

Perceived Impacts of Online Learning on Test-taking Skills

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The amount of stress involved with any high-stakes standardized language test like the TOEIC is often quite heavy. In a time when typical face-to-face teaching has been shifted to online instruction, how does this online / distance learning affect the learning burden on students? This study looks into the impressions of two sets of students in TOEIC preparation classes — one group which studied in a traditional face-to-face class in 2018 and another group which studied in a complete online format in 2020. Despite being offered in different teaching mediums, the students' comments about the challenging portions about the test itself are very similar. The responses from both groups about the medium of instruction and the other written comments are presented, contrasted, and analyzed for a general sense of how online learning may impact test-taking skills. The discussion and conclusion provide suggestions for how to address some of the online issues expressed by the students.

INTRODUCTION

The 2020 academic year saw many changes to teaching and learning, especially in the realm of distance learning through the medium of online instruction. To allow for visual contact between KGU teachers and students, the Zoom video conferencing platform was employed. Teachers were allowed to organize lessons through different Learning Management Systems (LMS) like the university's LUNA (a version of Blackboard) and Google Classroom.

Depending on the type of course, teachers were allowed to arrange for synchronous and asynchronous lessons. Synchronous instruction involves using a video conferencing system where the instructor and students meet at an agreed upon time and interact in real time. This form of instruction is closer to the face-to-face medium of teaching that can be found in traditional classroom instruction in that all members gather digitally to interact "live". Asynchronous lessons are designed so that the students can view the class video at any time and as many times as desired. This particular form of instruction allows for more independence on the part of the student in terms of when to view the videos. Interactions between the teacher and the student in this case are not in real time and require communication via email or other media.

For online learning to occur, all members need access to a Wi-Fi system; a technology device such as a computer, tablet, or a smartphone as well as an LMS account. Most people in Japan have a personal phone and perhaps a computer at home (Statista Research Department, 2021; Tsukimori, 2020). One challenge for educators and students in the Spring 2020 semester was to have adequate technology that could be employed for more than four hours of use and have enough power to maintain a connection to Zoom (video and audio) for several lessons in a row. In the Fall 2020 semester, certain classes could be conducted on campus face-to-face and/or online via Zoom. Although these options allowed for more freedom for teachers, this situation perhaps generated more mental, social, and technical challenges for students. For example, a student may have an in-person lesson for the 3rd period and then be ready to join a Zoom session for the 4th period. The difficulty came with determining which Wi-Fi enabled spaces on campus would be available where a student could go to in order to connect with the Zoom class. Some places were designated for students to use to join their Zoom sessions; however, there were some sound restrictions while using these shared spaces.

Japan and the Japanese people have an international reputation for being tech savvy (Radu, 2020). This is true in the realms of entertainment and communication; not so much when considering business and education. In fact, many Japanese industries follow traditional processes that are “tried and true” and are difficult to change. The idea that modern Japanese students who are very proficient on their smartphones would struggle with the online learning shift is confounding to those outside of Japan and the Japanese educational system (Fujitani et al., 2003). The label of “digital native” applied to those born after 1984 when describing a person’s abilities with technology (Lieberman, 2017) can be disputed when applied to younger Japanese. Expertise in using a smartphone does not always transfer to abilities in using a computer, an LMS, or a video conferencing platform.

Is it necessary to have knowledge about the use of technology in order to perform well on a standardized language test? Actually, some standardized English proficiency exams like the Test of English as a Foreign Language (TOEFL) come in an internet-based and paper-based format. Some others like the Test of English for International Communication (TOEIC) are paper-based only. Depending on the type of language proficiency test one takes, the amount of knowledge and use of technology may be a factor in earning a higher score. Although certain language tests do not require expertise in technology, many publishing companies are trending towards providing online workbooks and websites to provide additional practice for students.

If knowing about and using technology can benefit some students, what are some issues about providing online instruction? There are concerns that prolonged online instruction may cause setbacks for some skills. A few news reports in Japan are stating that some younger learners are experiencing

“learning loss” in various subject areas due to not having adequate interactions during online lessons (Hata, 2020).

