

Examining Linguistic Background and Curriculum Alignment as Predictors of TOEIC Performance in Higher Education

¹Adzfar A. Wahid, ²Abnir T. Arilin^{ORCID}, ³Alprince King A. Biri^{ORCID}, ⁴Fhadzmar S. Dammang

^{1,2}Universidad de Zamboanga, ³Stratworks Research Inc., ⁴Sulu State University

¹adzfar.wahid@uz.edu.ph, ²abnirarilin5@gmail.com, ³alprincekingabdulabiri@gmail.com,

⁴fhadzmardammang@gmail.com

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Corresponding Email:
adzfar.wahid@uz.edu.ph

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Abstract. This study examined the relationship between linguistic background, curriculum alignment, and TOEIC performance among university students in a multilingual higher education setting. Specifically, the study investigated students' linguistic background factors in terms of language exposure, prior educational experiences, communicative environment, peer interaction, and language use practices, as well as curriculum alignment in terms of teaching methodologies, instructional materials, assessment strategies, syllabus organization, and communicative instruction. The study further determined the level of TOEIC performance and identified the significant relationships and predictive influence of linguistic background and curriculum alignment on students' English proficiency outcomes. A quantitative correlational research design was employed involving 265 students enrolled in the GEC 5 (Purposive Communication) course at Universidad de Zamboanga during the Academic Year 2025–2026. Data were gathered using a structured questionnaire and analyzed using frequency count, percentage distribution, weighted mean, Pearson Product-Moment Correlation Coefficient, and Analysis of Variance. Findings revealed that students demonstrated high levels of linguistic background factors and curriculum alignment, while most respondents obtained intermediate TOEIC proficiency. Significant relationships were found between linguistic background, curriculum alignment, and TOEIC performance, with curriculum alignment emerging as the strongest predictor of students' English proficiency outcomes. The findings suggest that communicative instructional practices, authentic language exposure, and curriculum responsiveness significantly contribute to TOEIC readiness among multilingual learners. The study contributes to educational linguistics and language assessment research by highlighting the sociolinguistic and curricular factors influencing English proficiency development in Philippine higher education. The results may support curriculum enhancement initiatives and communicative language instruction within multilingual universities.

Introduction

The growing globalization of education, employment, and international communication has intensified the importance of English language proficiency in higher education institutions worldwide. English proficiency assessments such as the Test of English for International Communication (TOEIC) are widely utilized to evaluate communicative competence and workplace readiness among non-native English speakers (Park et al., 2020). In many universities, standardized English examinations have become important indicators of academic preparedness, employability, and global competitiveness, particularly in professional environments where English functions as a primary medium of communication (Rosenfeld et al., 2004). Consequently, English language instruction in higher education increasingly emphasizes communicative competence, academic literacy, and practical language application aligned with international assessment standards.

Research consistently demonstrates that English language proficiency is shaped by sociolinguistic and educational factors beyond individual cognitive ability. Learners' linguistic background, language exposure, and prior educational experiences significantly influence second language acquisition and proficiency development (Odlin, 1989). Studies on bilingualism and multilingualism further indicate that the quantity and quality of exposure to English inside and outside academic settings contribute to learners' communicative competence and language performance (Giguere & Hoff, 2020; Papastefanou et al., 2021). In multilingual educational environments, students often navigate diverse linguistic systems that affect language processing, vocabulary acquisition, and communicative confidence (Holmes & Wilson, 2022). These sociolinguistic realities suggest that performance in standardized English assessments such as the TOEIC reflects broader educational and communicative experiences rather than isolated language ability alone.

