

Teaching TOEFL Preparation

(Test of English as a Foreign Language)



For:
“Teachers of English to Speakers of Other Languages”
(TESOL)

Global TESOL College Corp.™
60-Hour Specialization Certificate Course
Available Online or by Correspondence

Teaching TOEFL Preparation

A Certification Course for TESOL, TESL, and TEFL Teachers

Global TESOL College Corp.™

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Table of Contents

Letter from the President	9
Submitting Assignments	11
Course Requirements	13
Completing Assignments	14
General Guidelines for Lesson Planning.....	15
Assignment Lesson Plan Template.....	18
Submitting Completed Assignments	19
Assignment Cover Page	21
Assignment Checklist.....	23
Course Introduction.....	25
Chapter 1: Introduction to the TOEFL.....	27
Overview of the TOEFL.....	29
The Three Test Types	30
Registration	34
Chapter 2: Preparing to Teach the TOEFL.....	35
Overview of Preparing to Teach the TOEFL	37
Teaching Materials.....	38
Preparing Students for the Three Exams	40
Diagnostic Exams	41
Class Size, Motivation and Responsibility	43
Chapter 3: The Parts of the TOEFL	47
Familiarize Yourself with the Parts of the Test	49
Listening: CBT/PBT.....	51
Structure: CBT/PBT	53
Reading: CBT/PBT.....	55
Writing: CBT/PBT/TWE	56
The Components of the iBT TOEFL Test.....	57
Listening Section: iBT	59
Speaking Section: iBT	60
Reading Section: iBT	62
Writing Section: iBT.....	63
Chapter 4: Creating and Using a Course Syllabus	65
Creating and Using a Course Syllabus	67
Creating a Syllabus	68
How to Build an Effective Syllabus.....	70
Kinds of Syllabuses.....	72
Designing a TOEFL Syllabus	74
On What Knowledge and Capabilities Should We Focus?.....	75
The Listening Section: CBT/PBT.....	76
Listening to short talks/lectures	77
Listening Section: iBT	79
The Structure Section: CBT/PBT	82
The Reading Section.....	84

The Writing Section.....	86
The Speaking Section: iBT only	88
Selecting Appropriate Content	90
Skills and Components of the Test.....	91
Subdividing Content	95
Sequencing Content.....	97
Getting Organized	99
Sample Lesson Plan	101
Sample Syllabus	104
Chapter 5: Teaching the Skills: Reading	107
Teaching the Skills	109
Teaching Reading Skills.....	110
The Eight Types of Essays.....	114
Reading or Scanning for Main Idea/Main Point.....	117
Tips for Teaching Reading Skills.....	120
Reading Assignments Defined	122
Integrated Skills.....	125
Chapter 6: Teaching the Skills: Writing	127
Teaching Writing Skills	129
Scaffolding: Laying the Foundation	132
Rapid/Free Writing	134
Note-taking.....	139
Note-taking Methods	140
Note-taking Exercises	141
Note-taking for Essay Writing.....	145
Useful Writing Skill Development Techniques.....	149
Process Writing	152
Essay Organization Choices	156
Chapter 7: Teaching the Skills: Listening.....	161
Teaching Listening Skills.....	163
Listening to Conversations	164
Recognizing Functions	169
Listening for Intonation	170
Listening for Keywords, Topics and Main Ideas	172
Interpreting Vocabulary from Context.....	173
Interpreting Idioms from Context	174
Listening for Details.....	176
Listening for Reasons	177
Listening to Lectures	181
Chapter 8: Teaching the Skills: Speaking.....	183
Teaching Speaking Skills	185
The iBT Speaking Section.....	186
Pronunciation	189
Correct Grammar Usage	194
Speaking Within a Limited Time Frame	196
Useful Speaking Practice Activities	200

Chapter 9: Teaching the Skills: Grammar and Structure	203
Teaching Grammar and Structure.....	205
Error Recognition and Sentence Completion	207
Chapter 10: Assessment and Evaluation.....	209
Scoring, Assessment, and Evaluation	211
Test Contents, Sections and Scoring	212
Regular Assessments	221
Chapter 11: Diagnostic Exam	223
The TOEFL Diagnostic Exam.....	225
Multiple-Choice Answer Sheet	227
Diagnostic Exam Answer Key.....	275
Answer Key	277
Chapter 12: Assignments.....	287
Overview of Assignments.....	289
Assignment Lesson Plan Template.....	290
Assignment 1: Introduction to the TOEFL	291
Assignment 2: Preparing to Teach the TOEFL.....	292
Assignment 3: The Parts of the TOEFL	293
Assignment 4: Creating and Using a Course Syllabus	294
Assignment 5: Reading Skills.....	296
Assignment 6: Writing Skills	297
Assignment 7: Listening Skills.....	298
Assignment 8: Speaking Skills	299
Assignment 9: Structure and Grammar	300
Assignment 10: Assessment and Evaluation	301
Assignment 11: Diagnostic Exam.....	302
Glossary	303
Bibliography.....	313
Course Evaluation Form: Correspondence Students	317
Course Evaluation Form: Online Students.....	319
Appendix:	321
About Global TESOL College	325
Global TESOL College: Program and Course Summaries	326
TESOL Programs.....	327
Program 1	328
Program 2	329
Program 3	330
TESOL Foundation and Specialization Courses.....	331
Foundation TESOL Certification Course	332
Graduate TESOL Course	334
Independent Study Elective.....	335
Teaching Adolescents English	336
Teaching Adults English.....	337
Teaching Business English	338
Teaching Children English	339
Teaching English with Computers	340

Teaching ESL Locally	341
Teaching Grammar	342
Teaching Legal English	343
Teaching Medical English	344
Teaching TOEFL Preparation	345
Teaching Tourism English.....	346
TESOL for Non-Native English Teachers.....	347
TESOL Practicum	348
Tutoring English	349
Franchise Opportunities and Contact Information.....	350

Letter from the President

Welcome to the dynamic world of teaching English overseas. You are about to embark on a life-changing adventure, and we look forward to helping you broaden your horizons.

Global TESOL College opened its doors in 1994 intent on providing skilled teachers to an ever-growing overseas TESOL job market. Our training and certification courses have introduced thousands of people from around the world to exciting career opportunities teaching abroad.

Our planet is experiencing unprecedented growth and innovation in communication and technology. These developments have an impact upon every aspect of our lives, including how we work, study, and travel. As personal and professional relationships continue to stretch across borders, English is fast becoming the primary international language of communication in the global market. As the preference towards English grows, so too does the demand for qualified TESOL teachers.

Global TESOL College is committed to helping graduates meet the demands of employers and recruiters worldwide. Whether you are new to the field or an educated ESL professional, you will find tremendous short- and long-term value in our certification courses.

Many different opinions exist among educators concerning how the English language is learned, as well as how it should be taught. As a result, infinite volumes of teacher training resources and student textbooks flood bookstores, but they are usually overwhelming to teachers. To compensate, Global TESOL College has developed a complete series of innovative and comprehensive TESOL training manuals and courses. They impart the spectrum of practical teaching methods and hands-on techniques for both new and experienced teachers. Our programs make a positive impact on our TESOL graduates' performance and, in turn, their English students succeed.

*Thank you for choosing Global TESOL College.
Congratulations for making a valuable investment in your future.*

TESOL "Teachers of English to Speakers of Other Languages"

Sincerely,



Mr. Loren Yaremchuk
President, Global TESOL College

Submitting Assignments

The assignments for this course are located in Chapter 12 of this manual. The assignments include a number of short-answer questions, an essay, several lesson plans, and a diagnostic test. Please make sure to read all instructions carefully before you hand in your assignments for marking.



Course Requirements

Course Description: Teaching TOEFL Preparation
Global TESOL College Corp.™

Materials: Teaching TOEFL Preparation Manual

Online or Correspondence Course:

- **Teaching TOEFL Preparation** is comprised of approximately 60 hours of study. The actual time taken to complete the assignments depends on how much detail you put into the assignments.
- The required assignments are listed in this section, along with the expectations of the assignments.
- Please note that the time limit for completion and submission of courses is:
 - 6 months for individual courses (not part of a program)
 - 1 year for Program One (Foundation+ 1 specialization)
 - 2 years for Program Two (Foundation+ 3 specializations)
 - 4 years for Program Three (Foundation+ 9 specializations)
- Please finish all assignments before submitting all the completed work. Submit all of this course's assignments at the same time, in the same package, or in one e-mail attachment.

Getting Started:

- Read your instructions carefully.
- Put tabs and dividers at the beginning of each chapter by following the assignment list to aid in organization and to assist you in future information searches through the manual.
- Complete the required assignments by following the assignment list and assignment expectations.

Completing Assignments

General Comments:

- Complete all required assignments.
- Follow assignment expectations. Lesson plans should be thoroughly detailed in such a manner that anyone would be able to teach the lesson using your lesson plan as a guide. See “**General Guidelines for Lesson Planning**” for further explanation of lesson plan development.
- Any assignments improperly completed (lacking detail, sloppy or not appropriate) will be returned to you for adjustment. Please wait a minimum of one week to resubmit your assignments.
- If you and a partner (or friend) are both registered for this TESOL correspondence or online course, you are to complete your assignments individually. All completed assignments are to be original work. It is not acceptable to hand in assignments that are the same as another student's. (No cheating, please!)
- Your assignments should be organized and paper-clipped or bound, in the order that they appear in the manual.
- We strongly suggest that you photocopy and/or backup your assignments should they be lost by e-mail or post. We are not responsible for lost course work.
- If you have any concerns or questions regarding your assignments or any academic policies, please contact your local head office either by email or by telephone.

General Guidelines for Lesson Planning

The **Assignment Lesson Plan Template** (unless otherwise stated) in the Foundation Workbook and this manual is the preferred lesson plan format for all online or correspondence courses due to the fact that it requires all of the lesson planning information to be clearly laid out for the marker to evaluate.

All lesson plans handed in for evaluation should include the following information, and all tasks should answer the questions **WHAT?** (are you teaching) and **HOW?** (are you teaching it). Please use these guidelines to help develop effective, easy to follow lesson plans. Most lesson plans need not be longer than two pages (plus resource materials):

Topic: A general theme that your lesson will follow. It can be “animals at the zoo” or “uncountable nouns”. Whatever theme you choose, make sure that each of your activities (except the warm up) follows that theme to some degree.

Time: Most children’s ESL classes range from 40-60 minutes in length. Adult classes can be anywhere from 45 minutes- 3hours depending on the frequency (once-three times a week). So the average class time you should aim for these lesson plans should be 45-60 minutes of instruction (unless otherwise specified).