In response to the shift to online classes for the 2020 academic year, how do students feel about using technology to prepare for taking the TOEIC? Does the online medium help or hinder their studies, especially with a high-stakes exam like the TOEIC? To separate general concerns regarding language proficiency test preparation from issues of using technology for study, survey feedback from two populations — a traditional face-to-face TOEIC class in the Spring of 2018 and a synchronous online TOEIC class in the Fall term of 2020 — will be contrasted and analyzed.

METHOD

Participants

This study aims to assess if online lessons cause a perceived decrease in confidence with test performance as well as generate other technical issues that can be overcome with more development on the part of the teacher. This report contrasts the feedback on performance surveys from two groups of TOEIC Preparation classes: one Spring 2018 class and one Fall 2020 class. Both classes used the same textbook and similar assignments. The main difference between the two classes are the medium of instruction (face-to-face versus online remote classes) and the physical space the students occupied during the class period.

The face-to-face class held on Fridays in the Spring 2018 semester had 20 registered students with seven male students and 13 female students. All but two students had taken the TOEIC before. The reasons for joining this class were: ten students stated they wanted to practice English and there were eight comments about improving their TOEIC scores. By the end of the semester, three students (two male and one female) did not complete the class due to excessive absences.

The synchronous online class in the Fall 2020 semester was also held on Fridays. Of the 27 registered students, six were male and 21 were female. Similar to the other group, only two of the students had not taken the TOEIC before this class. There were 20 comments about taking this course to get a better TOEIC score. Before the final exams, five students (two male and three female) had stopped attending or never attended the class.

Procedure

Three practice tests were given in the class: Early test, Midterm test, and the Final test. The full TOEIC takes two hours to complete. Each lesson can only last 90 minutes. With this constraint in mind, a modified test with a shorter Part 7 in the Reading Skills section or a split test of Listening Skills and then the Reading Skills were administered. After each test, the students were asked to complete a post-test reflection survey. The survey was given as a tool to measure how accustomed students were to the actual test form and to the techniques presented in the textbook. The bulk of the questions for each survey

are essentially the same (APPENDIX A). However, the final survey had additional questions concerning future study activities to keep building English skills (APPENDIX B). For the Fall 2020 class, a Likert scale and open questions related to the use of Zoom were added to the reflection surveys (APPENDIX C).

Although there are a variety of responses given on the surveys, the focus here will be the question related to the Likert scale on performance, hereafter referred to as the Performance Question:

*In your opinion, how well did you perform on this test overall?
1=Poorly, 5=Excellent*

across all three test administrations and the question related to the amount of perceived improvement comparing the Final Test to the Early Test:

Compared to the first practice test, how much did you think you improved your test-taking skills?

- 1. No change*
- 2. A little improvement (10-25%)*
- 3. Some improvement (40-60%)*
- 4. A lot of improvement (more than 75%).*

RESULTS

Quantitative Data

In the second lesson of the semester, the students had the Early Test, a modified version with all of the Listening Skills in Part 1 [Listening with Photos], Part 2 [Listening to Statements or Questions], Part 3 [Listening to Conversations], and Part 4 [Listening to Talks]; plus the Reading Skills for Part 5 [Reading to Complete the Sentence], Part 6 [Reading to Complete the Text], and a shortened Part 7 [Reading Comprehension].

Spring 2018 class

For the Spring 2018 class, all of the tests were printed booklets. The answer sheet came in two forms: an online Google Form and a traditional paper test bubble sheet. During the class, many students who had a smartphone opted for the online Google Form. However, a few students whose smartphones were not working well asked for the paper bubble sheet to write their answers.

Only 17 students responded to the Post-Test Reflection Survey. On the Performance Question (Table 1), none of the students marked a 4 or 5 (Excellent). The bulk of the responses fell on 2 and the next highest proportion on 3.

In Week 7, the students received the Midterm Test, which mainly assessed Listening Skills (Part 1, Part 2, Part 3, and Part 4) which were covered in the preceding lessons. The Listening Skill section takes 45 minutes to complete.