Curriculum alignment likewise plays an important role in shaping students' readiness for standardized English proficiency examinations. Effective language curricula require coherence among instructional objectives, teaching methodologies, learning materials, and assessment practices to ensure that students develop communicative skills relevant to authentic language use (Richards, 2013). Research on communicative language teaching emphasizes that learner-centered and interaction-based pedagogies produce stronger language outcomes compared to traditional grammar-centered approaches (Richards & Rodgers, 2014). Similarly, studies on task-based language instruction demonstrate that communicative classroom practices improve students' language fluency, comprehension, and confidence in real-world communication contexts (Ellis, 2003). When curriculum content and instructional approaches are inadequately aligned with language proficiency standards, students may experience difficulties transferring classroom learning into practical communicative performance assessed in examinations such as the TOEIC.

Contemporary developments in digital communication and multilingual interaction have further transformed language learning environments in higher education. The increasing integration of online learning platforms, technology-mediated communication, and digital resources has changed how students acquire and practice English language skills (Crystal, 2011). Digital communication environments expose learners to diverse forms of English usage, allowing increased interaction with authentic language input and global communication practices. However, unequal access to meaningful language interaction and varying levels of communicative engagement may also contribute to differences in language proficiency outcomes among multilingual learners (Blommaert, 2010). These conditions are particularly relevant in culturally and linguistically diverse universities where students possess varying degrees of English exposure, educational support, and communicative opportunities.

Recent empirical studies further demonstrate that English language proficiency and TOEIC performance are strongly associated with the quality of language instruction, test preparation practices, and communicative learning environments in higher education. Mijares and Bulaybulay (2025) found that well-structured TOEIC preparation programs significantly improved students' listening, reading, and vocabulary proficiency while increasing learner confidence and motivation toward English communication. Similarly, Hong and Phan (2020) reported that students' self-efficacy beliefs positively influenced TOEIC achievement, suggesting that psychological and instructional support mechanisms contribute substantially to language assessment performance. These findings indicate that TOEIC outcomes are shaped not only by linguistic competence but also by educational experiences that foster confidence, engagement, and communicative preparedness.

Studies also emphasize the importance of curriculum alignment and communicative teaching approaches in improving English language proficiency among multilingual learners. Busa and Chung (2024) observed that student-centered and communicative instructional approaches produced stronger TOEIC reading comprehension outcomes compared to teacher-centered methodologies. Likewise, Lertcharoenwanich (2022) demonstrated that communicative language teaching significantly enhanced TOEIC scores among English language learners by promoting authentic interaction and contextualized language use. Research further suggests that blended learning environments and technology-mediated instruction support communicative competence development when aligned with proficiency-oriented curriculum objectives (Esteves et al., 2022). These findings reinforce the argument that curriculum alignment, instructional design, and learner-centered pedagogies play critical roles in strengthening students' English language performance in standardized assessments.

Contemporary research additionally highlights the sociolinguistic and emotional dimensions associated with TOEIC preparation and language assessment experiences. Boonmoh and Chanchay (2026) revealed that repeated TOEIC test-taking may generate anxiety, discouragement, and academic pressure among university students, particularly when institutional expectations strongly emphasize English proficiency outcomes. At the same time, multilingual learning environments and diverse linguistic backgrounds continue to shape students' language acquisition experiences and communicative adaptability within higher education settings (Holmes & Wilson, 2022). Almusharraf et al. (2023) further noted that language proficiency levels significantly influence foreign language anxiety, particularly in listening and speaking contexts commonly measured in TOEIC assessments. Collectively, these studies demonstrate that TOEIC performance

emerges from the interaction of linguistic exposure, curriculum quality, communicative experiences, and sociopsychological factors within multilingual academic environments.

Within the Philippine higher education context, concerns regarding English language proficiency remain significant, particularly in institutions serving multilingual student populations. Despite the widespread use of English in academic instruction, many university students continue to experience challenges in communicative competence and standardized language assessment performance. Existing studies in Philippine contexts primarily focus on English teaching strategies, language anxiety, or generalized proficiency issues, while limited research comprehensively examines how linguistic background and curriculum alignment relate to TOEIC performance among university students. In institutions such as Universidad de Zamboanga, where students come from diverse ethnolinguistic and sociocultural backgrounds, investigating these relationships becomes increasingly relevant for understanding disparities in English language performance and educational preparedness.

