

Structures of Test-Taking Strategies: What test-taking strategies are useful for the TOEIC reading sections?

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Abstract

This study explored what strategies are used when Japanese college students sit for tests. English proficiency tests such as the TOEIC or the TOEFL have been popular in recent years in Japan, both in academic and employment situations. However, few studies have examined the strategies test-takers use, while numerous studies have been conducted on general learning strategies and strategies for specific skills such as listening or speaking. This study explored the structures of test-taking strategies, especially for the TOEIC reading sections by collecting possible strategies, examining them one by one, pilot testing them and finally extracting six groups of test taking strategies using exploratory factor analysis. As a result of this study, we successfully developed a 66-item questionnaire called SITT (Strategy Inventory for Test Taking). By employing the SITT with Japanese college students, this study investigated the most and least frequently used strategies. The results indicated that metacognitive strategies were not frequently used and that specific reading strategies such as making inferences and selective attention were frequently used.

1 Introduction

When climbers traverse the Northern Alps in winter, they will be fully equipped and closely research the route on a map. When runners go on the Boston marathon, they will carefully examine the course and pace themselves. Such are strategies people employ to obtain a goal. Then, how about test takers? Do they also have any strategies when sitting for an examination? Oxford (1990) defines language learning strategies as “a specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations” (p. 8). Test taking is the ultimate situation where a learner has to deal with new information and make the best use of the knowledge of the target language. We predict that test takers ought to use strategies as efficiently as possible under the restricted situation. However, test taking is a kind of individual work. Therefore, it is next to impossible to observe how they use test-taking strategies. This difficulty inspired us to examine the process in test taking. Some strategies must be frequently used, while others must be less frequently used. In addition, individual differences may be involved in test-taking strategy use. Do good language learners employ more test-taking strategies than poor language learners? Are there any bedrock strategies among them, or do learners use specific ones that help them gain good scores? If any, teachers should teach them how to employ test-taking strategies as well as the target language itself.

In the 1970s and 1980s researchers pay attention to the

relationship between test takers' cognitive characteristics and second language test performance (SLTP). Most models or theories of second language acquisition (SLA) acknowledge that cognitive processing is important in SLA. Cognitive strategies help learners connect new information with already-known information and they are essential in learning a new language. Purpura (1997) aimed at the test takers' metacognitive strategy use in addition to the cognitive strategy use. Metacognitive strategies provide learners with the way to control learning. He postulates a strong relationship between metacognitive processing (MP) and cognitive processing (CP): metacognitive knowledge integrates with cognitive behaviors and that results in better SLTP. According to Oxford (1990), when successful language learners come across "the newness," they can make the best use of metacognitive strategies such as paying attention and linking with already familiar vocabulary.

This study explores what strategies college students use when they sit for the TOEIC test. Enlightening about their test-taking strategies will inform us of what instructions are required to improve test performance.

2 Literature Review

2.1 Learner strategy

Language learning strategies have been in the limelight since 1970s. The focus of language teaching has shifted from the teacher-centered classroom to learners and their learning process — individual differences and learner strategies. Learners in the learner-centered classroom employ strategies and take responsibility

for their own learning (Sinclair et al 2000). Allwright (1990) maintains that learner strategies allow learners to become independent, autonomous, and lifelong learners. Rubin (1981) suggested two types of learner strategies: direct and indirect. O'Malley and Chamot (1990) proposed three types of strategies: cognitive, metacognitive, and socio-affective.

Oxford (1990) divided learner strategies into six groups: memory, cognitive, compensation, metacognitive, affective, and social. Memory strategies, such as grouping or applying images and sounds, help learners store new information. Cognitive strategies, such as practicing or reasoning deductively, help learners understand a new language. Compensation strategies, such as using synonyms or “talking around” the missing word, help learners make up for missing knowledge. Metacognitive strategies, such as planning or evaluating the task, help learners manage the learning process overall. Affective strategies, such as positive self-talk or using deep breathing, include identifying one's feelings. Social strategies, such as asking questions or cooperating with others, involve communication with other people. Learner strategy can contribute to enhancing self-directed attitude and facilitating L2 proficiency.

