

Effects and evaluation of a tailor - made study plan for improving TOEIC reading scores

改進多益閱讀成績學習方案 之效能與評估

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Chapter 1

Introduction



Chapter 1 Introduction

Motivation

1. Opportunities for promotion into the workplace.
2. Improve TOEIC reading scores.

Purpose of research

Tailor – made program to improve TOEIC reading scores.

Chapter 2

Literature Review



Chapter 2 Literature review

- **2.1 Importance of reading**
- **2.2 Strategies of reading**
- **2.3 Learning Styles and types**

2.1 Importance of reading

- 85% of knowledge are gained from reading
- the core of education and learning
- the foundation of all learning
- a bridge to communication
- develop personality and values
- stimulate thinking and creativity

2.2 Strategies

- ACTIVE
- 15 minutes of reading time
- Learning styles

ACTIVE

- Anderson (1994, 1999) ACTIVE teaching architecture proposed six strategies.

Activate prior knowledge

Cultivate vocabulary

Teach for comprehension

Increase reading rate

Verify reading strategies

Evaluate progress

2.3 Learning style types

Honey & Mumford (1982) vs. Kolb(1985)

- 1. Activist/ Accommodating
- 2. Reflector/ Diverging
- 3. Theories/ Assimilating
- 4. Pragmatist/ Converging

Table 2.2 study style classification

Learner Type	Personality
Activist/ Accommodating	<ul style="list-style-type: none">■ Impatient■ Likes new things.■ Idea changes into the practical action.■ Attempts novel and stimulating things.■ Using different ways to complete work.
Reflector/ Diverging	<ul style="list-style-type: none">■ Look before you leap.■ The imagination is rich.■ Observation is subtle, think everything over.■ Widespread collection of information.

Table 2.2 study style classification

Learner Type

- Personality

- Researching things over time.
- Logical considerations.

Theories/ Assimilating

- The simplification of news for orderliness of form.
- Abstract concepts, but does not care about its usability.

- Being good at organizing and decision-making.

Pragmatist/ Converging

- Only one standard answer.
- To prove the possibility of things by experiment.
- Recuperation plan, conscientious.

Chapter 3

Research Method



Chapter 3 Research method

- **3.1 Participants : 5 participants**
- **3.2 Tools : CNN articles 、 Learning strategies 、 Learning types**
- **3.3 Time line : July 1st- August 26th
TOEIC reading pre and posttest**

Table 3.1 Scheduled study plan and time management on a daily basis

Types	Activist	Reflector	Pragmatist
Length of time in daily reading	One hour	One hour	One hour
Number of articles daily reading	Four articles	Four articles	Four articles
Daily reading time period	In Twenty four hours	In Twenty four hours	In Twenty four hours
Numbers of articles in daily reads	Four	One	Two
Time of each reading	Fifteen minutes	Sixty minutes	Thirty minutes
Reading time for each article	Fifteen minutes	Fifteen minutes	Fifteen minutes

Table 3.1 Scheduled study plan and time management on a daily basis

Types	Activist	Reflector	Pragmatist
Learning Style/ Personality	<ol style="list-style-type: none">1. Turn ideas into action2. Prefer to do thing immediately, can not do the same thing for a long time3. Short-term learning is more effective	<ol style="list-style-type: none">1. Prefer to collect information2. Thoughtful, long time to explore3. For a long time to think about learning	<ol style="list-style-type: none">1. The concept can use in practical application2. Would like to try, good at organizing decisions3. Effective organization of ideas for reading

Chapter 4

Results and Discussion



Chapter 4 Results and discussion

- **4.1 Styles of learning adaptability**
- **4.2 Discussion on the issues of reading strategies**
- **4.3 Discussion on the issue of CNN articles**
- **4.4 TOEIC test results**

Table 4.1 Participants Satisfaction Survey

Satisfaction level	Very satisfied	satisfied	general satisfaction	Not satisfied	Very dissatisfied
Satisfaction with learning styles	0	2	2	1	0
Satisfaction of reading strategies	0	2	2	1	0
CNN satisfaction	0	1	4	0	0

Table 4.2 Advantages and disadvantages of learning styles

Type	Activist	Reflector	Pragmatist
Comments			
Advantages	Read four articles divided into four times to reduce the sense of impatience.	1. Continuous reading helps develop patience. 2. TOEIC reading confidence.	Enhanced participants reading short articles.
Disadvantages	Lack of willpower, did not actually read articles every day.	Still unable to fully grasp long reading passages.	Pressure from timed tests. Unable to cope with length and time limited reading.