After the test, 18 students provided answers to the Post-Test Reflection Survey (Table 2). By this point, there is a shift where the responses follow a traditional bell-curve allowing for more answers for 4 and one for 5.

In the last two weeks of the course, the students had a split Final Test with the Listening Final in Week 13 and the Reading Final in Week 14. The full 100-question Reading Skills Test takes 75 minutes to complete. Since there was no additional time in class for Week 14, the Post-Test Reflection Survey was given after the Reading Final as the final homework assignment. Only 13 students replied to the survey (Table 3). The bulk of the responses fell on 3 with additional responses at the higher end of the scale for 4 and 5.

Comparing the Final to Early performance responses, nearly three-quarters of the students (70.6%) felt an overall improvement on taking the TOEIC. In other words, all of the students felt they had improved at least one level better than at the beginning of the course.

On the same final survey, a question regarding self-assessed improvement was added. It asked students to consider their performance on the Final Tests to the first Early Test (Table 4). The majority of the responses were for “Some Improvement (40-60%)”.

Fall 2020 class

All classes for the Fall 2020 Semester were online with the Zoom video conferencing platform and using the Google Classroom LMS. The students purchased the same textbook as the students in the Spring 2018. The tests were a series of photos of the printed booklets placed in a Google Slides presentation, each page represented on a slide. In order to view the details on each slide, students need to magnify the image at least 100%. The online answer sheet is on the same Google Form file used in the Spring 2018 class.

On the exam day, students needed to have multiple devices (a computer or tablet to view the test booklet and to connect to the Zoom meeting, plus a smartphone to enter answers on the Google Form) available to take the test during the class session. The test “slideshow” booklet became available on the Google Classroom LMS. Since a paper answer sheet could not be given to students with connection problems, students were instructed to write their answers first on a piece of loose-leaf paper and then transfer those answers to the Google Form online version. If students could not access the Google Form, they were told to take a picture of their paper answer sheet and email the photos to the teacher to be graded later. The audio files for the Listening Skills section were played in the Zoom session, requiring that the students have adequate audio and Wi-Fi access to hear the audio clearly on their computer or tablet. During the Reading Skills section, a timer countdown was posted in the Zoom chat window.

TABLE 1
Early Test Responses to the Performance Question

	Spring 2018 (n=17)	Fall 2020 (n=20)
Likert score		
1 (<i>Poor</i>)	11.8% (2)	30% (6)
2	47.1% (8)	50% (10)
3	41.2% (7)	20% (4)
4	0	0
5 (<i>Excellent</i>)	0	0

TABLE 2
Midterm Test Responses to the Performance Question

	Spring 2018 (n=18)	Fall 2020 (n=11)
Likert score		
1 (<i>Poor</i>)	11.1% (2)	18.2% (2)
2	27.8% (5)	18.2% (2)
3	27.8% (5)	54.5% (6)
4	27.8% (5)	9% (1)
5 (<i>Excellent</i>)	5.6% (1)	0% (0)

TABLE 3
Final Test Responses to the Performance Question

	Spring 2018 (n=13)	Fall 2020 (n=16)
Likert score		
1 (<i>Poor</i>)	7.7% (1)	0
2	7.7% (1)	12.5% (2)
3	46.2% (6)	56.3% (9)
4	23.1% (3)	25% (4)
5 (<i>Excellent</i>)	15.4% (2)	6.3% (1)

TABLE 4
Final Test Responses to the Improvement Question

Compared to the first practice test, how much do you think you improved your test-taking skills?

Options	Spring 2018 (n=13)	Fall 2020 (n=16)
No Change	0	0
A little improvement (10-25%)	30.8% (4)	37.5% (6)
Some improvement (40-60%)	53.8% (7)	56.3% (9)
A lot of improvement (more than 75%)	15.4% (2)	6.3% (1)

The Early Test was administered in Week 2. Information about how to prepare for the test (i.e.: loose-leaf paper, strong wifi, fully charged devices) was posted on the Google Classroom LMS and mentioned in Week 1. The Post-Test Reflection Survey was also made available on the Google Classroom LMS after the test was administered. For the Early Test, 20 students provided their feedback to the survey (Table 1). Similar to the Spring 2018 responses, no student selected the 4 or 5 choice. Half of the responses fell on 2, much like those responses on the Spring 2018 survey.