2.2 Test-taking strategies

According to Cohen (2006), there are specific strategies that test takers use when they complete language tests: (1) learner strategies; (2) test management strategies — i.e., “strategies for responding meaningfully to the test items and tasks” (p. 308); and (3)

test wiseness strategies — i.e., “strategies for using knowledge of test formats and other peripheral information to answer test items without going through the expected linguistic and cognitive processes” (p. 308).

Purpura (1997) investigated the relationships between test takers’ strategy use — cognitive and metacognitive — and SLTP. He tested a number of models. Results imply that MP has no direct effect on SLTP but a positive direct effect on CP, which suggests that MP exerts an executive function over CP. He claims that CP seems to work in unison with MP. It can be argued that cognitive process is similar to cognitive strategy and that metacognitive process is similar to metacognitive strategy. Therefore, metacognitive strategy serves as a commander that maneuvers other strategies such as cognitive strategies. On the other hand, he states that the memory strategies have negative effects. That is, the more the test takers employ the memory strategies, the worse they perform. Probably memory strategies are used for memorizing vocabulary in the early stages of learning, but they do not need such strategies when they have a large stock of vocabulary.

As mentioned above, the relationship between language learning strategies and test-taking strategies is still controversial. It is significant to investigate and compare these strategies test takers use. Thus, our research questions address the followings: (1) what are the constructs of test-taking strategies and (2) what strategies are the most and the least frequently employed by Japanese students when sitting for the TOEIC test?

3 Method

3.1 Instruments

As the first step of the survey, we developed a questionnaire based on Oxford's strategy classification system (Brown, 2007; Oxford, 1990) in order to investigate the constructs of test-taking strategies and the use of test-taking strategies by Japanese college students when sitting for the TOEIC test. We paid careful attention in developing this questionnaire in order to ensure the validity (construct and content validity) and reliability (internal reliability) of the information contained in this questionnaire. The first version of the questionnaire consisted of 78 items. Through the process of several discussions, a pilot study, and revisions, we deleted items that were considered redundant or irrelevant, and added a few items that were considered essential in order to ensure the construct and content validity. We also paid special care in wording and the physical appearance of the questionnaire. In consequence, the final version of the questionnaire, which was named as "Strategy Inventory for Test Taking" (henceforth, SITT) was comprised of 66 items from Part A to Part D as explained below (see Appendix). Each question used a five-point Likert-Scale ranging from "always use," "often use," "seldom use," "never use," to "previously used" category. These categories were assigned the values of 1, 2, 3, 4, and 5 respectively when calculated. The lower score indicates the greater use of each strategy.

Part A included 12 strategies often presumed to be employed while taking Part 5,² a grammar section, of the TOEIC test. Part

B consisted of 13 strategies that were supposed to be frequently used while taking Part 6, a combination of grammar and reading comprehension section, of the TOEIC test. Part C was made up of 26 strategies that were commonly acknowledged as frequently used when tackling Part 7, a reading comprehension section, of the TOEIC test. We initially considered dividing the questionnaire based on Oxford's strategy classification system; however, through systematic evaluation, we had concluded that it was more appropriate to divide the questionnaire based on the construct of the reading sections of the TOEIC test. Each part included questions regarding cognitive strategies, metacognitive strategies, compensation strategies, and affective strategies. We also included an additional section, Part D, in order to include general test-taking strategies. Part D contained 15 strategies. These questions were related to test taking skills and techniques in general.

3.2 Participants and Procedures

A pilot study was conducted with 32 Japanese college students majoring in English on November 25, 2011 to evaluate the questionnaire. Advice and recommendations were provided regarding the contents, format, and whether the descriptions of the items were easy to understand and answer. Based on those suggestions, modifications were made.

The final version of the questionnaire was administered on December 1, 2011. The participants of this study were 135 sophomore and junior students, majority of them majoring in English, in Japan. They participated in a *Foreign Language*

Learning/Teaching course as an elective course. They were all female. They were selected as we assumed that they were interested in either English teaching or learning. In addition, as they had previously taken the TOEIC test at least once and were due to take the TOEIC test on December 7 2011. Before starting the questionnaire, instructions for how to answer the questionnaire were given in Japanese. In addition, the participants were informed that the answers would be neither right nor wrong. The administration of the questionnaire took approximately 15 minutes. All the participants truthfully and seriously cooperated with this research and responded to the questionnaire.