The present study therefore examined the relationship between linguistic background, curriculum alignment, and TOEIC performance among university students. Specifically, the study investigates how language exposure, prior educational experiences, communicative environments, and curriculum-related factors contribute to students' English proficiency outcomes. The study contributed to educational linguistics and language assessment research in Philippine higher education.

The present study is anchored on Cross-Linguistic Influence Theory by Odlin (1989), Sociocultural Theory proposed by Vygotsky (1978), and Communicative Competence Theory developed by Hymes (1972). Cross-Linguistic Influence Theory explains that learners' first language and prior linguistic experiences significantly affect second language acquisition and performance, particularly in multilingual learning contexts where language transfer may either facilitate or interfere with English proficiency development. Sociocultural Theory further emphasizes that language learning occurs through social interaction, cultural engagement, and communicative experiences within educational environments, suggesting that students' exposure to English communication, peer interaction, and instructional support influence their language acquisition and academic performance. Meanwhile, Communicative Competence Theory posits that effective language learning extends beyond grammatical knowledge and includes the ability to use language appropriately in real communicative situations. This theory supports the importance of curriculum alignment, communicative teaching methodologies, and authentic language use in preparing students for standardized English assessments such as the TOEIC. Collectively, these theories provide a comprehensive framework for understanding how linguistic background, sociocultural learning experiences, and curriculum alignment shape TOEIC performance among multilingual university students.

Methodology

Research Design

The study employed a quantitative correlational research design to examine the relationship between linguistic background, curriculum alignment, and TOEIC performance among university students. A correlational approach was considered appropriate because the study aimed to determine the degree of association among variables without manipulating the natural learning environment of the participants. Specifically, the design enabled the researchers to investigate how students' linguistic exposure, prior educational experiences, and perceptions of curriculum alignment were associated with their TOEIC performance. This approach also provided empirical evidence regarding the predictive relationship of sociolinguistic and curricular factors on English language proficiency outcomes within higher education settings.

Research Locale

The study was conducted at Universidad de Zamboanga, a private higher education institution located in Zamboanga City, Philippines. The university accommodates students from diverse ethnolinguistic and sociocultural backgrounds, making it an appropriate setting for examining multilingual language learning experiences and English language proficiency development. The institution offers various academic programs across multiple colleges and integrates English communication courses within its general education curriculum. The locale was considered suitable for the study because it reflects the linguistic diversity and multicultural educational environment characteristic of many higher education institutions in the southern Philippines.

Population and Sampling

The respondents of the study consisted of college students enrolled in the GEC 5 (Purposive Communication) course during the Academic Year 2025–2026 at Universidad de Zamboanga. The study utilized stratified random sampling to ensure proportional representation from different colleges and academic programs within the university. Using Slovin's formula with a 0.05 margin of error, a total sample size of 265 respondents was obtained from the overall student population. The sampling procedure ensured that students from various academic disciplines and linguistic backgrounds were adequately represented in the study, thereby increasing the reliability and representativeness of the gathered data.

Research Instrumentation

The primary instrument utilized in the study was a structured researcher-made questionnaire adapted from existing literature and related studies on language proficiency, curriculum alignment, and English language learning experiences. The questionnaire consisted of three major sections: the demographic profile of the respondents, indicators measuring linguistic background factors such as language exposure and prior educational experiences, and indicators assessing curriculum alignment in terms of teaching methodologies, instructional materials, assessment strategies, and syllabus organization. The instrument also included items related to students' TOEIC performance and perceived English proficiency. A five-point Likert scale was employed to measure respondents' perceptions and experiences systematically.