Like the Spring 2018 class, the midterm was given in Week 7, focusing on the Listening Skills only. The Midterm Test was also administered as a Google Slides presentation for the test booklet and a Google Forms online answer sheet on the LMS, and used the Zoom platform to play the audio files. Only 11 students replied to the Midterm Post-Test Reflection Survey (Table 2). More than half of the respondents selected a 3 (Neutral) answer. Unlike the bell-curve midterm results in the Spring 2018 class, these responses weigh more heavily on the neutral and weaker end of the scale.

Much like the Spring 2018 class, the Final Exam was spread over two class periods — Week 13 was dedicated to the full Listening Test (45 minutes) and Week 14 was focused on the full Reading Test (75 minutes). The Post-Test Reflection Survey was posted on the LMS after the Reading Test was given. Of the 27 registered students, only 16 students replied to the survey (Table 3). More than half of the students gave a 3 (Neutral) response and almost a third of the students felt that they did a good [4] or excellent [5] job on the Final Test. In contrast to the Spring 2018 class, none of the Fall 2020 respondents felt their performance was poor [1].

Similar to those in the Spring 2018 class, no one replied that there was “No Change” (Table 4). Although there are fewer responses for “A lot of improvement,” there are more feelings of “A little improvement” and “Some improvement” overall in the Fall 2020 class.

Impact of Zoom lessons

With the synchronous online class, a Zoom difficulties question was also added to the survey (Table 5). Taking the feedback on performance and difficulties of using Zoom all together, did the Fall 2020 students feel any overall improvement from the end compared to the beginning of the course? How does this set of opinions differ from those shared in Spring 2018?

After the Early Test, nearly half of the students commented that using Zoom for the test was difficult or very difficult for them. Some of the technical difficulties (e.g.: Zoom connection dropped, the audio was not clear, the test booklet was difficult to see) did appear to have an influence on the test results. The impact is discussed further after the Qualitative Data section.

By Week 7, the students had been using Zoom to study the Listening Skills sections of Part 1, Part 2, Part 3, and Part 4. At the end of each of these lessons, the students reviewed their skills with the textbook mini-tests, which allowed

them to become accustomed to listening to the audio through the Zoom platform. As a possible consequence, over 45% of the students felt that using Zoom was easier than it had been at the beginning of the semester.

By Week 14, the students had been using Zoom for all parts of the TOEIC — Listening and Reading Skills. Nearly 40% of the students felt comfortable and at ease [1 and 2] with using Zoom, almost double the number of the students from the Early Test. Although the neutral response [3] was consistent across all three tests surveys, the number of students giving a difficult [4] or very difficult [5] answer decreased from 45% on the Early Test to 25% on the Final Test.

TABLE 5
Test Responses to the Zoom Difficulties Question

Test	Likert scores				
	<i>(Very easy)</i> 1	2	3	4	<i>(Very difficult)</i> 5
Early (n=20)	10% (2)	10% (2)	35% (7)	40% (8)	5% (1)
Midterm (n=11)	9% (1)	36.4% (4)	36.4% (4)	9% (1)	9% (1)
Final (n=16)	18.8% (3)	18.8% (3)	37.5% (6)	25% (4)	0

Qualitative data

The Fall 2020 semester was the second semester where students had online classes. In the needs analysis survey given to the students in the first class, the student responses fell into four general areas (Table 6). Most of the students (56%) had no issues or concerns about the class. Only three students voiced concerns about using the technology or the Zoom platform at the beginning of the class. The only statement that did not fit in these four categories was from a senior student who stated, “I’m a senior, so I wanna make unforgettable memories for last college life. plz make the class fun.”

