As such, most lessons consist of a dialogue activity, an opportunity to use the full language. Teachers are expected to encourage students to interact with each other. This is a great way to make a difference. This type of learning management does not focus on grammar structure or very heavy rules. Vocabulary teaching is used to describe the vocabulary in English. It may be used in media or in real life. Measurement is focused on listening and speaking, such as compliance, conversation in pairs, dictation, etc.

3. Audio–Lingual Method

Audio–Lingual Method is a teaching method based on linguistic principles and teaching methods. The teaching is based on the nature of listening, speaking, reading, and writing to teach the elements from simple to difficult. Learners must practice repetitive language until it becomes habitual and they can speak automatically. Teachers must be good examples of the language. Teachers use vocabulary and sentences to create sentences for the students to speak on their own in various forms while emphasis is placed on the practice of sentences rather than the benefits. As such, it is seen that teaching in this way is a teaching such that is not for the meaning of life but is just for language learning in the classroom.

4. Details of activities in learning English vocabulary are as follows:

Motivation is a process that encourages learners to become interested and prepare for the exercises with the purpose of destination and navigation purposes and the benefits that learners will gain from doing the exercises in that chapter and to review and provide the meaning of the vocabulary required for further activities.

Presentation is a way for learners to see the language from the trainer and describe the teaching according to the standard in listening, speaking, reading, and writing. Teaching a complete element from simple to rare brings people into the practice.

Conceptual framework used in research

Practice is the stage for learners to learn the Audio-Lingual Teaching Method. The learners also do the exercises at the same time to emphasize again for the intended guide purposes.

A transfer activity is a process whereby learners are provided with extra activities outside the classroom to help them understand the content.

Evaluation is the stage for the learners to practice virtual reality to measure the ability of learning by training, following the topics. A virtual test is multiple-choice and takes 30 minutes/one-hour lesson.
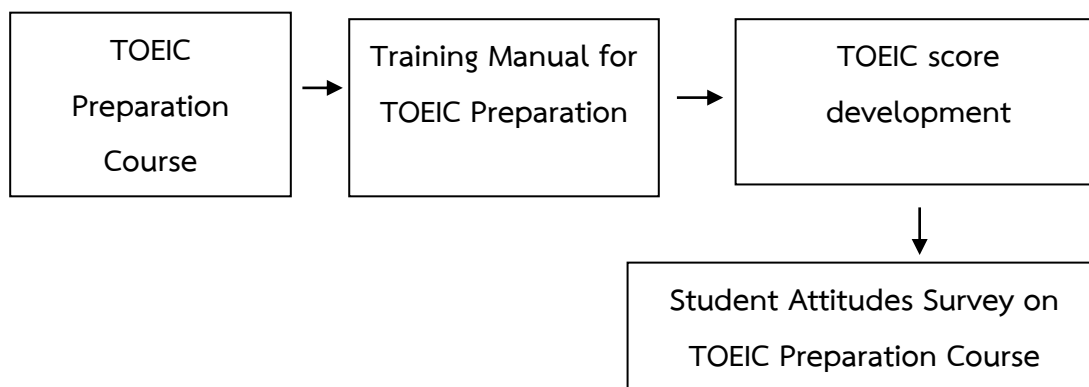
Methodology

Population

Fourth-year Aviation Personnel Development Institute students, Kasem Bundit University, Romklao Campus, Bangkok, Second Semester, Academic Year 2017, with 300 students who learned Intensive English Courses

Random sample

Fourth-year Aviation Personnel Development Institute students, Kasem Bundit University, Romklao Campus, Bangkok, Second Semester, Academic Year 2017. The researcher was assigned to teach 150 samples.

Research tools

1) The TOEIC Preparation Manual was developed in a systematic way.

2) Students' attitude test toward English language development after the course

How to create a widget

1) Study the course, textbooks, TOEIC content coverage (reading skills), and TOEIC test preparation tips.

2) Study the content for the overall purpose of each exam. Synthesize the purpose for content analysis. The topic content should be tested.

3) Creating a Students' Attitude Questionnaire for the TOEIC Preparation course was corrected form Robb and Ercanbrack's 2004 questionnaire and scored on a 5-point Likert scale.

Procedures

Explore and monitor the effectiveness of the TOEIC test preparation program in terms of a higher TOEIC score, and the attitude of the students towards the development of their own English after the preparation course was used.

1) The TOEIC exams before and after were held to see the course performance in terms of the TOEIC score increase.

2) The questionnaire was instrumental in assessing their attitudes toward improving their English proficiency after completing the course. The questionnaire of the TOEIC test preparation course consisted of: 1) Course and content 2) Atmosphere in teaching and learning 3) Activities 4) Teaching Methods 50 Teaching Materials

6) Reading Skills Development 7) Listening Skills Development 8) Possibility to get a higher TOEIC score because of this course, and the questionnaire filled out by the respondents was compiled by researchers.

Data collection

The TOEIC score (Pre-test) was scheduled to begin on October 10, 2017. The questionnaire was distributed in February 2018 and completed by February 2018. The TOEIC (Post-test) was held in February 2018 and was designed for students who had completed the TOEIC preparation course. TOEIC scores were compared before and after the training. March was the time for data analysis and writing of this research.