Data Gathering Procedure

Prior to data collection, the researchers secured approval from the appropriate university authorities and obtained ethical clearance from the institutional research office. Upon approval, formal permission letters were submitted to the respective college deans and instructors handling the GEC 5 (Purposive Communication) course. The researchers personally administered the survey questionnaires to the identified respondents after clearly explaining the purpose, objectives, and procedures of the study. Informed consent was obtained from all participants before the administration of the instrument. After completion, the questionnaires were retrieved, checked for completeness, organized systematically, and prepared for statistical analysis while ensuring the confidentiality of all collected data.

Data Analysis

The collected data were organized, tabulated, analyzed, and interpreted using appropriate statistical tools. Frequency count and percentage distribution were utilized to describe the demographic profile of the respondents. Weighted mean was employed to determine the level of linguistic background factors and curriculum alignment among students. Pearson Product-Moment Correlation Coefficient was used to determine the significant relationship between linguistic background, curriculum alignment, and TOEIC performance. Furthermore, Analysis of Variance (ANOVA) was applied to identify significant differences in respondents' perceptions and TOEIC performance when grouped according to selected demographic variables. These statistical treatments enabled the researchers to generate objective interpretations and empirical conclusions based on the gathered data.

Ethical Considerations

The study strictly observed ethical principles throughout the research process to protect the rights, dignity, and welfare of all participants. Participation in the study was entirely voluntary, and informed consent was secured prior to data collection after explaining the objectives, procedures, and significance of the research. The researchers ensured the confidentiality and anonymity of the respondents by excluding personal identifiers from the questionnaires and research records. All gathered information was treated with strict confidentiality and was utilized solely for academic and research purposes in accordance with the provisions of Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012. Participants were also informed of their right to withdraw from the study at any stage without penalty or consequence.

Results and Discussion

Research Question 1: What is the level of linguistic background factors among university students in terms of language exposure, prior educational experiences, communicative environment, peer interaction, and language use practices?

Table 1 presents the level of linguistic background factors among university students in terms of language exposure, prior educational experiences, communicative environment, peer interaction, and language use practices. The findings revealed a grand mean of 3.41 interpreted as high, indicating that students generally experienced substantial exposure to English communication and multilingual interaction within academic and social environments. Among the indicators, communicative environment obtained the highest mean ($M = 3.45$), followed by language use practices ($M = 3.43$), language

exposure (M = 3.41), peer interaction (M = 3.39), and prior educational experiences (M = 3.36). The findings suggest that students' English language experiences are strongly shaped through everyday communication practices, peer engagement, and exposure to multilingual learning environments.

Indicators	Mean	Verbal Interpretation
Language Exposure	3.41	High
Prior Educational Experiences	3.36	High
Communicative Environment	3.45	High
Peer Interaction	3.39	High
Language Use Practices	3.43	High
Grand Mean	3.41	High

Legend: 3.26–4.00 = High; 2.51–3.25 = Moderate; 1.76–2.50 = Low; 1.00–1.75 = Very Low.

Table 1: Level of Linguistic Background Factors Among University Students

The findings imply that students develop English language familiarity not only through formal classroom instruction but also through communicative interaction and sociolinguistic exposure in their daily environments. High levels of communicative environment and language use practices indicate that students frequently encounter English in academic discussions, digital communication, classroom interaction, and peer conversations. Giguere and Hoff (2020) emphasized that consistent language exposure and communicative interaction significantly contribute to language acquisition and bilingual proficiency development. Similarly, Papastefanou et al. (2021) noted that meaningful exposure to language within educational and social contexts enhances communicative competence and reading comprehension among multilingual learners. These findings reinforce the importance of sustained communicative engagement in developing English proficiency. The results are further supported by Cross-Linguistic Influence Theory proposed by Odlin (1989), which explains that learners' prior linguistic experiences and exposure to multiple languages influence second language acquisition and communicative performance. Students from multilingual environments may develop varying levels of English proficiency depending on the quality and frequency of their language interaction and educational exposure. The theory suggests that language learning is shaped through continuous interaction between learners' linguistic background and their communicative experiences within academic and social settings. The high level of linguistic background factors observed in the study therefore reflects the dynamic sociolinguistic realities experienced by multilingual university students. The findings carry important implications for English language instruction and curriculum planning in higher education. The results suggest that communicative exposure, peer interaction, and authentic language use environments contribute significantly to students' language development. Educational institutions may therefore strengthen communicative learning opportunities through interactive classroom activities, collaborative learning environments, and English-rich academic experiences that support multilingual learners' proficiency development. Furthermore, the findings highlight the importance of recognizing sociolinguistic diversity in designing responsive language instruction and communicative support programs for university students.