TABLE 6
Class Concerns Indicated by Students in Needs Analysis Survey

Options	Number of Students (n=25)	Percentage
No Issues or Concerns	14	56%
English Ability Concerns	5	20%
Technology / Zoom Concerns	3	12%
Course Concerns	2	8%

The Post-Test Reflection Surveys were not mandatory and a strict deadline was not given to submit them. For the Fall 2020 post-test reflection survey, comment sections were added to help explain the likert responses. Looking at the responses, most of the comments after each test clustered around four themes. Below are a few samples of the responses that fall into each of the four categories:

- 1) Access or Connection Issues
 - “It [connection] quite difficult to take test on Zoom.”
 - “I have to use a lot of devices.”
 - “I was confused by internet trouble. I did not have enough time to answer.”
 - “Sometimes WIFI connection was unstable.”

- 2) Vision or Audio Issues
 - “There is no technical problem but my eyes are a little tired.”
 - “The sound was clear but sometimes I could hear some noise.”
 - “It is difficult to read.”

- 3) Test-taking Techniques
 - “It is hard for me not to highlight the sentence of passage.”
 - “To do scroll was difficult.”
 - “I couldn’t write on the test print like underline or others.”
 - “The test question is just on my computer so sometimes it difficult to search which question is now.”
 - “It was easier for me to take test on paper.”
 - “I think the online examination is more difficult than usual because we cannot write on paper (about question).”

4) No Issues

- “I have no problem in taking online test by using Zoom.”
- “I took online reading test using Zoom several time in this class so I used to take.”
- “At first, I didn’t understand how to use Zoom for an online test. However, I was able to understand in the end.”
- “It’s not difficult for me to take TOEIC on Zoom. But I’m afraid of technical problems.”

DISCUSSION

As with any new technique, material, or technology, there is a learning curve that can be ameliorated by gradual exposure and use. The use of Zoom and Google Classroom for a test-taking course can become helpful tools with more practice. However, hardware and connection issues are external factors that are beyond the scope of what can be taught or addressed by the teacher.

Audio issues are split between technology and environment. Playing the audio files via Zoom did make it easier for the teacher to provide the listening portion of the test to the students. However, if a student or teacher has older or limited devices, or restricted Wi-Fi access, the audio may not be clear or inconsistent. For some students who joined the Zoom session while on campus, background noise from other students in the same room could be a distraction. One feature of using Zoom to play audio files through the teacher’s computer is that the teacher’s microphone must remain on during the listening section for others in the Zoom session to hear the same audio. Although the researcher tried to remain silent during the Listening Skills sections, sounds from the environment did occasionally bleed into the sound being picked up by the computer’s microphone.

Current computers can be adjusted to reduce eye strain with screen filters and dark screens. However, the slideshow test booklet consists of photo reproductions of the printed booklet. Some distortions and discolorations in the images were unavoidable problems during the semester. If the course continues in the online format, efforts will be made to have the test questions converted to clear digital forms.

TOEIC exams require that students do not write on the test booklet, but students are used to taking notes on paper. Having the test booklet online requires that students learn to retain information for a short period of time to answer the test question. However, exams such as the TOEFL do have an internet version where students are allowed to take physical notes during the test. This technique might need to be employed if more online teaching occurs in the future.

CONCLUSION

In short, much of the additional stress related to online learning can be overcome with more exposure and practice. Unfortunately, hardware or environmental issues cannot be easily solved without definite upgrades or changes. From the self-reported impressions from the students, a sense of at least a little bit of improvement in test-taking skills can be gained regardless of the medium of instruction. The analysis of the student comments will require more rigorous statistical scrutiny than this very superficial view of the percentages. Additional research is warranted to see if these responses are statistically significant and can be applied in more general situations.

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APPENDIX A: Post-Test Reflection Survey: Early and Midterm Forms

1. What is your name?
2. Which section of the SBE TOEIC class are you attending?
3. How many times have you taken the TOEIC, including this test?