Age: With children and teenage classes you should specify your target age range (e.g.: 4-6 or 12-15). If the class that you are planning for is adult, just writing “adults” is fine. This is important to keep in mind because it will affect the way in which you will present and teach the course content.

Level: The different levels that the Foundation course teaches are as follows: basic, beginner, upper beginner (or pre-intermediate), low intermediate, intermediate, upper intermediate, low advanced, advanced (and sometimes upper advanced). Pick a level to determine the difficulty of the content to be taught.

Language Skills: Lesson plans cover many language skills and it is difficult to separate one from another, so try to focus on one or two in

a lesson plan. For example: listening comprehension and speaking. This does not mean that you will not be reading or writing as well, but the focus is listening and speaking. This will set the stage for the types of activities that you will be doing with the class.

Language Objectives: Clearly defined language objectives could be the most important part of the lesson planning process. They should be quantified or testable and should start with: By the end of the lesson “students will be able to....” If your language objectives involve vocabulary, remember to list all the new vocabulary that you will introduce.

Methodology: Choose a method, approach or technique that you would like to use in your lesson plan. You can choose a few, in fact, as some methods might only lend themselves to one or two activities (e.g.: Total Physical Response would be good for a charades activity but difficult to use for teaching advanced grammar rules).

Resource Materials: It’s important to include a list of all of the materials and props you would need to successfully teach your lesson. It also makes easy reference when you are teaching because you can make sure that you have all the resources with you. When using materials such as books, tapes, magazines, newspapers, be specific about the title, the author (or program) and what parts you are using. If you use a worksheet, song lyrics or a newspaper article, include them with your submission.

Warm Up: This activity is only usually about 2-3 minutes long and gets students thinking in English. It doesn’t have to be related to anything that you are going to be teaching in the lesson.

Review: This is something that you are going to want to include when you are actually teaching but might be difficult to do when writing a lesson plan in isolation for this course. This is not a required component for our courses.

Pre-task: 2-5 minutes. Introduces what is being taught in the lesson in an attention-getting way. You may want to sing a song that has some of the vocabulary or grammar that you intend on teaching in that lesson. It should be something to make the students curious about the content of the lesson.

Teaching Task: 10-20 minutes. Explain step-by-step how you would teach the new ESL concept to the class. If you would use flashcards, describe how to use them. This task will formally introduce the students to the new concept. The teacher should make sure that the students understand or grasp the new concept before moving on.

Practice Task 1: 10-20 minutes. Taking the new concepts that you have just taught your students, they will practice using them (usually in an oral activity so that they can hear themselves and the other students using the language and be able to self and peer correct). Describe step-by-step how to carry out this task. You can give examples as well.

Practice Task 2: 10-20 minutes. While this is optional, most students need to practice the new concept in another activity, especially since you will probably be teaching students who are a combination of visual, auditory and tactile learners. This task might involve a reading activity and/or a worksheet, or a written exercise depending on your language objectives and level of learner. Explain step-by-step and express in some way what you expect the students to get out of this task.

Follow Up: 5-10 minutes. Describe step-by-step how you would reinforce and review all of the concepts that you have covered during your lesson plan. This task is to make sure that all the students understand the material you just taught so that they integrate it into their general knowledge of English. This will ensure that you can assess whether or not your Language Objectives have been met. If they haven't, you can incorporate the concepts into the next lesson's tasks.

Homework: Also optional. Assign something so that students can practice what they have just learned at home so that they don't forget. You may want to assign an extension exercise that would incorporate the knowledge they already have with the new knowledge they acquired during the lesson. Explain what the assignment would be and what you would expect the students to produce. Keep in mind language objectives. Explain how the homework would reinforce the language objectives.

Assignment Lesson Plan Template

Pre-Planning:

Topic:

Level:

Age:

Time:

Skills:

Objectives:

Methodology:

Resources:

In-Class:

Warm Up:

Review:

Pre-task:

Teaching:

Task:

Task:

Follow-up:

Homework:

Note: This is to be used as a template only. Type out your assignments in a separate file or write out your assignments on a separate sheet of paper.

Submitting Completed Assignments

- You are required to complete all the assignments before submitting them for correction.
- For correspondence AND online students, your assignments may be e-mailed OR mailed, but not both.

For Students Submitting by E-mail:

- If e-mailing all of your assignments as a complete file, please entitle the document as “Teaching TOEFL <your name>” and attach it as either a **Microsoft Word** or **plain text document**. If you have to e-mail the assignments separately because the individual file is too large, please entitle each document as “Teaching TOEFL <your name> Assignment <number>.”
- Please ensure that your name, and the address you wish the certificate to be sent to, is clearly visible on the first page of EACH document you submit.
- Any attached documents that cannot be opened must be resubmitted in a supportable format.
- Check the insert for the e-mail address of your local head office.

For Students Submitting by Mail:

- Assignments are to be completed in a professional manner. Assignments should be typed. If you do not have access to a computer or typewriter, you may handwrite them, but it must be neat and easy to read.
- All illegible or sloppy assignments will be returned to you and will have to be redone. Please wait a minimum of one week to resubmit your assignments.
- If mailing your assignments, please ensure that each of your assignment pages includes:
 - Your full name in the top left corner
 - The page number in the top right corner
 - The assignment number

Submitting by Mail – Instructions:

- If you are mailing your assignments, please use a business-sized envelope. Do not fold your assignments.
- Paper-clip (or clip and put into a folder) your assignment package together. Be sure to number each of your pages.
- Include the Assignment Cover Page, which indicates the address to which you want your TESOL certificate and corrected assignments to be returned to, and the total number of pages in your package.
- Check the insert for the address of your local head office or e-mail marking@globaltesol.com for further mailing information. When e-mailing inquiries, remember to include the date, the year and the city in which you took your Foundation course.

What do I do once the assignments have been mailed or e-mailed?

- If you are an **online** student, your user name and your password will not expire. The information offered in the course will remain yours to access.
- If you are a **correspondence** student, do not return the manual. It is yours to keep for future reference and use.
- Please be patient! Once your assignments reach your local head office, they will be marked within 10 business days. Improperly prepared assignments or assignments missing sections will be returned for correction and may be resubmitted after one week's probation. There is no limit to the number of times assignments can be resubmitted. Properly prepared assignments will be corrected and returned with your certificate.
- Have fun teaching TOEFL with confidence!

Assignment Cover Page

NOTE: You must include all of this information with your assignments!

1. The title of this TESOL specialization course is:

2. Total number of pages in assignment package: _____
3. **Clearly print** your complete name as you would like it to appear on your certificate (please ensure that this is the same name that appears on your passport):

4. Please send my corrected assignments and certificate to this address (include daytime telephone number and e-mail):

5. I am taking this specialization course as part of my Advanced or Diploma TESOL Teacher Certification: _____Yes _____No
If yes, answer #6 and #7 below.
6. I took Part 1, the Foundation TESOL Certification Course:
____ In class (City:_____ Date:_____)
____ Online
____ By Correspondence
7. If you took the Foundation TESOL Teacher Certification Course **online** or by **correspondence**, please state the date you registered for this course:

Month: _____ Year: _____

Assignment Checklist

Please complete this page and submit it your Assignment Cover Page.

Check off each assignment as you complete it. Make sure you submit **everything** on this page with your submission package.

Check Box	Assignments	Page
	Assignment 1	291
	Assignment 2	292
	Assignment 3	293
	Assignment 4	294
	Assignment 5	296
	Assignment 6	297
	Assignment 7	298
	Assignment 8	299
	Assignment 9	300
	Assignment 10	301
	Assignment 11	302

Course Introduction

Passing the Test of English as a Foreign Language (TOEFL) is an essential pre-requisite for international students who wish to study in North American post-secondary institutions. This comprehensive 60-hour TOEFL Preparation course has been designed to provide you with a review of the three types of TOEFL tests, test content, and how to successfully prepare students to take the TOEFL exam. The content of this course covers teaching methods in addition to information about the TOEFL, thereby helping you to become a confident and effective TESOL teacher.

This course is organized into several sections. We begin by introducing you to the three types of TOEFL, then how to prepare yourself for teaching TOEFL content. We move on to explain the parts of the test, show you how to create a TOEFL course syllabus, and then give examples of student assessment and evaluation.

The assignment section of this manual contains assignments that you will submit for marking. The assignments will test your comprehension of the course content as well as ask you to integrate your own ideas into lesson plans and written answers. The final assignment involves a sample diagnostic test which not only will help you to better understand what your students will go through on exam day, but also parts or variations of the diagnostic test can be used as supplementary material in your classes. Final sections of this course contain the glossary of terms, and the course bibliography.

Please note that this manual has been compiled using a combination of British and American written English. Due to the current media-based influences of American English and the historical influences of British English, Canada uses a form of written English that is similar to British spelling but has grammatical and structural closeness to that of American English. Thus, “colour” has been spelled with a “u”, and periods have remained enclosed in quotation marks, where necessary.



Chapter 1:

Introduction to the TOEFL



Overview of the TOEFL

In this section you will learn about:

- The three types of TOEFL exams
- The differences between the three exams
- Who writes the TOEFL
- Why people write the TOEFL
- How to register for the TOEFL

What Is The TOEFL and Who Takes It?

The TOEFL exam is a required exam, administered by Educational Testing Services (ETS) for all non-native English speakers who wish to study in a North American university or college. ETS administers a number of entrance examinations such as TOEFL, TOEIC, LSAT, SAT, GMAT, etc. Essentially, the TOEFL exam categorizes the English proficiency level of students according to the requirements stated by universities. Students cannot pass or fail the exam; rather, they are given a score according to their level of English as stated by their performance on the test. Different universities state a specific score they expect from the student in order to apply to that given university. For example, Ivy League universities might require a score of 213 or higher on the computer-based test from its foreign applicants. A local college may ask for a minimum score of 173 in order to be accepted in a program.

The Three Test Types

The exam reflects an academic scenario a student may face once at university. Currently, there are three test variations available: the computer-based test (CBT), the paper-based test (PBT), and the Next Generation TOEFL Internet-based test (iBT). The CBT and PBT essentially follow the same format and will be available until 2008. The iBT became the primary form of testing in North America in September 2005 and will gradually become the main exam format around the world by 2008, though the PBT will remain available in locations where computer access is limited.

The main components of the CBT and PBT include four sections: listening, reading, structure and writing. The **listening section** of the exam tests the ability of students to understand standard conversations and lectures they may possibly encounter in a university setting. The **reading section** tests the students' ability to comprehend academic writing. The **structure section** of the test focuses on standard grammatical structures that are related to academic material from which students are required to study. The **written section** tests the students' ability to write an organized and fluid essay.

Computer-based Tests and Paper-based Tests

There are two ways in which a student can write the exam. They may write it via computer (CBT) or on paper (PBT). The skills tested in these exams are essentially the same, though computer-based tests usually take four hours to complete with 94-130 questions whereas the paper-based test lasts three hours with 150 questions.