4 Results and Discussion

4.1 Factor Analysis

This section explains the results of experiment and questionnaire analyzed in the Statistical Package for the Social Science (SPSS) Version 18.0. To establish factors of the SITT, we set six factors to analyze with Cronbach's alpha. Afterwards, we picked up factor loadings of more than .30. Table 1 shows the result of factor analysis.

Thirteen items were gathered as Factor 1. These can be named metacognitive strategy (MCS): students try to plan, monitor, and evaluate themselves. The example is as follows: (3) I try to answer from the easiest question in the whole questions.

On Factor 2, twelve items were gathered and this can be labeled not frequently used strategy (NFUS), which are the strategies students hardly use for the test. The example is as follows: (58) I

try to switch my mode to English just before the test starts.

On Factor 3, eight items were gathered, which can be categorized as reading strategy (RS). These are basic strategies of reading: logical strategies or strategies which are specific to reading. The example is as follows: (11) I try to use much time rather a long passage section than grammar sections.

On Factor 4, nine items were gathered, which can be classified as compensational test taking strategy (CTTS), which if they had difficulty in answering the question, they use them to manage to overcome their limitations. The example is as follows: (17) I try to guess by the blanks or multiple choices.

On Factor 5, seven items were gathered, which can be named as general test taking strategy (GTTS): these also can be used for the general test. The example is as follows: (56) I go to the toilet before the test starts.

On Factor 6, five items were gathered, which can be labeled as guessing and selective attention strategy (G-SAS): they guess or pay attention to hints: blanks or topic sentence. The example is as follows: (10) when I cannot answer the question, I mark by guessing in order to go to the next question.

As compared with Purpura (1997), we could see the same taxonomy: metacognitive strategies. On the other hand, there were different taxonomies: NFUS, RS, CTTS and G-SAS. The reason for these loaded items in this study was due to NFUS. The SITT showed that these loaded items were the least frequently used items. For RS, the SITT was for the reading section in the TOEIC test. Therefore, it is understandable to be loaded here. For the

CTTS, we carried this taxonomy from Oxford (1990) which was called compensation strategies. For GTTS, the TOEIC test is also a general test. For the G-SAS, there were two types of strategies in this factor. Therefore, we combined these strategies into one factor.

In addition, not categorized strategies with low loading scores are as follows: 2, 22, 48, 14, 36, 20, 16, 47, 51, 46, 50 and 65, for example, (20) I read from left to right; (65) I try to fill the all blank were the most used strategies in Part B and D; and (36) I try to summarize when I finish reading was the least used strategies in Part C.

Through this factor analysis, we noticed that metacognitive strategies were the most crucial strategies in any language use.

4.2 Reliability of Questionnaire (RQ-1)

Table 2 shows the reliability of each loaded factor. The reliability of SITT was .827. Although high reliability was seen from one to six factors, Factor five and six were not as high as the other factors. According to this point, we have to consider carefully in the next studies.

Table 1. Results of factor analysis to the SITT

Question	1	2	3	4	5	6
27	.757					
15	.748					
3	.634					
29	.617					
8	.596					
30	.577					
44	.543					
28	.500					
13	.497					
1	.471					
26	.444					
9	.439					
42	.434					
54		.621				
59		.616				
41		.570				
58		.532				
53		.528				
57		.523				
61		.479				
55		.471				
49		.462				
23		.449				
60		.429				
52		.406				
31			.596			
25			.579			
24			.548			
33			.508			
35			.502			
11			.466			
12			.458			
34			.449			
6				.753		
18				.729		
19				.643		
40				.478		
5				.470		
45				.463		
17				.460		
37				.456		
7				.419		
66					.663	
56					.537	
32					.536	
62					.535	
43					.490	
64					.467	
63					.410	
4						.657
10						.599
38						.473
21						.461
39						.421