Test Sections

4. Which section of the test did you stop at?
 - Part 1 - Photos
 - Part 2 - Question-Response
 - Part 3 - Conversations
 - Finished all sections
 - Part 5 - Incomplete Sentences
 - Part 6 - Text Completion
 - Part 7 - Reading Comprehension
5. What was easy for you in Part 1? (Choose all that apply)
 - Understanding how to answer this section
 - Understanding the photo
 - Understanding the choices
 - Knowing the vocabulary
 - Pacing (time to answer)
 - Other: _____
6. What was difficult for you in Part 1? (Choose all that apply)
 - Understanding how to answer this section
 - Understanding the photo
 - Understanding the choices
 - Knowing the vocabulary
 - Pacing (time to answer)
 - Other: _____
7. What was easy for you in Part 2? (Choose all that apply)
 - Understanding how to answer this section
 - Pacing (time to answer)
 - Knowing the vocabulary
 - Understanding the statement or question
 - Understanding the choices
 - Other: _____
8. What was difficult for you in Part 2? (Choose all that apply)
 - Understanding how to answer this section
 - Pacing (time to answer)
 - Knowing the vocabulary
 - Understanding the statement or question
 - Understanding the choices
 - Other: _____
9. What was easy for you in Part 3? (Choose all that apply)
 - Understanding how to answer this section
 - Pacing (time to answer)
 - Knowing the vocabulary
 - Understanding the conversations
 - Understanding the choices
 - Other: _____

10. What was difficult for you in Part 3? (Choose all that apply)
- | | |
|---|--|
| <input type="checkbox"/> Understanding how to answer this section | <input type="checkbox"/> Understanding the conversations |
| <input type="checkbox"/> Pacing (time to answer) | <input type="checkbox"/> Understanding the choices |
| <input type="checkbox"/> Knowing the vocabulary | <input type="checkbox"/> Other: _____ |
11. What was easy for you in Part 4? (Choose all that apply)
- | | |
|---|---|
| <input type="checkbox"/> Understanding how to answer this section | <input type="checkbox"/> Understanding the talks or announcements |
| <input type="checkbox"/> Pacing (time to answer) | <input type="checkbox"/> Understanding the choices |
| <input type="checkbox"/> Knowing the vocabulary | <input type="checkbox"/> Other: _____ |
12. What was difficult for you in Part 4? (Choose all that apply)
- | | |
|---|---|
| <input type="checkbox"/> Understanding how to answer this section | <input type="checkbox"/> Understanding the talks or announcements |
| <input type="checkbox"/> Pacing (time to answer) | <input type="checkbox"/> Understanding the choices |
| <input type="checkbox"/> Knowing the vocabulary | <input type="checkbox"/> Other: _____ |
13. What was easy for you in Part 5? (Choose all that apply)
- | | |
|---|---|
| <input type="checkbox"/> Understanding how to answer this section | <input type="checkbox"/> Knowing the grammar |
| <input type="checkbox"/> Pacing (time to answer) | <input type="checkbox"/> Knowing the vocabulary |
| | <input type="checkbox"/> Other: _____ |
14. What was difficult for you in Part 5? (Choose all that apply)
- | | |
|---|---|
| <input type="checkbox"/> Understanding how to answer this section | <input type="checkbox"/> Knowing the grammar |
| <input type="checkbox"/> Pacing (time to answer) | <input type="checkbox"/> Knowing the vocabulary |
| | <input type="checkbox"/> Other: _____ |
15. What was easy for you in Part 6? (Choose all that apply)
- | | |
|---|--|
| <input type="checkbox"/> Understanding how to answer this section | <input type="checkbox"/> Understanding the format of the texts |
| <input type="checkbox"/> Pacing (time to answer) | <input type="checkbox"/> Knowing the grammar |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Knowing the vocabulary |
16. What was difficult for you in Part 6? (Choose all that apply)
- | | |
|---|--|
| <input type="checkbox"/> Understanding how to answer this section | <input type="checkbox"/> Understanding the format of the texts |
| <input type="checkbox"/> Pacing (time to answer) | <input type="checkbox"/> Knowing the grammar |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Knowing the vocabulary |