The computer-based test's structure section adapts to the answers of the students. This means that the computer will present questions of average difficulty and increase the difficulty of the questions with each correct answer. If the student does not answer difficult questions correctly, it will downgrade the level of difficulty to match the proficiency level of the student. It is important to note that

on the computer-based exam, students cannot go back and change an answer.

Computer-based test takers also have the option of writing the written section on computer or on paper. The written section is called the Test of Written English (TWE) and can be administered separately. Students will be asked prior to the written section if they would like to write on computer or on paper. Either way, they will be given 30 minutes to complete their essay. The written portion of the test is scored separately. On the computer-based test the written score is added to the Structure/Grammar score, whereas with the paper-based test, the score is kept separate. All these sections are tested in relation to specified time limits.

ETS (English Testing Services), who created the exam, have two separate bulletins available for the computer-based test (CBT) and the written paper-based test (PBT). They are called *TOEFL Information Bulletin for Computer-based Testing* and *TOEFL Information Bulletin for Supplemental TOEFL Administrations*.

Students who do not have access to the CBT (limited access to computers) in their area have to write the PBT. It would be wise to investigate which test is available in your particular area in addition to finding out the test dates and locations in which those tests are administered. Information on test availability, location and dates can be found at the ETS website. Both of these tests will be considered obsolete by the year 2008, though syllabus approaches and materials may be kept on hand in order to aid teachers in the administration of assignments related to the Next Generation Internet-based test (iBT). Knowing the components of the earlier exams will assist teachers in understanding how the requirements have changed over the years. The iBT, though it evaluates the skills differently from the CBT and PBT, tests the same skills.

The Next Generation TOEFL Test: iBT Test

The Internet-based test (iBT) approaches testing in a completely different way. It is an interactive and integrated exam that is Internet-based. The sections of the exam include reading, listening, speaking and writing. There is no structure (grammar) section to the iBT exam. Students' grammatical performance is tested according to how they use the language, not necessarily how well they know their grammar rules or categories. Their grammar skills do not have to be perfect: the focus is on students' ability to communicate clearly.

The reading, writing, listening and speaking sections are tested independently and in an integrated fashion. For example, in the integrated writing and speaking sections, students will be required to listen to a lecture or conversation, they will be required to read a passage on the same topic, and then they will be required to respond verbally or in written form. The iBT TOEFL exam will require advanced critical thinking skills, critical reading skills and advanced writing skills. The iBT is graded according to benchmarks and rubrics set forth by the examination committee.

The iBT is more complicated than the CBT or PBT and requires students to perform different tasks under extreme pressure. Unlike the CBT and PBT, students will be required to read a passage then listen to a talk on the same topic (but perhaps a different perspective). The student will then be asked to answer a question or to summarize the difference between the talk and the reading. They will be required to do this by either orally answering the question for one minute or will be required to write an essay summarizing, paraphrasing, or answering a specific question within a given period of time. Students will be allowed to take notes during the reading and talks so as to keep track of the information presented. They may use these notes as they compile their answers to the questions. Their notes will be shredded once the exam is over.

The iBT requires different skill development than the CBT and PBT. Students must know how to use a computer in terms of word processing, they must be able to paraphrase, summarize, and develop arguments pertaining to varied information given on a variety of topics orally and in writing. They must be able to feel comfortable

talking to a computer and analyzing information in a critical fashion. Their grammar will not be the main focus of the evaluation, though they must be able to communicate their ideas clearly.

Finally, the iBT will require students to speak clearly in terms of pronunciation. It would be unrealistic to expect students to speak without an accent; nevertheless, their accent must not inhibit understanding on the part of the examinee. If a student's accent affects the listeners' ability to understand content, the student will subsequently lose points.

Registration

The *TOEFL Information Bulletin for Computer-based Testing* and *TOEFL Information Bulletin for Supplemental TOEFL Administrations* can be requested from:

TOEFL/TSE Publications
P.O. Box 6151
Princeton, NJ 08541-6151
USA
Tel: 609-771-7100
FAX: 609-771-7500

In order to register for the exam, one must have a *Bulletin*. To register for the computer-based test (CBT) one can register online, by telephone, or mail. To register for the paper-based test (PBT) one must register online or by mail. To register for the Internet-based test (iBT) one can register online, by telephone, or by mail.

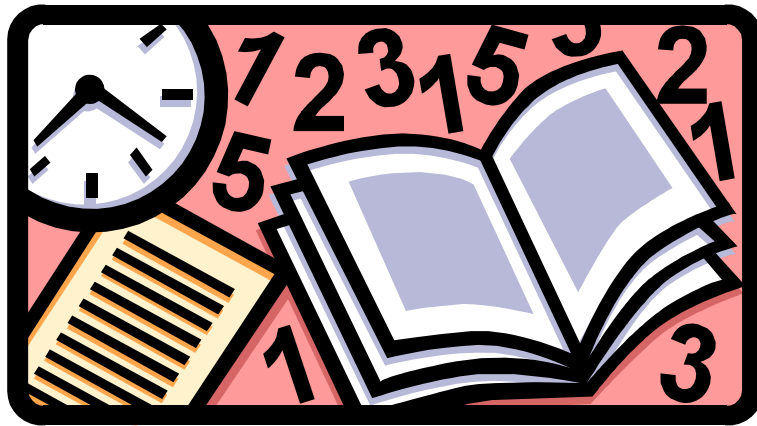
As of 2005, the test costs \$140 US. Students can pay by credit card, cheque, money order, postal money order, bank draft or UNESCO coupons. Some locations may charge more to take the test, so it would be wise to check out the costs listed on the TOEFL website. Cancelling one's test date is possible, and the student may be refunded a portion of their money. This information is clarified in the *Bulletin*, which is updated yearly.

When, Where, and How is the TOEFL delivered?

Students who wish to take the TOEFL exam must register either by mail (particularly if they wish to write the PBT), by telephone or online (CBT and iBT). The confirmation dates will be sent to them via mail or they will receive a call stating the date and location of the exam. The address from which they can receive this information is stated in the registration section.

Chapter 2:

Preparing to Teach the TOEFL



Overview of Preparing to Teach the TOEFL

In this section you will learn about:

- Knowing your audience
- Being aware of material available
- Diagnostic exams
- Varying student language levels
- Class size, motivation and personal responsibility

Know Your Audience

Teachers who are required to teach the TOEFL run into several challenges. The first major challenge is getting to know one's audience: the students. Students who are the most likely to take a TOEFL preparation course are individuals who intend to apply to a North American college or university. This includes undergraduate and graduate levels. Some students may have taken the test before and want to improve their scores; others may never have seen a computer before. Some students want to have a high enough score to enter a small business college; others intend to apply to graduate programs at Ivy League institutions. Thus, the proficiency level of students and their TOEFL score expectations may vary considerably. In order that students may attain their individual goals, the teacher should interview or assess them to determine their needs, expectations and proficiency levels.

Teaching Materials

Most of the TOEFL preparation materials available include self-study manuals developed by ESL companies such as Delta, Longman, Cambridge, Kaplan, and others. There are supplementary texts that focus exclusively on grammar, listening or vocabulary for the TOEFL exam. Generally, the material is systematically presented and categorized according to the skills tested in the CBT and PBT TOEFL examinations: listening, reading, structure, writing. The materials reflect the format in which test questions are presented; thus, the manuals overflow with sample tests. Though the sample tests are effective ways of analyzing student development and assessing levels of strength and weakness, they do not present a clear approach to teaching the material in a classroom scenario.

Many teachers use the self-study manuals in their classes as textbooks, going through the material in the order in which it is presented. This course has been written to serve as a supplement or alternative to using the self-study manuals. It is specifically designed for TESOL teachers who are preparing their students for writing the CBT, PBT and iBT TOEFL Tests. There is a plethora of TOEFL preparation material from which to choose, and each teacher will have a personal preference.

Materials can be collected as realia and developed by the teacher or purchased pre-made by major education companies. For example, the reading section of the TOEFL exam reflects the kind of material a student would find in a regular university textbook or scientific magazine, so by using excerpts from journals and textbooks, teachers can create practical reading exercises. Documentary films, news broadcasts and information programming can be used to reflect the type of material a student would find in the listening section of the exam.

The structure (grammar) section of the exam (until 2008) reflects the standard type of grammar a student should be comfortable with in an academic scenario. In this manual we have included a list of grammar notions that are most likely to be found on

the test. General grammar workbooks or self-made worksheets may be useful as supplementary material.

Sample tests can be ordered from ETS or can be viewed at their website. There are also a lot of interactive grammar sites online for students to practice specific grammar skills, such as present perfect usage or the use of relative clauses. These can be accessed by typing in the grammar notion in a search engine or accessing ESL teaching websites.

Preparing Students for the Three Exams

Since there are three variations of the TOEFL test available until 2008, this manual will briefly investigate the CBT and PBT test formats first, and then give an overview of the iBT test, providing insight into how all three test formats can be taught. Despite the variations of the tests, teachers are confronted with essentially the same challenges: How can teachers teach to the expectations of the TOEFL examinations? How can we best prepare our students for the stresses and academic challenges of these tests?

Teachers must consider several issues: keeping their classes interesting, creating and following syllabuses, managing time constraints, attempting to cover the material that needs to be covered so as to prepare students adequately for the exam, as well as keeping various student proficiency levels and goals in mind when teaching material. It is important that the teacher assess the students in all skill areas systematically on a regular basis so as to have a general record of overall class proficiency, as well as individual student's strengths and weaknesses.

One way to assess student proficiency level is to provide a questionnaire that addresses the needs of the students. The questionnaire may ask whether the student has taken the exam before, what score they would like to get on the test, whether they have a specific university in mind, and what they think their strengths and weaknesses are. This questionnaire may also address the type of teaching or study style they prefer.

It is important for the teacher to keep in mind that many students have a strict set of assumptions when they study for an exam. Many students feel that a syllabus and lessons should be pre-planned prior to starting the course. Questionnaires and diagnostic exams may seem useless and irrelevant to students who are not accustomed to a learner-centered classroom environment. When using diagnostic exams and questionnaires, the teacher must be clear about why they are administered and their function in the classroom.

Diagnostic Exams

Diagnostic exams are useful in providing sample test experience for the students and highlighting the skills that need extra attention. The diagnostic exam also provides the student with insight into his or her own development. By keeping track of development, students become empowered; thus, being able to take responsibility for their own study methods and skills development. You will be provided with a diagnostic exam in this manual. Diagnostic exams should evaluate all skill areas: reading, writing, speaking and listening, as well as grammar and structure. Even though the Next Generation TOEFL Internet-based test (iBT) does not specifically test grammar structure in any specific section of the test, grammar skills will be tested in the integrated portions.