Table 2. Reliability of each factor

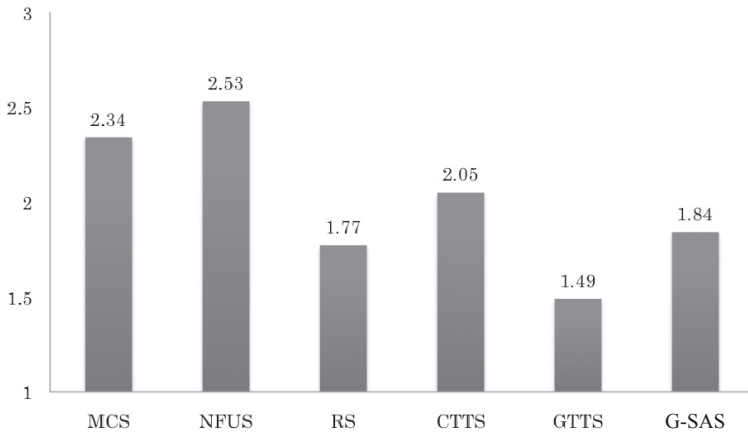
Factor	1 (n=13)	2 (n=12)	3 (n=8)	4 (n=9)	5 (n=7)	6 (n=5)
Cronbach's α	.829	.800	.701	.764	.664	.547

Note. 1= metacognitive strategies; 2= not frequently used strategies; 3= reading strategies; 4= compensational test taking strategies; 5= general test taking strategies; and 6= guessing and selective attention strategies

4.3 Descriptive Statistics (RQ-2)

4.3.1 General tendencies about test-taking strategies

Figure 1 shows the average scores of strategy use in the SITT. In terms of the frequency of the strategy use, GTTS was the most frequently used strategy, and RS and G-SAS were the next. On the



Note. 1) MCS = Metacognitive Strategy; NFUS = Not frequently used strategy; RS = Reading strategy; CTTS = Compensational test taking strategy; GTTS = General test taking strategy; and G-SAS = Guessing and selective attention strategy

Note. 2) Score range: 1 = always use; 2 = often use; 3 = rather seldom use; 4 = never use; and 5 = previously used

Figure 1. The average scores of six factors

other hand, the use of NFUS was the lowest, and MCS was the second lowest use strategies. Additionally, the use of MCS was the third lowest. Although Purpura (1997) insisted that successful learners use MCS while automatizing their strategies, in this study, many students tended not to use MCS. Especially, students responded that they did not answer from the easiest question. In other words, it was effective to answer in the order of the TOEIC test for them. According to the RS, questions 33 and 35 were highly used strategies: scanning and skimming. We can assume that these strategies are also necessary for the TOEIC test.

4.3.2 Ranking of each section

Tables 3 to 6 show the descriptive statistics in each part of the SITT and the rankings of each section.

Table 3. Ranking of Part A (TOEIC Part 5)

Types of strategies	Rank	No.	Strategy	Item	<i>M</i>	<i>SD</i>
The most frequently used strategies	1	10	G-SAS	When I cannot answer the question, I mark by guessing in order to go to the next question.	1.51	0.691
	2	11	RS	I use more time in a long passage section than in a grammar section.	1.76	0.876
	3	5	CTTS	I try to guess by I looking at the blanks or multiplechoise.	1.91	0.897
The least frequently used strategies	1	3	MCS	I try to answer from the easiest question in the whole questions.	3.14	0.926
	2	8	MCS	I try to answer from the questions which contain the words that I know.	3.08	0.941
	3	7	CTTS	I try to read in my mind by applying the answer to the blank.	2.34	1.047

Note. Score range: 1= always use; 2= often use; 3= rather seldom use; 4= never use; and 5= previously used

Table 3 shows that students tended to use general test-taking, reading, and compensational test-taking strategies. On the other hand, they hardly used metacognitive strategies and compensational test-taking strategies. One possible interpretation of this is that Part A was grammar section. It is natural to consider that grammar section is easy to answer and needs less time to answer. Therefore, they tried to save more time to other sections. In short, the TOEIC test needs more specific strategies to answer the grammar section: answering as quickly as possible. For example, they hardly use MCSs, which are generally significant strategies.

