



Contribution ID: 225

Type: In-person interactive poster session

Relation between entrance exams, NGSL Levels, GPA, and TOEIC L&R Scores

Saturday 17 May 2025 11:30 (1 minute)

TITLE

Relation between entrance exams, NGSL Levels, GPA, and TOEIC L&R Scores

RELEVANT SIG

Vocabulary

FORMAT

In-person interactive poster session

Short English description

KEYWORDS

Entrance Exams, NGSL, GPA, TOEIC L&R

First-time presenter?

ABSTRACT

At one Japanese university, TOEIC is used to evaluate the English-language program. Additionally, first-year students should master the New General Service List (NGSL; Brown, 2013). An NGSL levels test (Bennett & Stoeckel, 2013) places students in one of four levels. By January, approximately 20% of students remain at or below NGSL Level 3 (i.e., first 1900 NGSL words). As one step in understanding why, this presentation reports on the relationships between NGSL levels, enrollment type, GPA, and TOEIC L&R scores. Analyses revealed that students who entered by recommendation were more likely to remain at lower NGSL levels, χ^2 ($df = 1$, $N = 167$) = 18.165, $p < .001$. A one-way ANOVA indicated significant GPA differences between NGSL groups (partial $\eta^2 = .27$; higher NGSL students > mid-level > lower level). Likewise, two RMANOVAs revealed significant differences for both TOEIC Listening (partial $\eta^2 = .23$) and Reading scores (partial $\eta^2 = .16$). On average, lower-level NGSL students were 10-18 months behind higher-level NGSL peers on both TOEIC Listening and Reading. Differences were most acute for TOEIC Reading. Lower-performing NGSL students

might struggle with speed and comprehension on the TOEIC Reading test. Enrollment practices might also be limiting score growth.

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Session Classification: Saturday Posters

Track Classification: Vocabulary