Student Levels

Language levels vary both between students (some students are more proficient than others) as well as they vary for individuals (students may be strong in one skill and weak in another). Some students, proficient in oral expression, may find themselves struggling with the essay writing section of the test. Others, proficient in reading, may find the structure portion of the exam extremely difficult, particularly the portion that requires the identification of errors. Many teachers encounter students who seem highly proficient in their communication skills, but lacking in their basic grammar skills that should have been addressed at the beginning of their English studies. For example, subject-verb agreement.

The challenge for the teacher is to provide opportunities to develop all the skill areas within a limited amount of time. A teacher must also keep in mind that some students, depending on the area of the world in which they will write the TOEFL, intend to write the CBT, some the PBT and others the iBT. Aside from keeping the levels in mind, a teacher must try to address the elements of each exam (at least until 2008). Skills of error recognition and sentence completion may become obsolete on the test, but they are still useful methods of grammar instruction in the classroom.

Begin a class with a diagnostic test and a questionnaire. Diagnostic exams are available in self-study manuals and we will provide you with one in this manual. The diagnostic test provides questions that are categorized according to the particular grammatical concept or skill that is being tested. If a student struggles with a question that focuses on prepositional phrases, the student will then know that he or she must study and practice prepositional phrases.

In the chapters that follow, you will find a list of the grammatical/structural elements tested on the TOEFL. This can be used as a brief review and source for the material the teacher can use and create for the classroom. The structural portion of the test combines fill in the blanks and error identification sections. The computer-based test randomly combines the two forms of questioning, whereas the paper-based test keeps these two formats separate.

Class Size, Motivation and Responsibility

The size of a class has a serious impact on the way in which a teacher instructs. A class of fifty students requires a different approach than a tutorial or class of ten. One goal for the teacher, regardless of class size, is to empower the students with self-correction and self-motivation.

It is very difficult for the teacher to keep track of all the strengths and weakness of every student. Students must become responsible for their own learning process. This eases the stress on the teacher who becomes more of a facilitator than a dictator of grammar. As facilitators, teachers provide avenues for their students to attain their goals. By using a diagnostic test at the beginning of a course, the teacher can better assess the general proficiency level of the class while simultaneously providing the means by which students can create their own grammatical or strength/weakness checklists.

Different students have different motivations for taking the test. Some take the test for fun while others need a specific score in order to get into a certain university by a given date. The stress level between students may vary, and will affect the mood of the class.

Students focused on a specific deadline may have higher expectations and more specific requests of the teacher than students who are not as urgently motivated. Class time management must be organized in such a way as to meet the needs of these different groups of students.

Transferring power over to the students eases the burden of performance on the teacher. By transferring power we mean empowering students to create their own goals and keeping track of their own development towards those goals. Students who are studying to get into an Ivy League school will require more intensive approaches than a student wishing to be accepted by a small technical college. The way we transfer power over to students is by providing them with the means to develop their own study skills. As mentioned earlier, the diagnostic test will help students focus in on

their weak areas and improve upon them. Class time should be provided so that students can study as a class, in smaller groups, in pairs and individually using checklists as guides toward their own development.

Cultural factors may prove challenging as well. In a multi-ethnic classroom, students bring with them their own idea of how a class should be taught and how a teacher should behave based on their experiences in their traditional educational settings. Do not be surprised if students speak up boldly and suggest an alternative teaching approach from yours. Should this happen, keep in mind that it happens to even the most experienced teachers. Having presented a syllabus at the beginning of a course, you may refer back to it as an explanation of your method. Be ready to explain why you are teaching what you are teaching and how you are teaching it, but be open to changing your approach if it does not match the learning styles of your students. For example, a common approach to studying vocabulary is rote memorization.

Studies have shown that rote memorization of vocabulary may be useful for short term memory, but ineffective for long term acquisition. Depending on when the students intend to take the exam, rote memorization may be extremely ineffective. A common complaint includes: "There isn't enough time to learn all the vocabulary in a way that it can be easily acquired." Sometimes the students feel that the approach a teacher uses in the classroom will not meet their immediate needs and they may demand an alternative approach. Rather than changing approaches mid-stream, consider adding a different approach to your original plan, thus incorporating a variety of approaches to appeal to a variety of learning styles and habits.

As teachers, we must provide some level of consistency in how we teach the class so that students know what to expect. It is also necessary for students to be exposed to the different approaches so that they can see whether an approach, which they rejected at first, actually ends up being effective for them. Prior to introducing an approach, explain to the students the purpose of the approach so that they know how it fits into the grander scheme of things. Tell them why they need the skill and where it will show up on the exam.

It is important for teachers to remember that students are investing a lot of money, time, and energy into these courses. Students' success or failure will essentially alter their life path. Instructors must respect this issue and respect the students for the immense amount of motivation it takes to accomplish such a difficult task.

Chapter 3:

The Parts of the TOEFL



Familiarize Yourself with the Parts of the Test

In this section you will study:

- The various components of the TOEFL
- The differences between the CBT, PBT and iBT tests
- The skill components of the CBT, PBT and iBT tests:
 - listening (lectures, conversations)
 - reading
 - writing
 - structure (CBT/PBT)
 - error recognition and sentence completion
 - speaking (iBT)

Components of the CBT/PBT TOEFL Tests

The computer-based (CBT) and paper-based (PBT) TOEFL tests consist of a **listening** section, **structure** section, **reading** section, and **writing** section. All of these sections reflect academic English scenarios, so it is vitally important that teachers be aware of the language used in university and college classes. The main focus of the test is the structure section which involves the use of and comprehension of prescriptive (formal) grammar and specialized vocabulary. Only the long conversation listening section includes the use of everyday (descriptive) informal grammar which involves the use of common idioms and reductions.

The four main test sections are further divided into subsections: listening to long conversations and lectures; reading academic material for overall meaning, topics and detail; and critical reading skills to name a few.

The structure section is divided into sentence completion and error recognition, both requiring precise grammatical skills. The writing section requires the student to write an essay by answering a question. They may have to write a pro/con paper, an expressive

essay, an argumentative essay or an explanatory essay. It must be coherent and well structured.

We will take a brief look at each section and subsection so as to understand the structure of the test and the skills required to master the test. We will also include information on the type of questions the students may encounter.

Listening: CBT/PBT

The CBT and PBT listening sections are composed of two parts: listening to long conversations and listening to lectures. These two sections focus on two very different types of listening skills and repertoire. In both cases, students must listen attentively so as to pick up details, insinuations, mood, voice, overall meaning, and attitude of speakers.

The Internet-based test (iBT) listening sections are longer than the CBT and PBT versions and include more authentic lectures and conversations. The iBT also includes a conversation/lecture section that imitates a classroom scenario where students interact with the professor.

Listening to Short and Long Conversations: CBT/PBT

The short and long conversations are composed of dialogues between individuals in a university or administrative setting. Examples of scenarios include: a student asking a professor for an extension on a paper, clarifying registration details in a student loan office, asking for details concerning the teaching style of a particular professor, checking out a reserved reading at the library, clarifying examination dates, and so on.

This portion of the test includes idioms, phrasal verbs, and everyday grammar and communication. Much of the material includes vocabulary concerning a university or college setting. For example: semester, syllabus, curriculum, registration, application, referral, extension, credits, practicum, cramming, burning the midnight oil, burnout, required readings, summary, essays, etc. The conversations are generally casual, requiring the student to be familiar with the common language of daily interaction.

Listening to Lectures: CBT/PBT

The listening to lectures section is composed of lectures in various disciplines. It would be wise for the instructor to pre-listen to these lectures as they contain detailed information concerning a specific subject area. They may include lectures from the social sciences, physical sciences, arts and humanities, and liberal arts. For example, a student may be required to listen to a lecture on the combustible engine (physics) or the initiation rituals of a Peruvian village in the 18th century. Some of the vocabulary is very specialized, so a dictionary would be useful in the classroom. Questions may arise concerning the difference between iron and iron ore, or a distinction between macro- and micro-economies.

The listening portion of the TOEFL tests academic English, academic jargon relating to specific academic fields, as well as daily communication skills in an academic environment (including idioms relating to college and university life). Students must be familiar with a variety of subject areas in order to be able to understand the vocabulary used by the lecturers.

Structure: CBT/PBT

The structure portion of the exam focuses on precise grammatical constructions and advanced grammatical rules that the average English speaker may have difficulty explaining or defining. Coupled with high-level vocabulary and a limited amount of time to finish, this portion of the test may seem particularly challenging for students. They must be able to answer the questions very quickly without much time to consider all the grammatical rules that may apply. Essentially, they must answer the questions instinctively due to time constraints.

Error Recognition

The error recognition portion of the exam consists of complex sentences. Four portions of a sentence are underlined. One of the sections underlined is incorrect grammatically. This may include an error in subject-verb agreement, word choice, redundancy, etc. The student must identify the portion of the sentence that is incorrect by clicking on it with their mouse in the computer-based test (CBT) or filling in the corresponding oval on their answer sheet for the paper-based test (PBT).

Sentence Completion

The incomplete sentences section of the exam consists of sentences with one section of the sentence left blank. The student has to choose which answer from four options best completes the sentence correctly. They may click on the correct answer with their mouse (CBT) or fill in the corresponding oval on their answer sheet (PBT).

On the CBT, the error recognition sentences and incomplete sentences are presented randomly, so the student doesn't know if the next question will be an incomplete sentence question or error recognition sentence. On the PBT, the student is presented with the error recognition section and incomplete sentences section

separately. Thus, on the CBT, the question styles are mixed together, whereas on the PBT they are presented separately.

On the CBT, the questions increase in difficulty with each correct answer. Students may not change their answer once they have submitted it. On the PBT, the questions can be reviewed and the answers changed if time allows. The grammatical concepts presented in the exam will be reviewed later in this manual.

Reading: CBT/PBT

The reading section of the exam resembles the type of material a student will encounter in an academic textbook of a variety of disciplines. Students are required to read a passage in a limited amount of time and then answer questions relating to the reading. Questions may focus on overall meaning, topic, author's point of view, details, and critical reading skills.

On the computer-based test (CBT) students are presented with a passage. They may scroll down the passage until they have finished reading it. Once they have read it, they click on the proceed button. A question then appears on the side of the passage to which the question refers. Students then choose the best answer by clicking on the corresponding oval.

Some of the questions on the CBT require the students to follow directions. For example: they are instructed to click on a sentence in the passage to which a pronoun refers. In other cases, they may have to highlight the topic of a paragraph, the opinion of the author, or they may be required to insert a sentence into an appropriate area of the passage. Like the structure portion of the test, CBT does not allow students to change their answers once they have submitted them.