Table 4. Ranking of Part B (TOEIC Part 6)

Types of strategies	Rank	No.	Strategy	Item	<i>M</i>	<i>SD</i>
The most frequently used strategies	1	22	MCS	When I cannot answer the question, I mark by guessing. Then, I go back to that question later.	1.69	.789
	2	20	MCS	I try to read from left to right.	1.71	.754
	3	17	CTTS	I try to guess by looking at the blanks or multiplechoice.	1.78	.760
The least frequently used strategies	1	23	NFUS	I try to read the passage as I get the e-mail from someone.	3.32	0.835
	2	15	MCS	I try to answer from the easiest question in the whole questions.	2.89	0.951
	3	18	CTTS	When I have difficulty in answering the question, I try to remember the lessons.	2.17	0.914
	3	14	MCS	I try to read from the multiplechoice.	2.17	0.981

Note. Score range: 1= always use; 2= often use; 3= rather seldom use; 4= never use; and 5= previously used

Table 4 shows that students tended to use non-categorized strategies and compensational test-taking strategies. On the other hand, they hardly used some strategies (NFUS), metacognitive and

compensational test-taking strategies. They used similar strategies as Part A. However, they used strategies most in this section: this section needs more varieties of strategies than other sections. The thinkable reason for this is that Part B was also grammar section. From the other aspect, they used less academic elaboration: they need more specific strategies for the TOEIC test.

Table 5. Ranking of Part C (TOEIC Part 7)

Types of strategies	Rank	No.	Strategy	Item	<i>M</i>	<i>SD</i>
The most frequently used strategies	1	33	RS	I try to read the passage as I looking for the answer to the question.	1.33	0.611
	2	32	GTTS	I try to read the multiplechoice before I read the passage.	1.39	0.648
	3	31	RS	I try to guess from titile, picture, or subtitle.	1.40	0.611
The least frequently used strategies	1	28	MCS	I try to answer the question which I know better than others.	3.07	0.917
	2	41	NFUS	I try to use business English.	2.99	0.837
	3	36	MCS	I try to summarize when I finsh reading.	2.87	0.916

Note. Score range: 1= always use; 2= often use; 3= rather seldom use; 4= never use; and 5= previously used

Table 5 shows that students tended to use reading strategies and general test-taking strategies. On the other hand, they hardly used metacognitive and not categorized strategies. Because the TOEIC test is for the business, participants need not only general test-taking strategy but also the specific strategies of the business English. In addition, Part C is the passage section; therefore they need reading strategies to read and answer the questions effectively.

Table 6. Ranking of Part D (General Test-taking Strategies)

Types of strategies	Rank	No.	Strategy	Item	<i>M</i>	<i>SD</i>
The most frequently used strategies	1	65	MCS	I try to fill all the blanks.	1.14	0.511
	2	56	GTTS	I go to the toilet before the test starts.	1.23	0.547
	3	64	GTTS	I try to mark neatly.	1.25	0.558
The least frequently used strategies	1	58	NFUS	I try to switch my mode to English till just before the test starts.	2.91	0.984
	2	59	NFUS	I try to relax myself before the test starts.	2.77	1.042
	3	54	NFUS	I try to rehearse the day before the test.	2.59	1.000

Table. 6 shows that students tended to use not categorized strategy and general test-taking strategies. On the other hand, they hardly used some strategies (NFUS). The considerable reason for the less used strategies in Part D is that participants had passive attitudes toward taking the TOEIC test. There was a significant strategy for the test: a rehearsal strategy. Additionally, question 59 was also a significant strategy to control their emotion. To be actively engaged in the test, participants need to know the significance of these strategies before the test.

4.4 Using the TOEIC in academic situations

In Japan, many universities have adopted the TOEIC test to assess students' English proficiency. Nevertheless, the validity of adopting the TOEIC test for university students is still uncertain and a controversial issue. Although students are learning English as one college subject, the TOEIC test is originally developed for the business communication. In Kyoto University, for example, the TOEIC test is not adopted because of that suggestion. While it is

very useful for students to assess the business communication ability for their future, there is little training for the TOEIC test before they sit of the test. In this sense, we might have to consider once again what the TOEIC test's scores represent, or what it is for.