Data analysis

Data analysis was performed using the Statistical Package for the Social Sciences (SPSS), to find the frequency, percentage, and mean of the hypothesis. Tests were performed using either F-test or one-way ANOVA and t-test.

Results

Results and analysis are divided into four sections.

1. General information about students. According to the study, the respondents' age ranged from 20-22 years; 69.3% of the respondents were females, and 30.7% were males. Most respondents surveyed 76.7%.

In terms of English learning from other institutions, there was 14%, but 86% had not learned English at other institutions. Most respondents did not use everyday English 87.3%. The rest sometimes used English in the classroom 12.7%.

2 . The TOEIC test pre-test and post-test scores

Table 1 shows the comparison of pre-test and post-test scores.

	pre-test score	post-test score	Development score (D)
Total score	47630	56700	9070
$\overline{X}$	317.53	378.00	60.47
S.D.	109.64	134.70	105.65
Average score	52.92	63.00	10.08

The pre-test scores for this test were in the academic year 1/2017 before the student began the TOEIC preparation course. The results of this test were made in the academic year 2/2017 after this group of students completed the TOEIC preparation course. Comparative data showed that out of 150 students, there were 45 students dropping their scores; the same score was 3, and the score was higher for 102.

3 . Attitude of students toward English language development after the course

Overall, good (= 4.24). In addition, students believed that the course would help them score higher on the TOEIC (88%).

4. Study results of students' TOEIC test. The TOEIC score was 150 as shown in Table 2, the t-test statistic (one sample).

Testing	Full score	$\overline{X}$	S.D	$\overline{D}$	t	Sig(2-tailed)
Pre-test	990	317.53	109.64			.000*
				149	-7.01	
Post-test	990	378.00	134.70			

When using a paired t-test, the first hypothesis was significantly different. It was found that in the TOEIC test before and after the preparation course, students had better English proficiency in terms of higher TOEIC scores. So, it is considered successful.

Conclusions

Table 1 shows the comparison of pre- and post-test scores of the TOEIC test, using the actual test. Samples have development score (D) of 60.47%. After the completion of the training, the TOEIC scores of the students were higher.

Table 2 shows that the average of the pre-TOEIC test scores had an average (X) of 317.53; the standard deviation (SD) was 109.64; the mean score after the TOEIC preparation course was (x) 378.00; and the standard deviation (SD) was 134.70. The average development (D) between pre- and post-tests for the TOEIC test was 149. A t-test of -7.01 indicates that the TOEIC score was higher after completing the TOEIC test. At the 0.01 level, the hypothesis was statistically significant. Students had a good attitude toward their English language development after the course.

Discussion

Hypothesis testing

Assumptions 1.1   TOEIC scores of students increase after completion of the TOEIC Preparation Course

When testing hypothesis 1, there were significant differences between the pre-TOEIC and post-TOEIC tests; so, students' English improvements succeeded in terms of higher scores.

Assumptions 1.2   Concerning the attitude of students toward their English language development after completing the TOEIC preparation course, students agreed that the curriculum and content were interesting. They also believed that the course would help them get a higher score on the TOEIC test.

The following are results of data analysis on differential comparisons of the score before and after the TOEIC preparation course for the fourth-year students in the second semester of the academic year 2017. There were 150 students whose average score (X) after training was higher than average (X) before training. This may be due to: researchers' having classified content from simple to hard content by enumerating strategies and recommendations, observing the meanings, and the diversity. In addition, we collected teaching activities to practice reading skills and listening skills using the Audio-Linguistic Teaching Method. Students learned and brought

the reading and listening skills to scale and applied them to the TOEIC test. It can be used effectively.

Regarding the analysis of students' attitude toward English language development after completion of the TOEIC preparation course, about the profile of the respondents, the age of the respondents ranged from 20-22 years; 69.3% of the respondents were females, and 30.7% were males. Most respondents surveyed 76.7%. In terms of English learning from other institutions, the result was 14%. In addition, 86% had not learned English at other institutions.

Most respondents did not use English in their daily lives (87.3%). The rest sometimes used English in the classroom (12.7%). The effects of attitudes on English development of respondents ensured that the course would help them achieve a higher TOEIC score. One of the reasons, most respondents had a positive attitude towards TOEIC test preparation course in terms of content and teaching methods. According to the article of NAMTAN SIRIBOON (2008), the content curriculum and teaching methods correlate with the TOEIC score increase.

References

Brown, H. D. (2000). **Principles of language learning and teaching** (4th ed.). New York: Longman

Diane Larsen, Freeman (2000). **Techniques and Principles in Language Teaching**. Oxford University Press.

Mohammed Rhalmi · (2009). **The Audio-lingual Method** Website: http://www.myenglishpages.com/blog/the-audiolingual-approach/

----------. (2009). How to hear... Website: http://www.myenglishpages. com/blog/the-audiolingual-approach/

Richards, J. C. & Rogers, T. S. (1986). **Approaches and methods in language teaching**: A **description and analysis**. Cambridge, UK: Cambridge University Press.

Shohamy, E. (1993a). **The power of tests: The impact of language tests on teaching and learning**. Washington, DC: National Foreign Language Center.