On the paper-based test (PBT), students will read short passages of academic text and then answer multiple choice questions using an answer sheet with, for example, four ovals per question. Each oval represents an answer and has a letter in it (e.g.: A, B, C, D). The student reads the question and then, with a pencil, fills in the corresponding oval. The student can go back to change their answer, if time permits.

Writing: CBT/PBT/TWE

The writing section of the test requires the student to plan, write and edit their essay within 30 minutes. In the computer-based test (CBT), the TWE (Test of Written English) is automatically included, whereas the paper-based test (PBT) requires that the student write the TWE separately. The CBT offers students the choice of writing the test by hand or writing it on the computer. The score of the written portion of the test is added to the structure score. Students must state beforehand to the examiners whether they want to write the essay by hand or by computer. Those students who wish to write the essay by computer should be familiar with some word processing skills such as “cut and paste” or “insert”.

Students are required to exhibit their ability to write a comprehensive essay on any given topic. The topics are chosen so that students do not need any specialized knowledge of any particular discipline. The examiners are looking for a well-structured, comprehensible, coherent essay that answers the question presented. Students must remember to stay on topic and read the questions carefully. Some of the questions may ask students to write an opinion paper, a descriptive paper, a pro/con paper or expository paper.

The Components of the iBT TOEFL Test

The Internet-based (iBT) TOEFL test differs from the computer-based (CBT) and paper-based tests (PBT) in that it includes **Listening, Speaking, Reading** and **Writing**. It is an integrated test, meaning that students are expected to respond to various readings or conversations using English as a skill, rather than testing English as a subject.

Since the subjects are integrated, some of the tasks require the students to read passages, listen to conversations and then respond verbally or in writing to the presented components. For example, there may be a passage of 100 words presented. The students must read the passage. Then the students will be required to listen to a conversation of 60 seconds on the same topic as the reading. Finally, the students will have 60 seconds to respond orally to a question pertaining to both the reading and listening passages.

The students' responses are categorized and evaluated according to benchmarks and rubrics set up by the ETS testing committee. Minor errors in grammar are overlooked as long as the errors do not affect the meaning of the students' message. Students can take notes while listening or reading so as to assist them in the organization of their responses to upcoming questions.

When compared to the CBT/PBT, the iBT TOEFL test reflects a more communicative approach to testing and embraces the concepts of communicative language teaching. Rather than focusing on a perfect knowledge of grammar, it focuses on the clear communicative proficiency of students. This approach has made a drastic impact on the way in which tests are administered and how teachers will organize their classes. It will also have a significant impact on the studying strategies of students. We have provided you with an example of the format in which the New Generation iBT TOEFL is administered.

iBT-TOEFL sections

Listening

Task	Nature	Time_____
Listening	4-6 Lectures	4-6 min.
Listening	2-3 Conversations	3 min.

Total time: 60-90 min.

Speaking

Task	Nature	Time_____
Personal response	personal	15/45 sec.
Paired choice	compare/contrast/	15/45 sec.
Speaking/listening/reading	campus based	30/60 sec.
Speaking/ listening/ reading	academic based	30/60 sec.
Listening/speaking	campus based	20/60 sec.
Listening/speaking	academic based	20/60 sec.

Reading

Task	Nature	Time
700 words (3-5 passages)	12-14 questions	60-100 min.

Writing

Task	Nature	Time
Integrated	listening/reading/writing	20 min.
Independent	free	30 min.

Listening Section: iBT

The listening section of the Internet-based test (iBT) consists of two to three conversations and four to six academic lectures over a period of 60 to 75 minutes. There are three types of listening exercises: listening to a lecture, listening to a conversation and listening to a combination of lecture, and conversation (e.g.: a professor giving a lecture and students interrupting with questions or comments).

The listening section on the iBT is considered to be more authentic, meaning that there will be more digressions from the topic, side comments, reductions, “ums” and “uhs” throughout the lecture.

The listening section tests basic understanding and the ability to connect information. These two skills are subdivided into understanding main ideas, recognizing supporting details. This includes recognizing the organization of presentations, content, inferences, important points, noting and understanding the connection between information presented. Students will also have to note a presenter’s attitude, and understand how meaning changes according to intonation and word stress (ETS, 2005, page 30, ETS (Educational Testing Services): “TOEFL: Helping Your Students Communicate with Confidence”).

Students can take notes during the four to six minute lectures (500-800 words) and three minute long conversations (12 to 25 exchanges) between speakers. The students may refer to their notes during the multiple choice question portion of the test. Some of the multiple choice questions will require students to fill in a chart with information pertaining to the lecture or conversation and be score from 0-30 on their answers.

Section	Nature	Time
Listening	4-6 Lectures	4-6 min.
Listening	2-3 Conversations	3 min.

Total time: 60-90 min.

Speaking Section: iBT

The speaking section of the Internet-based test (iBT) is divided into two sections. There is the **independent speaking section** and the **integrated speaking section**. There are six questions in the speaking section over a 20 minute period. Students must respond verbally within a period of 45 seconds to one minute. Three evaluators listen to the responses and issue a score ranging from 0 to 4. The benchmarks by which evaluators give their scores are listed later in this manual under “Speaking and Writing Rubrics”.

Independent Speaking: personal preference/paired choice

The independent speaking section in the iBT presents two scenarios or tasks. They are categorized as personal preference questions and paired choice questions. The personal preference question asks students to respond to a question regarding their personal preference. For example, the test may ask students to talk about their favourite vacation spot. Students have 15 seconds to prepare and answer and then must speak for 45 seconds stating what they prefer and why. This section does not require any specialized academic knowledge.

The paired choice question offers the student 15 seconds to prepare and 45 seconds to respond to a question that requires the student to argue or defend a position regarding an issue. For example, a student may be asked to argue why it is better to live on campus rather than in a homestay environment while studying in a foreign country.

Integrated Speaking Section

There are four portions to the integrated speaking section in the iBT. This means that the student must be able to integrate a number of skills, for example: they must listen to a conversation, then respond orally to the questions pertaining to the conversation; or they must read a passage, listen to a corresponding conversation, and then

respond to a question orally. They are subdivided into campus related conversations and academic scenarios.

The first two tasks of the speaking portion of the test integrate reading, listening and speaking. One of the tasks is campus-based while the other is academically oriented. The last two tasks integrate only listening and speaking, one campus-based and one academically oriented. The first two tasks offer 30 seconds of preparation time with 60 seconds of response time. The final two tasks offer 20 seconds of preparation time with 60 seconds of response time.

Speaking Section: iBT

Section	Nature	Prep/response time
1: personal response	personal	15/45 sec.
2: paired choice	compare/contrast	15/45 sec.
3: speaking/listening/reading	campus-based	30/60 sec.
4: speaking/listening/reading	academic-based	30/60 sec.
5: listening/speaking	campus-based	20/60 sec.
6: listening/speaking	academic-based	20/60 sec.

Reading Section: iBT

The reading section of the TOEFL test focuses on three or four texts containing academic material. Students are provided with a text from which they must gather information to answer a series of corresponding questions. Topics vary and the passages take approximately 60 to 100 minutes to complete, each containing around 700 words. There are 12 to 14 questions after each passage. The passages include a variety of texts ranging from narrative, argumentation to exposition. As with any kind of reading, students are expected to recognize tone, content, organization, perspective and detail, to name a few. Answers are scored from 0 to 30.

Reading Tasks:iBT

Task	Nature	Time
700 words (3-5 passages)	12-14 questions	60-100 min.

Writing Section: iBT

The writing section of the Internet-based test (iBT) requires students to write two essays. One is an **integrated writing task**, the other an **independent writing task**. The integrated writing task requires students to read a short passage, then listen to a talk on the same subject, then follow up with writing an essay that corresponds to both the listening and reading tasks. The student has 20 minutes to plan and compose their essay. They must write the essay on the computer but may use notes taken during the talk and the reading.

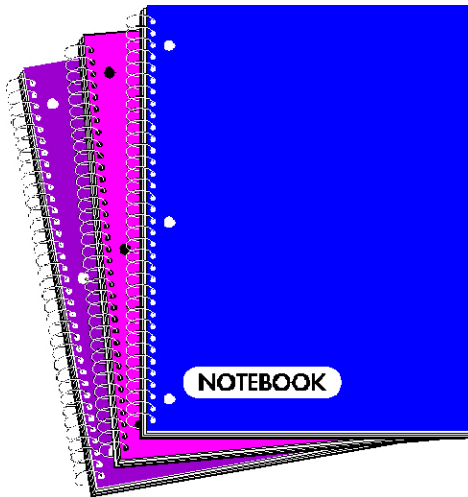
The independent writing task must be planned and composed within 30 minutes. Students are required to answer a question pertaining to their opinion regarding an issue. This may simply include talking about their favourite vacation or favourite food or their opinion regarding a controversial subject. Both essays are scored from 0-5 by independent evaluators and both must be written on computer. Students may use notes for both essays. The rubrics and benchmarks for grading are in the “Rubrics and Benchmarks” section of this manual.

Writing Section: iBT

Task	Nature	Time
1. Integrated	listening/reading/writing	20 min.
2. Independent	free	30 min.

Chapter 4:

Creating and Using a Course Syllabus



Creating and Using a Course Syllabus

In this section you will study:

- How to put an effective syllabus together
- Kinds of syllabuses
- What knowledge and capabilities should be focused on for each skill
- How content can be subdivided
- How content can be sequenced
- How to get organized
- A sample lesson plan
- A sample syllabus

This book is divided into sections similar to the sections of the TOEFL exams: review, a diagnostic test, reading skills, writing skills, and then finally listening skills. Most current approaches for the communicative classroom begin with **listening** and **speaking** skills first. This approach, excellent for the communicative classroom, does not necessarily address the needs of students focused on the TOEFL exam. Students should already be somewhat proficient in their English skills prior to taking the exam.

The exams focus on details and skills particular to an academic environment, not necessarily daily interactions, e.g., going to the store. The skills necessary for success on the exam are the same skills necessary for general academic achievement. Thus, in order to do well on the TOEFL, a student must know how to handle the basic skills necessary for any university student. This includes advanced academic vocabulary, extensive reading skills, understanding extended lectures in a variety of topics, and being able to compare lectures and readings.

Creating a Syllabus

An integral part of any course is the syllabus. A syllabus is an overall plan or outline for the duration of a course. It will vary according to the length of the course, length of class (one or two hours), number of students and the needs of the students. It states what will be taught each week and provides a plan for you to follow as well as provides students with a clear map of where the course will take them.