5 Conclusion

5.1 Findings

The following were the main findings of our research:

- (1) Factor analysis yielded six factors: Factor 1 — metacognitive strategy, Factor 2 — not frequently used strategy, Factor 3 — reading strategy, Factor 4 — compensational test-taking strategy, Factor 5 — general test-taking strategy, and Factor 6 — guessing and selective attention strategy,
- (2) Cronbach's alpha was used as a measure of the internal consistency of the items in the questionnaire. The overall alpha was .827. A reasonably high level of consistency between the items of the SILL. One thing to note is that the alpha for Factor 6 was .547 which indicates a relatively low level of reliability. It is essential to evaluate which items are negatively affecting the internal consistency for further study.
- (3) As a general tendency, Japanese college students used general test-taking strategies most frequently. Guessing and selective attention and reading strategies were the next frequently used strategies. On the other hand, they used metacognitive strategies infrequently. It is possible that the students are relatively familiar with the reading and general

test-taking strategies as these strategies are often emphasized during their reading classes. On the other hand, they may not have had enough time to actually practice applying metacognitive strategies within the strict time constraint of the TOEIC test, or they may not know the usefulness of the metacognitive strategies.

- (4) Japanese college students used general test-taking strategies, reading strategies, and compensational test-taking strategies when taking Part 5 of the TOEIC test. Metacognitive strategies were least used strategies. Students did not appear to utilize knowledge acquired in class while taking the test. It is possible to assume that the students were not able to use strategies effectively due to time constraints.
- (5) In Part 6 of the TOEIC test, students had a tendency to use strategies that were similar to the ones that were employed when tackling Part 5 of the TOEIC test. The potential reason is that the students attempted to take Part 6 of the TOEIC test by applying some of the strategies often used when solving grammatical questions.
- (6) Students most frequently employed reading strategies and general test-taking strategies when taking Part 7 of the TOEIC test. Even though the TOEIC test is intended to measure the ability of non-native speakers to use English in everyday business situations, the students did not utilize the background knowledge in business English. This indicates that the students either have not acquired TOEIC specific strategies or was not able to actively use the strategies due

to the strict time constraints. In addition, as they have little business experience and they are at least two years away before stepping into the world of business, it may imply that they do not see the value of acquiring English relating to business, resulting in less motivation to acquire strategies specifically for the TOEIC test.

- (7) In terms of general strategies, the majority of the students answered that they try to fill all the blanks, fill in the bubbles neatly, or go to the bathroom before the test. Most of the students responded that they do not try a practice test prior to the exam. The potential reason is that they have passive attitudes towards the TOEIC test as the test is mandatory for all first year to third year students who major in English in that college.

5.2 Limitations of this Study

The results of this study indicate the following limitations:

- (1) All the participants were female college students at Doshisha Women's College of Liberal Arts and the majority of the students belonged to English Department. This factor possibly affected the results of this study. In order to generalize the findings of this study, including coeducational university students and non-English major students are desirable in further study.
- (2) The participants of this study were composed mostly of homogeneous and beginner to intermediate level learners. Therefore, studies with more proficient learners should be

conducted to corroborate the findings with the current study.

6 Implications

This article was documented as a part of the rather big research including strategy training. Consequently, the only quantitative data of the TOEIC test takers are demonstrated. The qualitative research method such as interview is also necessary if we are to gain a richer insight of how test takers employ the strategies.

Test taking is one of the language activities most learners work on. However, there has been little research on test-taking strategies so far. Additional studies are strongly suggested as follows. First, the metacognitive strategy was not so frequently used, which we had not predicted. According to the research literature, a successful language learner is required to employ the metacognitive strategy frequently. The relationship between the test-taking strategy and the metacognitive process, especially in the connection between learners' English proficiency and the test type that influences how they should answer the questions should be studied further. Secondly, the reason why some strategies were not employed should be researched. Is this confined to the participants of this study, or can it be applied to the TOEIC test takers in general? Does the instruction of least frequently used strategies enable test takers to improve test performance? Thus, the strategy use training for test taking should be studied as well. Thirdly, what kind of preparations is effective to the TOEIC test takers? That is, it is significant to study about the strategies test takers should use before the TOEIC test and during the test. Further

study of the relationship between test-taking strategy and the strategy use training would be conducted.