4.2 Discussion on the issue of reading strategies

On 15 minutes as the maximum concentration time on reading.

Advantage	Disadvantages
<ul style="list-style-type: none">• Develop good reading habits	<ul style="list-style-type: none">• Produced increased pressure• Impatience• Anxiety

4.3 Discussion on the issue of CNN articles

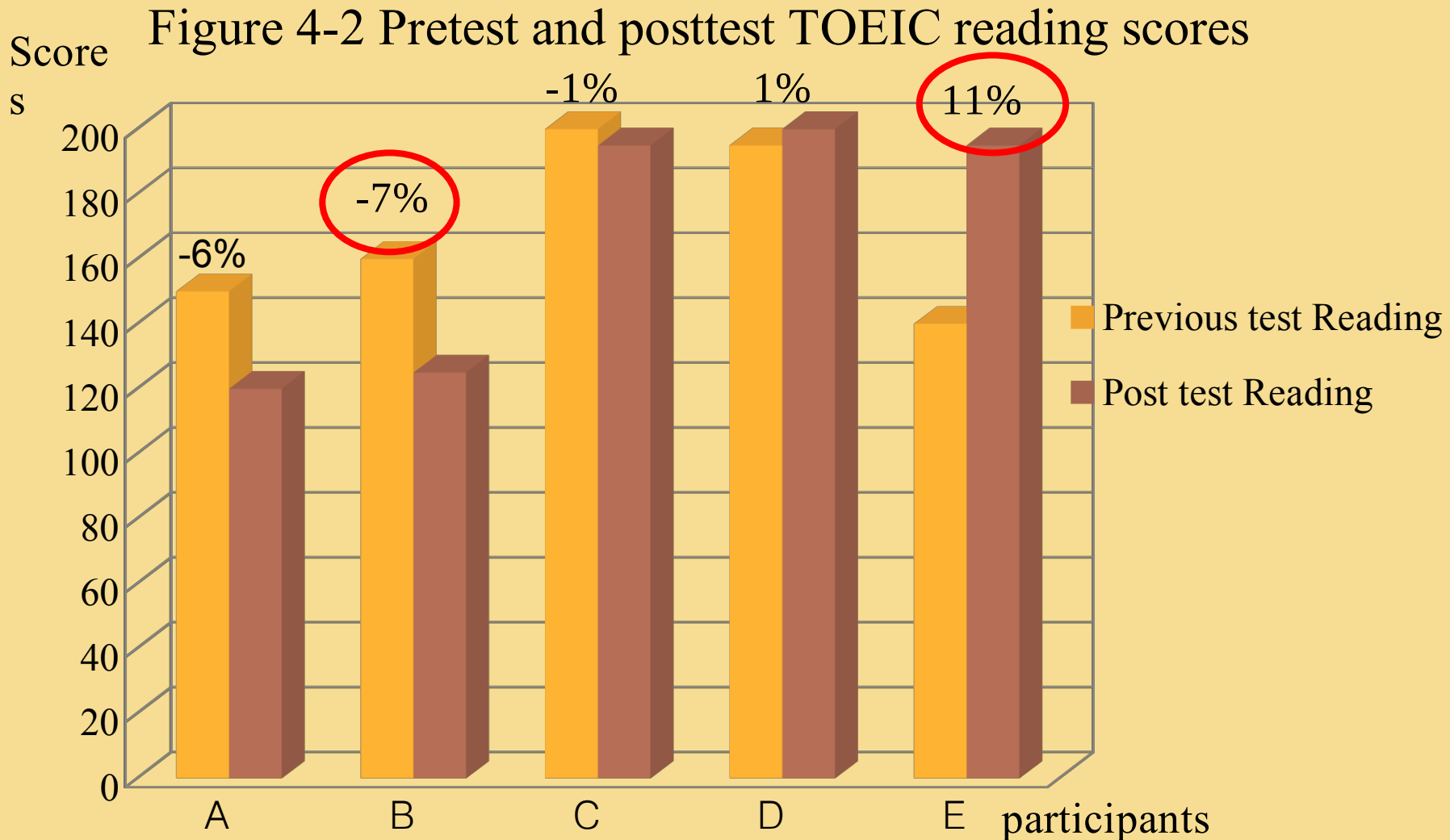
Advantages

- Articles levels from level 2 to level 6
- Articles lengths between 200 to 300 words

Disadvantages

- Words in CNN articles were not represented in the TOEIC test
- Does not help regarding lengthy articles