The syllabus should be handed out to the students at the beginning of a course. It usually contains the teacher's name, contact number, email address, time and location of the class, quiz dates, and assignment due dates. Often, it also states the approach the class will take, the textbooks needed and the required readings for the course. You may wish to include any rules concerning conduct in the class, e.g., cell phones, text messaging, sick days, etc.

Often a teacher may draft a syllabus and find that the syllabus needs revision throughout the course. This is normal. It is important to try to create an outline of what one intends to teach but also recognize that the course may take on a new direction mid-way. Knowing that the course needs revision is a sign of excellent teaching skills; it requires self-reflection on the part of the teacher and consistent assessments of the students.

The teacher must ask whether what is being taught is addressing the needs of the class. Before attempting to create a syllabus it is necessary to be aware of the components of the TOEFL and how those components are tested.

The previous chapters gave a brief overview of the components of the exam, but it is essential that the teacher understand the test in detail prior to creating a syllabus. It is necessary to know the types of questions found on the test and how to prepare the students for those questions. It is also necessary to expose students to the type of vocabulary they will encounter, not only on the test, but also in their university studies. Students will have to have a general understanding of a variety of subject areas in order to be successful

on the exam; thus, the teacher should be prepared to have some discussions on various academic disciplines.

To make things more complicated, the teacher must be able to incorporate all of these elements into a limited time-frame as well as teach students to accomplish tasks in a restricted amount of time. One of the most important elements of the test is the fact that the students are required to finish the exam within a set time. They should become accustomed to doing things as quickly as possible. The smartest student in the class may receive a terrible score on the basis of his or her pace. An essential part of your syllabus should be timed writings, timed quizzes, timed readings, and in the case of the iBT, timed oral responses.

How to Build an Effective Syllabus

When designing a syllabus the teacher must consider a variety of factors. It is necessary to walk into the classroom with a clear, yet flexible, plan so that the students are aware of what they will accomplish within a given amount of time, and also help the teacher stay aware of the effective and ineffective techniques in the classroom. Prior to starting a syllabus, a teacher should sit down and reflect upon the goals he or she has for his or her own performance in the class, and then decide how he or she intends to organize the available class time to include the mass amount of material that needs to be covered.

Naturally, the teacher must address the material that will be covered on the different exams. There has to be time allocated to listening, reading, writing, grammar/structure and speaking. How much time should be spent on each category? How should the categories be addressed: separately, combined, a little bit of everything each day, one week on listening, one week on speaking, etc?

In his book, *The Practice of English Language Teaching*, Jeremy Harmer, defines seven different syllabus outlines. A teacher is not confined to what a book suggests nor one single syllabus style. Various syllabus types may be combined to suit the pedagogical goal of that week or simply one class; nevertheless, a general idea of the different syllabus options may help clarify one's approach. Harmer outlines **the grammar syllabus, the lexical syllabus, the functional syllabus, the situational syllabus, the topic-based syllabus, the task-based syllabus, and the multi-syllabus syllabus** (Harmer, 2001, pg 295-300).

When beginning to put a syllabus together, take a good look at how many hours you will be spending in class, assess which skills are more important to this particular class, find activities that include all four skill areas, find resource materials to which you can refer, and acknowledge enough time to each of the skill areas. Decide whether you want to teach all four skills in each lesson, or focus on a different skill each day. Perhaps you will focus on reading and writing on

Mondays, speaking and listening on Tuesdays, grammar on Wednesdays, and practice tests on Thursdays. This is a matter of personal preference and time constraints.

Kinds of Syllabuses

The **grammar syllabus** organizes the content of a course around grammatical items. One begins with simple grammatical concepts and works one's way up into more complex items. Despite possibly negative outcomes concerning this type of syllabus, it still remains popular with students and teachers.

The **lexical syllabus** organizes the content of a course around lexis. Lexis is concerned more with vocabulary than grammar, though it is difficult to draw the line between the two. Lexis can be identified as a combination between vocabulary and grammar; certain words are seen and used together, thus the teacher may prefer to teach clumps or clusters of words together that work to form one meaning. For example: phrasal verbs such as "making out", or "making up", or "making a bed". The lexical approach to teaching is highly complex and needs extensive planning.

The **functional syllabus** organizes the content of a course around communicative functions such as: requesting, offering, inviting, agreeing, and disagreeing (ibid. pg 297). This syllabus format is most useful for students who have to use communication strategies in everyday living situations such as shopping or going on a vacation. The functional syllabus teaches students how to speak in various situations. For example, "How may I help you?"

The **situational syllabus** focuses on certain situations in which a person finds themselves: at the bank, at the supermarket, in the restaurant, etc. Students pretend they are in various situations in various locales and learn the language necessary for those locales. Many textbooks use the situation format for beginner and intermediate students. You may be familiar with this format as it had been the most popular format over the last few decades.

The **topic-based syllabus** centers on topics such as: the weather, art, literature, history. It is usually highly specialized and very useful for students who need English for Specific Purposes (e.g.: medical English, legal English, business English). Topic-based syllabuses can be highly specialized into various subcategories; thus,

a student may study a topic in detail such as art, modern art, medieval art, painting, sculpting, material, mediums, colour, design, etc.

The **task-based syllabus** is organized around providing students with tasks, which they are required to accomplish using the English language. These tasks may vary from simple (reading a map) to complex (designing a functional machine). Harmer credits Jane Willis for compiling six task types: listing, ordering, comparing, problem solving, sharing personal experience, and creative tasks (Harmer, 2001, p.299).

A **multi-syllabus syllabus** combines the various syllabus styles mentioned above. Most current texts combine all the above syllabuses into a comprehensive outline for teachers to follow; thus, students are exposed to grammar, function, situation, topics, and tasks within one chapter. This is useful for a Standard English classroom; nevertheless, the material takes time to get through and may not capture the imagination of the students nor the teacher. In addition, the layout of a standard text does not meet the needs of students wishing to focus specifically on the TOEFL examination.

Designing a TOEFL Syllabus

Unfortunately, there is very little available in terms of texts or manuals for teachers who have to teach to the TOEFL test. Situational and functional syllabuses do not address the highly academic nature of the TOEFL but may be useful in terms of developing listening skills for the long conversation listening section of the test. The task-based syllabus may be useful as a tool for the teacher to motivate students to work together in groups and develop strategies to tackle this challenging exam. It is also useful in regards to teaching specific reading and writing skills to your students. The lexical, grammatical and topic-based approaches can be used effectively in the reading, writing and structural portion of a TOEFL preparation course.

With so many syllabus formats from which to choose, it is difficult to know where to begin. Prior to beginning your syllabus design, you must ask what it is that you wish to accomplish within the limits of the classroom situation. These goals or objectives depend upon the criteria that have to be considered. Criteria include what to teach, how to teach it, how to evaluate the effectiveness of the course, how to evaluate the progress of students, how to assess if the material covered in class is meeting the needs of the students, providing an outline for substitute teachers, how to be sure there is a sense of continuity throughout the course.

Michael Breen, in his essay "Syllabus Design" raises four questions that should be addressed when beginning to set up a syllabus for a course. These questions include: What knowledge and capabilities should be focused upon? What should be selected as appropriate content? How should the content be subdivided? How should the content be sequenced? (Breen, 2001, pg 151-152 in *The Cambridge Guide to Speakers of Other Languages*, R. Carter and D. Nunan, ed.). We will attempt to answer these questions in the next section.

On What Knowledge and Capabilities Should We Focus?

The TOEFL tests a number of skills, proficiencies and capabilities. Each section is designed to address these criteria; thus, a TOEFL Preparation class must focus on these criteria as well. Although we have already addressed the general components of each section of the exam, we will review them this time in the context of how they should be addressed in a syllabus.

The Listening Section: CBT/PBT

Listening to short and long conversations

Students will be required to listen to an average conversation that could take place on any college or university campus. The conversations range in formality: student to student discussing a professor, a student taking out a library book, or a student asking a professor for a deadline extension for a paper. This section includes a number of phrasal verbs, idioms, and reductions. Conversations are generally casual, but require a vocabulary that incorporates university student jargon: credits, syllabus, all-nighter, due dates, etc.

In the computer-based (CBT) and paper-based (PBT) exams, students have only one chance to listen to the conversation and they cannot take any notes during the conversation. Once they have listened to the excerpt, they must either fill in the oval on the PBT or click on the appropriate oval on the CBT. On the CBT, the students must click on the “confirm” square and then the “next” square once they have selected their answer.

Questions pertaining to the conversation excerpts usually require the TOEFL student to assess what is meant by the speakers when they use unusual phrasal verbs, what was actually said (details), where the conversation could have taken place, and what was insinuated during the conversation. On the CBT, a picture will also be provided indicating the location or context of the conversation.

On the next page we have a written dialogue of what one might listen to during one of the long conversations that the TOEFL examinee may hear.

Short Conversation: CBT/PBT

Woman: I crammed all night for the test but I think I flunked.

Man: I'm sure you did just fine.

Question: What does the woman mean?

- a) She didn't study
- b) She studied but didn't do well on the exam
- c) She studied all semester
- d) She did well on the exam

Long Conversation: CBT/PBT

Woman: I'm swamped with papers. I have to pull an all-nighter if I want to get the papers in on time.

Man: How many classes are you taking?

Woman: I'm taking five four-credit courses.

Man: You really have a full plate, don't you?

Woman: Yes, I've definitely bitten off more than I can chew, but I want to graduate early.

Question: What does the woman mean?

- a) She likes to eat a lot of food
- b) She is sleeping a lot
- c) She has a lot of papers to write
- d) She likes to study at night

Answers: (she studied but didn't do well; she has a lot of papers to write)

Listening to short talks/lectures

The short talks are excerpts of university lectures in various subjects. These subjects vary from the humanities to the hard sciences. Students will be required to listen to the excerpts and assess the following: the topic, details concerning the topic, the attitude of the speaker, and the relevance of the talk. Like the long conversation, students taking the CBT will be provided with a picture that shows the context of the lecture.

Each conversation or talk will be followed by a series of questions pertaining to the talk, and the students will see a picture on their screen related to the talk should they be writing the CBT. A narrator will first speak, introducing the topic of the lecture or conversation. It may be about: zoology, biology, anthropology, business, geology, sociology, history, education, psychology or any other academic topic. This section may include conversational aspects, such as a student asking questions during a lecture, or it may simply be a university professor discussing a topic. Examples of these are provided later on in this book in the “TOEFL Diagnostic Test” section.

Listening Section: iBT

Lectures

The listening section of the Internet-based test (iBT) TOEFL differs from the computer-based (CBT) and paper-based tests (PBT). The academic section of the iBT will provide the student with a four to six lectures of approximately 500-800 words lasting four to six minutes. Students are required to listen to an extended lecture or monologue and then answer a series of multiple-choice questions. Although students can take notes during the lectures, they have to be aware of how to take notes. They must know how to distinguish between relevant facts, point of view, intonation, stress, recognize organizational patterns of the lectures and recognize how the information given relates to other kinds of information provided. To make things a bit more complicated the authentic material includes lectures in which the professor goes off topic, makes regressions, and uses idioms and reductions.