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Appendix

英語テストに関する調査 (SITT) 2011 Version 1.0

Strategy Inventory for Test Taking (TOEIC Reading Section Version)

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これは TOEIC テストに関するアンケートです。TOEIC のリーディングセクションは Part 5-7 で構成されていますが、TOEIC 受験を思い出して、以下の質問にお答えください。以下、各項目に記載の方法を「どの程度使用するか」という観点から回答してください。どの方法が正しいとか間違っているということはありません。ご協

力いただいたアンケートデータの保管には細心の配慮（鍵のかかるロッカーに保管）をし、研究プロジェクト終了後には破棄いたします。ご協力をどうぞよろしくお願い致します。

同志社女子大学大学院文学研究科

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1. よく使う
2. 時々使う
3. あまり使わない
4. 全く使わない
5. 以前使っていたが、最近使わない

A. Part 5 について：以下は Part 5 の問題形式です。これを参考にこのパートを解く際の方法についてお答え下さい。

PART 5

Directions: A word or phrase is missing in each of the sentences below. Four answer choices are given below each sentence. Select the best answer to complete the sentence. Then mark the letter (A), (B), (C), or (D) on your answer sheet.

101. Next year Khosun Industries will ----- several employees to work in the new factory in Kuala Lumpur.

- (A) sent
- (B) send
- (C) sends
- (D) sending

105. A ----- from Jensen-Colmes Corporation will be happy to meet with prospective job applicants at the Westborough Job Fair.

- (A) represent
- (B) representing
- (C) representative
- (D) representation

102. The Bernier Company's financial reports ----- published in English.

106. Please review the new safety procedures ----- any questions to Mr. Boert.

1. 最初にこのセクションの問題をざっと見る。
2. 選択肢から読む。
3. 全体を見て簡単そうなものから解く。
4. 空所の前後だけを見て解く。
5. 空欄や選択肢から、何が問われているのか考える。
6. 問題が難しい時には、授業で習った知識を思い出すとする。

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7. 選択肢を当てはめて何度か心の中で音読してみる。
8. 問題文を一通り見て、知っている単語が多くて読みやすそうな問題から解いていく。
9. 選択肢が知らない単語ばかりの場合、すぐに断念して次に行く。
10. 分からない問題は推測で答え、適当にマークして次の問題へ移る。
11. このパート（文法問題）を解くスピードを上げて、あとの長文問題に時間をかける。
12. 問題を解いている時に、時間配分がうまくできているか考える。

B. Part 6 について：以下は Part 6 の問題形式です。これを参考にこのパートを解く際の方法についてお答え下さい。

PART 6

Directions: Read the texts that follow. A word or phrase is missing in some of the sentences. Four answer choices are given below each of the sentences. Select the best answer to complete the text. Then mark the letter (A), (B), (C), or (D) on your answer sheet.

Questions 141-143 refer to the following e-mail.

To: Jennifer Lambert <jlambert@brighamboles.com>
From: Avani Desai <adesai@brighamboles.com>
Date: July 7
Subject: Welcome!

Dear Ms. Lambert,

Welcome to Brigham-Boles Pharmaceuticals. I am ----- that you have joined our marketing team,

141. (A) delight
(B) delighted
(C) delightful
(D) delightfully

and I look forward to working with you in the weeks and months ahead.

Over the next few days, you are scheduled to attend a number of training sessions. These ----- you

142. (A) to help

13. 最初にこのセクションの問題をざっと見る。
14. 選択肢から読む。
15. 全体を見て簡単そうなものから解く。



16. 全体像や構成を気にしながら読む。
17. 空欄や選択肢から、何が問われているのか考える。
18. 問題が難しい時には、授業で習った知識を思い出そうとする。
19. 問題が難しい時には、日本語に訳す。
20. 文の流れ通りに左から右へ読む。
21. 空所を含むセンテンスのみに注目して解く。
22. しばらく考えて分からない設問はいったん解答し、後でもう一度考える。
23. メールなどの問題文は、実際に自分に送られてきたものだと思って読む。
24. 前後の論理的つながりを考えながら解く。
25. 解答に時間を取りすぎていないか、考えながら解く。

C. Part 7 について：以下は Part 7 の問題形式です。これを参考にこのパートを解く際の方法についてお答え下さい。

PART 7

Directions: In this part you will read a selection of texts, such as magazine and newspaper articles, letters, and advertisements. Each text is followed by several questions. Select the best answer for each question and mark the letter (A), (B), (C), or (D) on your answer sheet.

Questions 153-154 refer to the following postcard.