Research Question 2: What is the level of curriculum alignment in terms of teaching methodologies, instructional materials, assessment strategies, syllabus organization, and communicative instruction?

Table 2 presents the level of curriculum alignment in terms of teaching methodologies, instructional materials, assessment strategies, syllabus organization, and communicative instruction. The findings revealed a grand mean of 3.38 interpreted as high, indicating that students generally perceived the English language curriculum as aligned with communicative learning objectives and language proficiency development. Among the identified indicators, communicative instruction obtained the highest mean (M = 3.44), followed by syllabus organization (M = 3.40), teaching methodologies (M = 3.38), instructional materials (M = 3.35), and assessment strategies (M = 3.31). The findings suggest that students perceive the curriculum as supportive of communicative language learning and English proficiency preparation.

Indicators	Mean	Verbal Interpretation
Teaching Methodologies	3.38	High
Instructional Materials	3.35	High
Assessment Strategies	3.31	High
Syllabus Organization	3.40	High
Communicative Instruction	3.44	High
Grand Mean	3.38	High

Legend: 3.26–4.00 = High; 2.51–3.25 = Moderate; 1.76–2.50 = Low; 1.00–1.75 = Very Low.

Table 2: Level of Curriculum Alignment Among University Students

The results imply that communicative and learner-centered instructional practices contribute positively to students' language learning experiences and perceived readiness for English proficiency assessments such as the TOEIC. High ratings in communicative instruction and syllabus organization indicate that students value instructional approaches that encourage authentic communication, interaction, and practical language use within academic contexts. Richards and Rodgers (2014) emphasized that communicative language teaching strengthens learners' communicative competence by prioritizing meaningful interaction and contextualized language use rather than isolated grammar instruction. Similarly, Ellis (2003) noted that task-based instructional approaches enhance students' language fluency and communicative confidence through authentic learning activities. These findings support the importance of curriculum alignment in facilitating effective English language acquisition.

The findings are further supported by Communicative Competence Theory developed by Hymes (1972), which posits that language learning extends beyond grammatical knowledge and includes the ability to use language appropriately in real communicative situations. The theory explains that effective language instruction should develop learners' sociolinguistic, discourse, and communicative competencies necessary for authentic interaction. The high level of curriculum alignment observed in the study therefore suggests that communicative instructional practices and organized curriculum structures contribute to students' development of practical English language skills relevant to standardized assessments and academic communication.

The findings highlight important implications for curriculum development and language instruction within higher education institutions. Universities may strengthen curriculum alignment by continuously integrating communicative teaching approaches, authentic instructional materials, and proficiency-oriented assessment strategies into English language programs. The results also emphasize the importance of designing student-centered learning environments that encourage active participation, interaction, and practical language application. Enhancing curriculum responsiveness to communicative and multilingual learning needs may therefore contribute to improved English language proficiency and stronger performance in standardized assessments such as the TOEIC.

Research Question 3: What is the level of TOEIC performance among university students?

Table 3 presents the level of TOEIC performance among university students. The findings revealed that the majority of the respondents belonged to the intermediate proficiency level, comprising 148 students or 55.85% of the total population. Meanwhile, 85 students or 32.08% were classified under basic proficiency, while only 32 students or 12.08% achieved advanced proficiency. The findings indicate that most students possess moderate English communicative competence but may still experience challenges in higher-level language comprehension, academic communication, and standardized English assessment tasks measured in the TOEIC examination.