Conversations

There will be two to three conversations including up to 25 exchanges between two speakers. The conversations relate to administrative or day-to-day interactions in a university setting. This may include a student asking a professor for an extension on a paper, finding a reserved reading in a library, clarifying credit requirements for graduation, etc. There are a number of linguistic elements included in the conversations such as reductions, interruptions, redundancy, pausing, intonation and word stress, and mispronunciations, to name a few. Students are required to understand the nature of the relationship between the speakers, listening for details, and picking up on the attitudes of the speakers by assessing their use of tone, stress and intonation. The three-minute conversations are followed by a series of multiple-choice questions that the students must answer. They may refer to notes taken during the conversation in order to answer the questions.

Conversation/Lecture

Students are required to listen to a lecture that includes interruptions from students who may: ask questions, clarify concepts, or simply interact in a jovial manner with the lecturing professor. Students are required to listen to these conversation/lectures and be able to follow the main topic and continue understanding the purpose of the lecture, extracting details, understanding the relationship between speakers, and follow through with a clear conception of what is going on in the classroom. This section is followed by a series of multiple-choice questions that the student must answer, but may refer to their notes when doing so.

Knowledge and Capabilities to focus on in the Conversation Listening section include:

- Assessing context
- Understanding idioms and phrasal verbs
- Recognizing tone and intonation
- Listening for details in the conversation
- Understanding the relationship between speakers

Knowledge and Capabilities to focus on in the Listening to Lectures section include:

- Assessing context
- Extended listening skills
- Listening for topic
- Listening for the main idea
- Listening for details
- Listening for intonation
- Listening to complex sentence structures

Knowledge and Capabilities to focus on in the Listening to
Lecture/Conversations include:

- Assessing context
- Following extended lectures with interruptions
- Understanding the interrupted flow of lectures
- Understanding the relevance of questions and comments
- Finding the main idea
- Connecting details and facts
- Noting perspective and tone
- Understanding how intonation can change meaning

The Structure Section: CBT/PBT

As mentioned earlier, the structure section consists of two types of question that are alternated randomly on the computer-based test (CBT), but kept separate on the paper-based test (PBT). The two variations are the error recognition and sentence completion questions. Both require the student to have an in-depth knowledge of formal grammar (prescriptive grammar) as would be taught in a formal grammar textbook.

The range of grammatical notions includes, but is not limited to: subject-verb agreement, word choice, redundancy, prepositional phrases, article usage, countable and non-countable nouns, clauses, conjunctions, word order, noun phrases, comparisons, parallel constructions, pronouns, conditionals, superlatives, negatives, infinitive/gerunds. These grammar concepts will be addressed more extensively later in the manual; nevertheless, it is important to be aware of the types of grammatical notions with which the teacher should be familiar. Keep in mind that this structure section will be eliminated completely by the year 2008, so students should be familiar with the grammatical concepts, but may not be tested on them specifically on the Internet-based test (iBT). Studying the structure of the English language is relevant in terms of helping students develop accurate grammatical skills that will be applied to both the speaking and writing sections of the test. Thus, this section need not be eliminated even though grammatical structure may not be specifically tested after 2008.

Error Recognition Question Sample

Students must indicate which portion of the sentence is incorrect. CBT students click on the portion that is underlined. PBT students fill in the corresponding oval.

Question: Educational strategy for addressing the high illiteracy rates
a b
in the American state of Alabama have been met with resistance.
c d

Answers: (educational strategies; that wish to)

Students must indicate the correct answer by clicking on the appropriate oval or filling in the appropriate oval.

a) *has* c) *take*
b) *have* d) *should have*

Answer: (should have)

When teaching the structure section, it would be wise to have a dictionary and a grammar handbook readily available. Many of the grammatical concepts may seem natural to a native speaker, but require clear explanation to a non-native speaker. Study the grammar notions you intend to teach prior to teaching in class, as you will be required, not only to know the correct answers, but also know how to explain why the answer is correct. This requires knowledge of many of the exceptions to English grammar rules.

Knowledge and Capabilities to focus on in the Structure section
include:

- Clear understanding of advanced grammatical notions
- Use and knowledge of grammatical concepts and rules
- Pattern recognition
- Editing skills

The Reading Section

The reading section tests students' ability to comprehend standard academic writing. There are usually five passages, each passage is followed by approximately twelve questions. The questions focus on overall idea, topic, author's point of view, and details. The passages will be presented either on screen or on paper. The computer-based test (CBT) examinees may scroll down to read the passage, and when they are finished reading they may click on the "proceed" button to receive their questions. They may not take notes during the reading but the passage will remain on screen. In the CBT there may be an arrow indicating the sentence to which the corresponding question applies.

There are several types of questions that the test may ask. For example, the CBT may have an arrow indicating a line in the first paragraph of a passage. The question on the side of the screen may ask the following: "Paragraph one is mainly concerned with...." The student must then click on or fill in the appropriate oval.

Sample Reading:

The history of alternative educational techniques goes as far back as the days of Socrates, Aristotle, and Plato. In ancient Greece, particularly in Athens, teachers were actually slaves owned by aristocratic families. These "teachers" were bought for the sole purpose of being a mentor for young Athenians boys. Much of what young Athenians learned was good manners and habits.

Around the age of 7, Athenian boys entered primary school where they learned arithmetic, reading, writing, and music from a teacher who was, more than likely, either a foreigner or a freed slave. The next step, after primary school, focused on physical education and citizenship. This took place in the gymnasium: an enclosed sports stadium.

After the Persian war, teachers began selling their skills. The Sophists shortened their curriculum and attempted to promote different kinds of learning. Their teachings tempted school boys away

from the stadium and into the classroom which caused their education to progress past the expectations of the traditional Athenian educational system.

Knowledge and Capabilities to focus on in the Reading section include:

- Skimming
- Scanning
- Finding the topic
- Finding the main idea
- Corresponding the main idea to other ideas
- Finding support
- Understanding paragraph and essay structure
- Knowledge of advanced vocabulary
- Understanding vocabulary from context
- Being able to employ extended reading techniques (reading a long passage and understanding how it all fits together without forgetting what was said in the beginning)
- Note-taking (iBT)

The Writing Section

The writing section tests students' ability to compose a well organized, coherent, and fluid essay. As mentioned earlier, students writing the computer-based test (CBT) have a choice of writing the essay by hand or writing it on the computer. Those who choose to write on the computer click on the blinking cursor. The essay topic and directions concerning writing the essay will appear at the top of the screen. The most important element to writing this portion of the test is to stay on topic. Many students stray off the topic, thus, losing points: a grammatically perfect and well structured essay may get 0 points if the student does not address the question stated by the exam.

Students writing the Internet-based test (iBT) must write their essays on a computer; therefore, they should be familiar with the editing capabilities of the computer. This may require the teacher to instruct word processing as a part of the course. Knowing how to cut, paste, and undo are necessary skills that the student will have to employ during the exam. In addition to these skills, students must become comfortable with a keyboard and the location of Latin letters, tabs, caps lock, shift key, numbers, and English punctuation on the keyboard.

Teaching this portion of the test requires the teacher to know the intricacies of how to put various kinds of essays together. Students may be required to write a narrative, an opinion piece, an argument, or write about the advantages or disadvantages of a particular topic. They must know how to structure the essay into its various components: introduction, body and conclusion. They must include transition words, use examples or support, and demonstrate a facility with the English language in terms of vocabulary use and complex grammar.

Students must be able to complete this portion of the test in 30 minutes. On the CBT and PBT will be scored from 1 to 6, 6 being the highest score. The TWE (Test of Written English) score will be indicated separately from the scores pertaining to the rest of the test for the PBT students, but included within the structure score for CBT examinees.

Students writing the iBT are scored from 0-5 (5 being the highest score) and must write two essays: the independent and integrated essays. They have 20 minutes to write an integrated writing task and 30 minutes to write an independent writing task. The integrated task requires the student to compose an essay based on a three-minute reading and a two-minute lecture. They may take notes. The independent essay may ask a question in which they have to defend their personal point of view concerning a mildly controversial topic.

Knowledge and Capabilities to focus on in the Writing Section include:

- Brainstorming
- Note-taking
- Structuring an essay into introduction, body, and conclusion
- Organizing essay components
- Supplying support (details, examples, proof)
- Using transition words
- Composing material quickly and accurately
- Employing the ability to write various kinds of essays: exposition, argument, narrative, etc.
- Self-editing
- Incorporating advanced grammar
- Staying on topic
- Integrating lecture and reading notes into an essay (iBT)
- Computer skills (iBT)

The Speaking Section: iBT only

There are two sub-sections to the speaking section: integrated and independent. Students are given a limited amount of time (one minute) to respond to questions. Professional evaluators listen to and evaluate the digitally recorded responses of the students and score them from 0-4 (4 being the highest score).

The **integrated speaking section** requires students to use a variety of skills: reading, listening and speaking. They may take notes. There are four integrated tasks: the first two integrated tasks combine listening, reading and speaking skills, while the second two combine listening and speaking only. Both sections of the integrated speaking skills include campus-based and academic-based material:

- Speaking/listening/reading: academic
- Speaking/listening/reading: campus-based
- Speaking/listening: academic
- Speaking/listening: campus-based

Independent Speaking Skills Section

Students will be required to do two independent speaking tasks. Each of these tasks requires 15 seconds preparation time and 45 seconds response time. The students will be evaluated with a score from 0-5 (5 is the highest score). The two types of independent speaking tasks include a **personal preference task** and a **paired choice task**.

The personal preference task requires students to respond to a question that asks students to state and defend a personal choice. The topics are general, ranging from talking about a favourite vacation spot to personal hobbies. For example, the question may be to describe a favourite teacher and why that teacher was popular.

The paired choice task requires a student to respond to a question that requires them to make a choice between two opposing ideas and then defending the choice. For example, the student may

be asked whether it is better to live in a city or the country. Students must choose one and defend their position.