4.4 TOEIC test results



4.4 TOEIC Test Results

Figure 4-3 Pretest and posttest of TOEIC scores

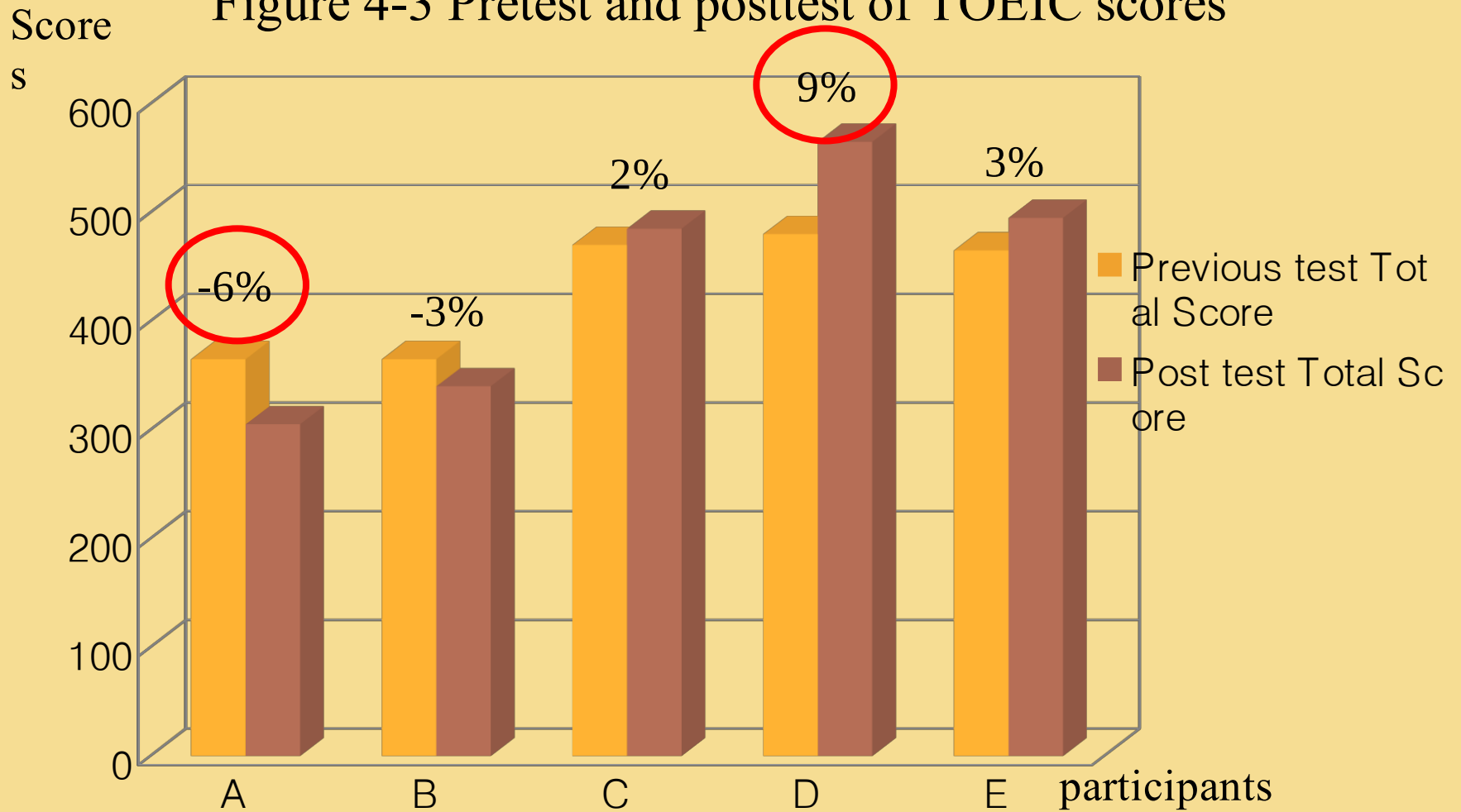


Table 4-4 Five ability analysis of TOEIC reading test

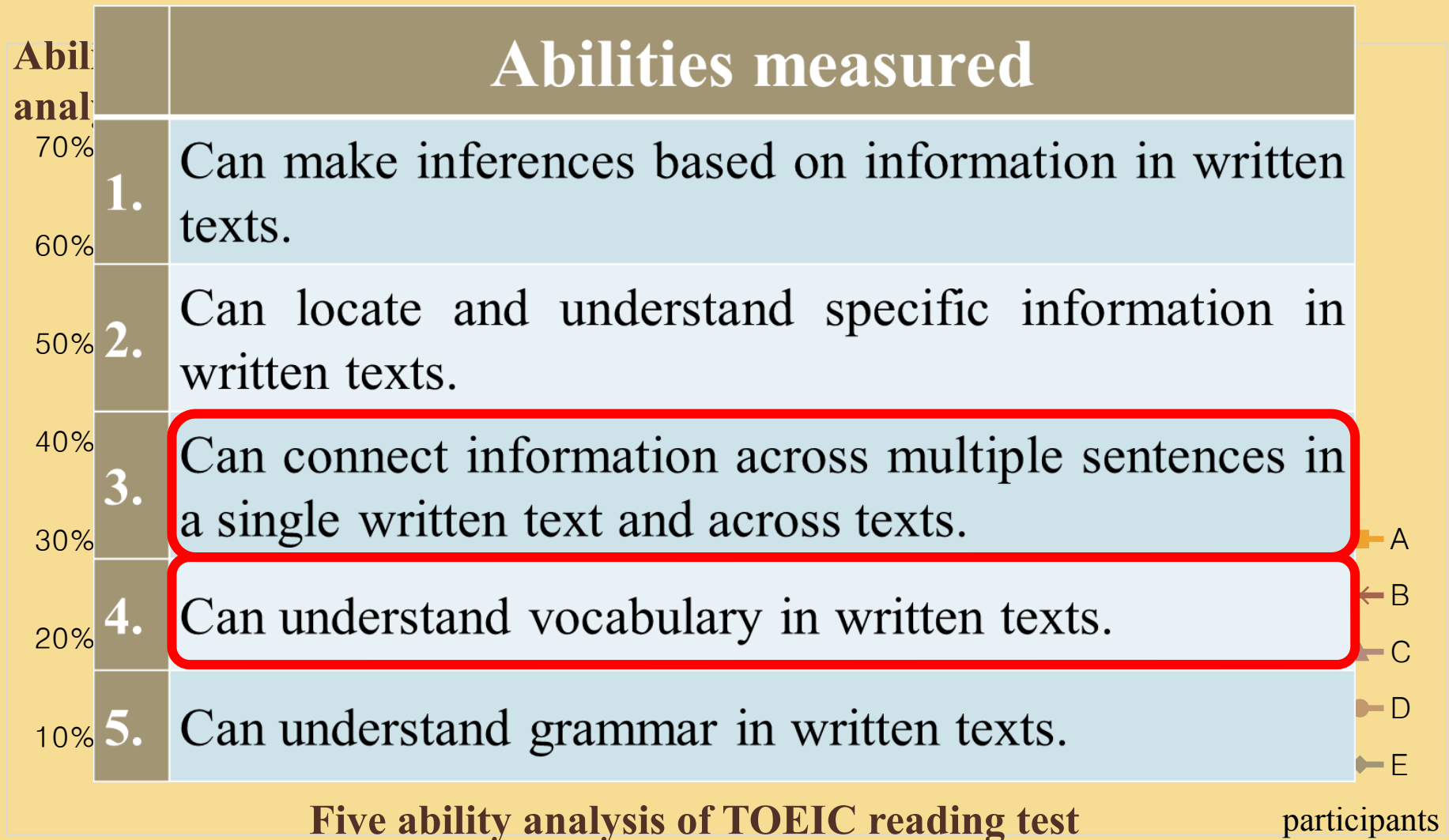
	Abilities measured
1.	Can make inferences based on information in written texts.
2.	Can locate and understand specific information in written texts.
3.	Can connect information across multiple sentences in a single written text and across texts.
4.	Can understand vocabulary in written texts.
5.	Can understand grammar in written texts.

Figure 4.4 pretest reading ability analysis

Abilities measured	
70 1.	Can make inferences based on information in written texts.
60 2.	Can locate and understand specific information in written texts.
40 3.	Can connect information across multiple sentences in a single written text and across texts.
20 4.	Can understand vocabulary in written texts.
10 5.	Can understand grammar in written texts.

Five ability analysis of TOEIC reading test participants

Figure 4.5 posttest reading ability analysis



Chapter 5

Conclusions and Recommendations



Chapter 5 Conclusions and Recommendations

- 1. Minor progress of TOEIC results are attributed to learning styles and timed limited reading strategy.**
- 2. A fifteen-minute reading strategy helps develop good reading habits and improve reading speed.**
- 3. This study plan was implemented for a short time therefore it did not effectively improve reading scores.**

**Thank you
for listening**