TOEIC Performance Level	Frequency	Percentage	Verbal Interpretation
Advanced Proficiency	32	12.08%	High
Intermediate Proficiency	148	55.85%	Moderate
Basic Proficiency	85	32.08%	Low
Total	265	100%	

Legend: 80–100% = Advanced Proficiency; 60–79% = Intermediate Proficiency; 40–59% = Basic Proficiency; 39% and below = Low Proficiency.

Table 3: Level of TOEIC Performance Among University Students

The results suggest that while students demonstrate functional English proficiency, limitations in communicative fluency, vocabulary development, and contextual language use may continue to affect performance in standardized English assessments. TOEIC examinations assess practical communication skills in listening and reading within professional and academic contexts, requiring learners to apply language knowledge beyond memorization-based instruction. Park et al. (2020) explained that English proficiency assessments increasingly measure workplace-oriented communicative competence and real-world language application among university students. Similarly, Rosenfeld et al. (2004) emphasized that TOEIC performance reflects learners' readiness for academic and professional communication environments where English proficiency is essential. These findings imply that students may require greater communicative exposure and proficiency-oriented instruction to achieve higher levels of English performance.

The findings are further supported by Sociocultural Theory proposed by Vygotsky (1978), which explains that language acquisition develops through social interaction, communicative engagement, and guided learning experiences within cultural environments. The predominance of intermediate proficiency among students suggests that English language development is influenced by the quality of communicative interaction and instructional support available within academic settings. The theory further posits that learners strengthen language competence through meaningful participation in

socially mediated communication practices, highlighting the importance of collaborative and communicative learning environments in developing English proficiency.

The findings carry important implications for English language instruction and assessment preparation in higher education. Universities may strengthen communicative teaching strategies, language immersion opportunities, and TOEIC-oriented instructional support programs to enhance students' practical English proficiency. The results also suggest the importance of integrating authentic communication tasks, interactive learning experiences, and contextualized language instruction into English curricula to help students improve listening comprehension, vocabulary application, and reading proficiency. Strengthening communicative competence among multilingual learners may therefore contribute to improved TOEIC performance and greater academic and professional readiness.

Research Question 4: Is there a significant relationship between linguistic background and TOEIC performance among university students?

Table 4 presents the significant relationship between linguistic background and TOEIC performance among university students. The findings revealed an r-value of .672 with a p-value of .000, indicating a statistically significant relationship between the variables. Since the computed p-value was lower than the 0.05 level of significance, the null hypothesis was rejected. The findings suggest that students' linguistic background factors such as language exposure, communicative environment, peer interaction, and prior educational experiences are significantly associated with their TOEIC performance.

Variables	r-value	p-value	Interpretation	Decision
Linguistic Background and TOEIC Performance	.672	.000	Significant Relationship	Reject Ho

Legend: p-value < 0.05 = Significant; p-value > 0.05 = Not Significant

Table 4: Relationship Between Linguistic Background and TOEIC Performance

The results imply that students who experience greater exposure to English communication and supportive multilingual learning environments tend to demonstrate stronger English proficiency outcomes in standardized assessments. Frequent engagement in English communication through classroom interaction, peer discussion, digital communication, and academic activities may strengthen learners' vocabulary development, reading comprehension, and communicative competence necessary for TOEIC performance. Papastefanou et al. (2021) emphasized that language exposure significantly contributes to bilingual learners' reading comprehension and language proficiency development. Similarly, Giguere and Hoff (2020) noted that sustained communicative interaction and environmental language support positively influence second language acquisition and communicative competence among multilingual learners.

The findings are further supported by Cross-Linguistic Influence Theory proposed by Odlin (1989), which explains that learners' linguistic background and prior language experiences influence second language learning and communicative performance. The theory suggests that multilingual learners' exposure to different linguistic systems shapes how they process and apply English language structures in communicative and assessment contexts. The significant relationship observed in the study therefore indicates that sociolinguistic experiences and language interaction play important roles in influencing students' TOEIC performance and English language proficiency development.