<p style="text-align: center;">Yarra River Dentistry 109S Oakfield Avenue Melbourne VIC 3001</p> <p style="text-align: center;"><i>It's time to visit the dentist!</i></p> <p>Our records show that your last dental exam was on <u>24th August</u> of last year. We recommend routine office visits to maintain good dental health. Please call our office at (03) 7010 9598 to schedule your appointment.</p> <p>For your convenience, our office hours are as follows:</p> <p>Monday–Wednesday, 7:30 A.M.–7:00 P.M. Thursday, 7:30 A.M.–4:30 P.M. Friday, 8:30 A.M.–4:00 P.M. Saturday, 8:30 A.M.–11:30 A.M.</p> 	 <p><i>Ms. Paula Paglia</i> <u>422 Fitzrandolph Street</u> <u>Parkville VIC 3052</u></p>
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|--|---|
| <p>153. Why was the postcard sent?</p> <p>(A) To welcome a new patient
(B) To remind a patient to make an appointment
(C) To announce a change in office hours
(D) To recommend a dental product</p> | <p>154. On what day is the office open only in the morning?</p> <p>(A) Wednesday
(B) Thursday
(C) Friday
(D) Saturday</p> |
|--|---|

26. 最初にこのセクションの問題をざっと見る。
27. 全体を見て簡単そうな問題から解く。
28. 自分の生活により馴染みのあるテーマの問題を先に解く。

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29. 難しい問題（例えば、トピックや文書の目的を尋ねる問題）は最後にまわす。
30. 短い文書の問題から解く。
31. タイトル、絵、小見出し、日付、金額などから文書全体の概要を把握する。
32. 設問に目を通してから本文を読む。
33. ただ読むのではなく、答えを探すつもりで読む。
34. 文の流れ通りに左から右へ、上から下へ読む。
35. 文章全体を流し読みし、話の全体像を想像する。
36. 文章を読み終わった後にどのような話だったのか頭の中で要約（サマリー）する。
37. 一般常識や背景知識を活用して文書の内容を理解する。
38. パラグラフや文章の冒頭にあるトピックセンテンスに注目する。
39. 知らない単語があっても気にしない。
40. 重要な部分では、日本語に訳して考える。
41. ビジネス英語の知識を活用して文書の内容を理解する。
42. よくでる単語など、選択肢のみを見て解ける問題を先に解く。
43. 設問がパラグラフの順番に並んでいることが多いので、上から順に読みながら解く。
44. 類推や推測して答える設問は、後回しにする。
45. 答えがわからない場合、一般常識に当てはめて考える。
46. 答えがわからない場合、自分の直感（なんとなくそう思うもの）で答える。
47. この解答でよいかどうか、自分に問いかける。
48. しばらく考えて分からない設問にはいったん解答し、後でもう一度考える。
49. 本文と問いにおける単語や表現の言い換え（パラフレーズ）を探す。
50. 設問の答えがありそうな部分に注目して時間を取ってよく考える。
51. 2つの文書が含まれる問題（例えば、2つのメール）では、解答する際どちらを参照するべきか考える。

D. その他、全般的に

52. 前日に持ち物をチェックし、準備する。
53. 前日は早く寝る。
54. 前日に一度 TOEIC テストの模擬テストなどをしてテストの感覚をつかんでおく。
55. お気に入りの書きやすい筆記用具（鉛筆など）を持参する。
56. トイレは事前に済ませておく。
57. 深呼吸し気持ちを落ち着かせる。

58. 直前まで英語を聞いて頭を英語モードに切り換える。
59. 試験開始5分前には、精神統一をする。
60. 高い得点が取れると、自分を励ます。
61. 各パートの時間配分を事前しておく。
62. 集中してテストに取り組む。
63. テスト中に順調に解答できているかどうか考える。
64. 記入ミスがないようにマークシートに丁寧に記入する。
65. 分からない問題でも解答欄をすべて埋める。
66. テスト中に解答にミスがないかどうか、確認する。

注

- 1 本論文執筆にあたり第4著者に対し2010年度同志社女子大学教育・研究推進センター研究奨励金の交付を受けました。
- 2 Please refer to the TOEIC official website (<http://www.toEIC.or.jp/>) for further information regarding the TOEIC test.