17. What was easy for you in Part 7? (Choose all that apply)
- | | |
|--|--|
| <input type="checkbox"/> Understanding how to answer this section | <input type="checkbox"/> Understanding the format of the texts |
| <input type="checkbox"/> Understanding the types of texts (topics/ themes) | <input type="checkbox"/> Pacing (time to answer) |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Knowing the grammar |
| | <input type="checkbox"/> Knowing the vocabulary |

18. What was difficult for you in Part 7? (Choose all that apply)
- | | |
|--|--|
| <input type="checkbox"/> Understanding how to answer this section | <input type="checkbox"/> Understanding the format of the texts |
| <input type="checkbox"/> Understanding the types of texts (topics/ themes) | <input type="checkbox"/> Pacing (time to answer) |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Knowing the grammar |
| | <input type="checkbox"/> Knowing the vocabulary |

Test-Taking Skills

19. Which strategies did you use in the Listening Sections? (Check all that apply)
- | | |
|---|---|
| <input type="checkbox"/> Knowing the directions for each section well | <input type="checkbox"/> Identifying different but close sounds |
| <input type="checkbox"/> Understanding the meaning of idioms | <input type="checkbox"/> Listening for key expressions |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Making inferences (guesses based on the given information) |

20. Which strategies did you use in the Reading Sections? (Check all that apply)
- | | |
|---|---|
| <input type="checkbox"/> Knowing the directions for each section well | <input type="checkbox"/> Identifying missing information |
| <input type="checkbox"/> Understanding the meaning of idioms | <input type="checkbox"/> Identifying untrue information |
| <input type="checkbox"/> Skimming and scanning for details | <input type="checkbox"/> Reading for key expressions |
| | <input type="checkbox"/> Making inferences (guesses based on the given information) |
| | <input type="checkbox"/> Other: _____ |

21. Which test-taking strategies did you use on the test? (Check all that apply)
- | | |
|---|--|
| <input type="checkbox"/> Skipping difficult questions and return to them later | <input type="checkbox"/> Checking your answers in each section with any extra time |
| <input type="checkbox"/> Pre-reading the question and possible answers before reading the passage | <input type="checkbox"/> In the final 5 minutes of the test, fill in an answer to all of the remaining questions |
| <input type="checkbox"/> Eliminating wrong answers | <input type="checkbox"/> Other: _____ |

22. In your opinion, how well did you perform on this test overall?

- Very poorly
- Poorly
- Fair
- Good
- Very well/ Excellent

23. Please explain your answer above.

APPENDIX B: Post-Test Reflection Survey: Final Form

24. What textbook or class activities helped improve your TOEIC listening skills?

	Not helpful	A little helpful (25%)	Somewhat helpful (50%)	Very helpful (75%)
Textbook exercises				
Randall's Cyber Listening Lab				
Other				

25. If you answered "Other" in the previous question, please explain your answer.

26. What textbook or class activities helped improve your TOEIC reading skills?

	Not helpful	A little helpful (25%)	Somewhat helpful (50%)	Very helpful (75%)
Textbook exercises				
Breaking News English website				
Weekly VRJ & LRR exercises				
Other				

27. If you answered "Other" in the previous question, please explain your answer.

28. What will you do to continue to improve your English listening skills after this class? (Check all that apply)
- Watch movies or TV programs in English
 - Watch more podcasts or YouTube videos in English
 - Listen to radio programs in English
 - Have a conversation partner who speaks English
 - Take more English classes
 - Other: _____
29. What will you do to continue to improve your English reading skills after this class? (Check all that apply)
- Read newspapers or magazines in English
 - Read online news stories in English
 - Take more English classes
 - Join a study abroad program in an English-speaking country
 - Other: _____
30. Compared to the first practice test, how much do you think you have improved your test-taking skills?
- No Change
 - A little improvement (10-25%)
 - Some improvement (40-60%)
 - A lot of improvement (more than 75%)

APPENDIX C: Post-Test Reflection Survey: Zoom Question

31. How difficult was using Zoom for this online test?

- 1 (Very easy)
- 2
- 3
- 4
- 5 (Very difficult)

32. Please explain your answer above.