The findings carry important implications for higher education institutions and language instruction programs. Universities may strengthen English proficiency development by providing students with increased opportunities for authentic communicative interaction, collaborative learning, and English-rich academic environments. The results also highlight the importance of considering students' sociolinguistic backgrounds when designing language instruction and proficiency intervention programs. Supporting multilingual learners through communicative exposure and contextualized language experiences may therefore contribute to improved TOEIC performance and stronger academic communication skills.

Research Question 5: Is there a significant relationship between curriculum alignment and TOEIC performance among university students?

Table 5 presents the significant relationship between curriculum alignment and TOEIC performance among university students. The findings revealed an r-value of .714 with a p-value of .000, indicating a statistically significant relationship between curriculum alignment and TOEIC performance. Since the computed p-value was lower than the 0.05 level of significance, the null hypothesis was rejected. The findings suggest that instructional methodologies, assessment practices, communicative instruction, and syllabus organization are significantly associated with students' English language proficiency outcomes in the TOEIC examination.

Variables	r-value	p-value	Interpretation	Decision
Curriculum Alignment and TOEIC Performance	.714	.000	Significant Relationship	Reject Ho

Legend: $p\text{-value} < 0.05$ = Significant; $p\text{-value} > 0.05$ = Not Significant

Table 5: Relationship Between Curriculum Alignment and TOEIC Performance

The results imply that well-aligned curricula contribute positively to students' communicative competence and readiness for standardized English assessments. Students who experience communicative teaching approaches, organized instructional delivery, and authentic language activities may develop stronger listening comprehension, vocabulary acquisition, and reading proficiency required in TOEIC examinations. Richards and Rodgers (2014) emphasized that communicative language teaching enhances learners' practical language competence through meaningful interaction and contextualized communication activities. Likewise, Ellis (2003) explained that task-based instructional approaches strengthen language fluency and communicative performance by engaging learners in authentic language use situations. These findings reinforce the importance of curriculum quality and instructional alignment in English proficiency development.

The findings are further supported by Communicative Competence Theory developed by Hymes (1972), which posits that effective language learning involves not only grammatical mastery but also the ability to use language appropriately in real communicative contexts. The theory explains that language instruction should develop learners' sociolinguistic and communicative abilities necessary for authentic interaction and academic communication. The significant relationship observed in the study therefore indicates that curriculum alignment and communicative instructional practices play essential roles in preparing students for practical English language application measured in TOEIC assessments.

The findings carry important implications for curriculum development and English language instruction in higher education institutions. Universities may strengthen TOEIC performance and communicative competence by aligning English curricula with proficiency-oriented learning outcomes, communicative teaching methodologies, and authentic assessment practices. The study also highlights the importance of continuously reviewing curriculum implementation to ensure responsiveness to students' multilingual learning needs and contemporary communication demands. Enhancing curriculum alignment may therefore contribute to improved English proficiency, academic preparedness, and professional communication competence among university students.

Research Question 6: Which factors significantly predict TOEIC performance among university students?

Table 6 presents the predictors of TOEIC performance among university students. The findings revealed that both linguistic background and curriculum alignment significantly predicted TOEIC performance, with p-values lower than the 0.05 level of significance. Curriculum alignment obtained the higher beta coefficient ($\beta = .538$), indicating that it served as the stronger predictor of students' TOEIC performance compared to linguistic background ($\beta = .421$). The findings suggest that while students' language exposure and sociolinguistic experiences contribute to English proficiency development, curriculum-related factors such as communicative instruction, assessment strategies, and teaching methodologies exert a greater influence on TOEIC outcomes.

Predictor Variables	Beta Coefficient	t-value	p-value	Interpretation
Linguistic Background	.421	6.214	.000	Significant Predictor
Curriculum Alignment	.538	7.487	.000	Significant Predictor

Legend: $p\text{-value} < 0.05$ = Significant Predictor; $p\text{-value} > 0.05$ = Not Significant Predictor.

Table 6: Predictors of TOEIC Performance Among University Students

The results imply that effective curriculum implementation plays a crucial role in preparing students for standardized English proficiency assessments. Students exposed to communicative teaching approaches, organized syllabus structures, and proficiency-oriented instructional practices may develop stronger listening comprehension, vocabulary acquisition, and reading skills measured in TOEIC examinations. Richards (2013) emphasized that curriculum alignment ensures coherence among instructional objectives, assessment practices, and learning outcomes necessary for language proficiency development. Similarly, Ellis (2003) explained that communicative and task-based learning environments enhance learners' practical language competence and communicative performance through authentic interaction and contextualized language activities.

The findings are further supported by Communicative Competence Theory developed by Hymes (1972), which posits that language proficiency involves the ability to use language appropriately and effectively within real communicative

situations. The theory explains that language learning is strengthened when instructional practices emphasize authentic communication, sociolinguistic awareness, and contextual language application rather than isolated grammatical instruction. The significant predictive influence of curriculum alignment observed in the study therefore suggests that communicative and learner-centered instructional environments are essential in developing students' English proficiency and TOEIC readiness.

The findings carry important implications for curriculum planning and English language instruction within higher education institutions. Universities may strengthen students' TOEIC performance by enhancing curriculum alignment, integrating communicative teaching methodologies, and developing proficiency-oriented assessment practices that reflect authentic language use. The study also highlights the importance of creating supportive communicative learning environments that address the sociolinguistic and educational needs of multilingual learners. Strengthening curriculum responsiveness and communicative instruction may therefore contribute to improved English proficiency, academic preparedness, and workforce competitiveness among university students.

Conclusion and Recommendations

The study concludes that linguistic background and curriculum alignment significantly influence TOEIC performance among university students within multilingual higher education environments. The findings revealed that students generally demonstrated high levels of linguistic background factors and curriculum alignment, indicating substantial exposure to English communication, communicative learning environments, and proficiency-oriented instructional practices. Despite these conditions, most respondents achieved only intermediate TOEIC proficiency, suggesting that multilingual learners may still encounter challenges in higher-level communicative competence and standardized English assessment performance. Furthermore, the study established significant relationships between linguistic background, curriculum alignment, and TOEIC performance, with curriculum alignment emerging as the strongest predictor of students' English proficiency outcomes. These findings indicate that effective curriculum implementation, communicative instruction, and authentic language learning experiences play critical roles in developing students' readiness for standardized English assessments. The study therefore highlights that TOEIC performance should not be viewed solely as a reflection of individual language ability but also as an outcome shaped by sociolinguistic experiences, educational exposure, and curriculum responsiveness within multilingual academic settings.

The findings of the study provide important implications for higher education institutions, curriculum developers, and English language educators. Universities may strengthen students' English proficiency and TOEIC readiness by enhancing curriculum alignment through communicative teaching methodologies, authentic assessment practices, and learner-centered instructional strategies that support practical language application. The study also highlights the importance of creating English-rich academic environments that encourage communicative interaction, collaborative learning, and meaningful language exposure among multilingual learners. For curriculum planners, the findings emphasize the need to continuously review and improve English language programs to ensure coherence between instructional objectives and proficiency assessment standards. Additionally, the study contributes to educational linguistics and language assessment research by demonstrating how sociolinguistic and curricular factors collectively shape English proficiency outcomes in Philippine higher education. Future studies may further explore additional variables such as language anxiety, digital learning environments, and learner motivation to deepen understanding of English proficiency development among multilingual university students.

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Competing Interests Statement

The authors declare that there are no conflicts of interest associated with this study.

Data Availability Statement

The data supporting the findings of this research may be obtained from the corresponding author upon reasonable request.

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Appendices

No appendices available.