Knowledge and Capabilities to focus on in the Independent Speaking section include:

- Formulating a response to a personal question
- Adequately organizing one's response
- Clear and understandable pronunciation
- Ability to defend a point of view
- Ability to include details and support for an argument
- Ability to compose a clear and concise response under pressure
- Clear and accurate grammatical usage
- Ability to elaborate on ideas

Knowledge and Capabilities to focus on in the Integrated Speaking section of the test include:

- Note-taking skills
- Skimming and scanning skills
- Focusing on topic
- Finding main ideas
- Integrating information from readings and lectures
- Comparing and contrasting information from two sources
- Synthesizing information from two sources
- Ability to express academic ideas clearly
- Analysis and critical thinking skills
- Clear, understandable pronunciation
- Ability to summarize and paraphrase verbally
- Ability to construct a concise and accurate "talk" under pressure
- Ability to respond to questions in a limited time frame
- Good to advanced vocabulary and grammar usage

Selecting Appropriate Content

Unlike many other ESL courses, the content of a TOEFL Preparation course is relatively self-evident. The material to be included in the course should reflect the material and skills tested in the TOEFL. Therefore, the components of each section should be addressed separately as well as in an integrated fashion. The teacher has a choice: whether to integrate all of the components of the exam into a highly structured multi-syllabus approach or to teach each section separately and teaching the corresponding strategies that are associated with it, e.g., skim reading as well as vocabulary and grammar.

Teachers should teach strategies or skills as a component of the class: writing strategies (brainstorming, paragraph organization, spelling tricks etc.); reading strategies (skimming, scanning, active reading, note-taking); error-recognition strategies; listening strategies; test-taking strategies; and speaking strategies (pronunciation, speech making). Teachers should also include grammatical knowledge and vocabulary knowledge. Thus, a course's content includes teaching strategies (skills) as well as elements of the language. These should be balanced so as to suit the needs of the students as well as the comfort level of the instructor. This approach takes a lot of planning and evaluation.

Creating a checklist of elements that should be addressed is an efficient method of keeping track of what needs to be taught. On the following pages you will find a list of the skills that should be addressed when teaching a TOEFL Preparation course.

Skills and Components of the Test

Listening Section:

Listening to Short and Long Conversations

Listening to Conversation/Lectures, and Lectures

Checklist of skills to focus on:

- ☐ Listen for the main idea and understand important details
- ☐ Recognize the organization of ideas
- ☐ Recognize topic changes and developments
- ☐ Listen for digressions, reductions, intonation, and stress
- ☐ Listen for meaning in intonation and stress
- ☐ Understand the relationship between speakers
- ☐ Understand the relationship of ideas
- ☐ Make connections between varied forms of information
- ☐ Make predictions and inferences on information
- ☐ Make a conclusion regarding the information
- ☐ Note the speakers' attitudes
- ☐ Note the degree of certainty regarding statements
- ☐ Make generalizations
- ☐ Note the speakers' motivation or points of view
- ☐ Understand academic jargon in various disciplines

Reading Section:

Extended Academic Reading

Checklist of skills to focus on:

- ☐ Active reading
- ☐ Note-taking
- ☐ Skimming
- ☐ Scanning
- ☐ Paraphrasing
- ☐ Summarizing
- ☐ Understanding vocabulary from context
- ☐ Finding the topic
- ☐ Finding the main idea

- ☐ Finding the author's attitude
- ☐ Finding detail and support
- ☐ Recognizing essay organization and categorization
- ☐ Corresponding related ideas from different sources
- ☐ Developing vocabulary building skills
- ☐ Academic reading skills
- ☐ Understanding academic jargon in various disciplines

Writing Section:

Personal Independent and Academic Integrated

Checklist of skills to focus on:

- ☐ Note-taking
- ☐ Paraphrasing
- ☐ Summarizing
- ☐ Process writing
- ☐ Rapid writing
- ☐ Text organization and format
- ☐ Including details and support
- ☐ Self-editing
- ☐ Using transition words
- ☐ Accurate grammar usage skills
- ☐ Integrating information from different sources
- ☐ Sourcing and citing
- ☐ Punctuation
- ☐ Writing style
- ☐ Advanced vocabulary usage
- ☐ Staying on topic
- ☐ Advanced academic writing skills

Speaking Section:

Independent Speaking: Personal Preference and Paired Choice

Checklist of skills to focus on:

- ☐ Quickly formulating a response to a personal question
- ☐ Adequately summarizing information
- ☐ Presenting a clear speech formula
- ☐ Clear and understandable pronunciation
- ☐ Ability to include details and support
- ☐ Use of advance grammar skills
- ☐ Ability to defend a point of view
- ☐ Note-taking

Integrated Speaking Section (Campus and Academic)

- ☐ Academic reading/listening skills
- ☐ Conversation listening skills
- ☐ Conversation reading skills
- ☐ Academic vocabulary skills
- ☐ Conversation-idiom recognition skills
- ☐ Listening/reading for details
- ☐ Listening/reading for main idea
- ☐ Listening/reading for topic
- ☐ Corresponding ideas from different sources
- ☐ Corresponding information from different sources
- ☐ Expressing corresponding information verbally
- ☐ Expressing synthesized information
- ☐ Listening for tone, attitude, intonation, and stress
- ☐ Use of advanced grammar skills
- ☐ Ability to recognize point of view
- ☐ Paraphrasing and summarizing verbally
- ☐ Ability to compose and speak about conflicting information
- ☐ Ability to speak under pressure
- ☐ Ability to express academic ideas clearly
- ☐ Ability to understand vocabulary from context
- ☐ Using transitional words
- ☐ Organizing a speech formula (format)

Structure Section:

Error Recognition and Sentence Completion Grammar Requirements

- ☐ Subjects and objects
- ☐ Appositives
- ☐ Plurals
- ☐ Countable nouns
- ☐ Demonstratives
- ☐ Too, very, enough
- ☐ Verbs (tenses)
- ☐ Past participles
- ☐ Verbs of demand
- ☐ Modals
- ☐ Infinitives
- ☐ Main clauses
- ☐ Noun clauses
- ☐ Adjective clauses
- ☐ Conditionals
- ☐ Subject-verb agreement
- ☐ Relative pronouns
- ☐ Possessives
- ☐ Adjective word order
- ☐ Adjective/adverb confusion
- ☐ Hyphenated adjectives
- ☐ Modifiers
- ☐ Dangling modifiers
- ☐ Equatives
- ☐ Superlatives
- ☐ Prepositions
- ☐ Word form
- ☐ Redundancy
- ☐ Parallel structure
- ☐ Indirect objects
- ☐ Embedded questions
- ☐ Articles
- ☐ Uncountable nouns
- ☐ Few, little, much, many
- ☐ Cause and result
- ☐ Verbs and auxiliaries
- ☐ Verbals
- ☐ Infinitives
- ☐ Passives
- ☐ Gerunds
- ☐ Subordinate clauses
- ☐ Noun phrases
- ☐ Adjective phrases
- ☐ Inverted subjects & verbs
- ☐ Pronoun agreement
- ☐ Personal pronouns
- ☐ Who/whom/which/that
- ☐ Participial adjectives
- ☐ Noun adjectives
- ☐ Adjectives after sensation
- ☐ Negative modifiers
- ☐ Split infinitives
- ☐ Comparatives
- ☐ Conjunctions
- ☐ Prepositional phrases
- ☐ Word choice
- ☐ Parts of speech
- ☐ Voice

Subdividing Content

Essentially, time is the main factor to consider: how much time does the teacher have to cover all of the material? Will the teacher try to cover everything, or perhaps only those areas in which students have exhibited some difficulty? Will each day focus on a different section of the test, or will the teacher choose to teach a bit of each section during each class? For example: a teacher may have one month to teach the TOEFL, two hours a day, three days a week. He or she may choose to split the class time into five sections: the first 30 minutes may be dedicated to the listening and speaking section, the second 30 minutes to the reading section, the third 30 minutes to the structure section or grammar, and the final 30 minutes to the writing section. He or she may continue to use this pattern for the entire month.

Another alternative is to begin teaching the skills relevant to each section, then focusing each week on a different section of the exam. For example: the first week as an introduction to all the skills and the listening and speaking section, the second week focuses reading, third week focuses on structure or grammar, and finally on the fourth week the teacher focuses on reading.

In addition to keeping track of all the different sections within in the exam, the subsections also have to be organized. When teaching reading, on what should the teacher focus first? What reading skills correspond most effectively with writing and speaking skills? Can a teacher teach skills that transfer easily from one section into another? For example, text structure, whether in a reading assignment, writing assignment, listening task or speaking task, generally looks the same. Text structure begins with an introduction, body, supporting statements, and a conclusion. Whether speaking, listening, reading, or writing, the way a person formats his or her ideas or arguments, generally follows through using the same format. This is the key to being efficient and thorough: by teaching skills that cross the sections, students will be able to recognize the patterns by which academic material is presented, and teachers will save time while demonstrating the cohesiveness of academic English.

A diagnostic exam assists the teacher in recognizing the skill level and the grammar proficiency of the students. Beginning a

course with a diagnostic exam/pre-test and taking note of how much time it takes the students to complete the test, helps the teacher recognize which skills need attention. This alleviates the problem of teaching material in which the students are already competent.

Sequencing Content

The sequencing of content is essentially up to the teacher. As mentioned earlier, there are a number of subsections with which to work and skills to teach. There is no guaranteed strategy for this, nor is there any set syllabus system that the teacher has to follow (unless dictated by the institution for which the teacher works).

The sequencing of sections, content, and the subsections of that content is an enormous task. Educational psychologists have spent a lot of time, money and effort researching the most effective way that students learn material. The overwhelming conclusion has been that students learn better when they have the opportunity to discover the patterns and relationships between concepts on their own. Teachers, thus, become facilitators rather than feeders of information. The facilitator role occasionally meets with opposition among students who believe that a teacher is an information dispenser. Unfortunately for these students, the TOEFL exam requires the students to become independent thinkers as well as critical thinkers; skills that require much effort to hone. These are not skills that can be dictated: they require self-motivation and a positive attitude toward life-long education.

One way to address the sequencing of class content is to examine which elements or skills can be crossed over from one section to another. We already mentioned format: the way in which a speech, essay, reading or lecture is presented. Vocabulary development is an important element that crosses into all the sections of the exam. Understanding new vocabulary from context can be taught in a listening and reading section, whereas, transition word recognition is useful in all exam sections.

Begin with a checklist based on the information provided in the previous pages concerning section content. Review the content of the sections and determine which technical skills can be cross-referenced with the various language skills. For example, a teacher can begin with listening and reading for the topic and main idea. The material used for the reading section and listening section can be based on the same theme, e.g., a scientific paper on volcanoes and a documentary film on volcanoes.

Options for sequencing include:

Language Skills-based sequencing: starting with reading, then listening, then writing, then speaking (ordered in any way).

Technical Skills-based sequencing: presentation formatting: listening for main idea, reading for main idea, writing a main idea, speaking one's main idea, etc. Reading an argument paper, listening to an argument lecture, writing an argument essay, and then speaking in an argument talk.

Topic-based sequencing: presenting material in a variety of academic disciplines by exposing students to vocabulary, grammatical structures, presentation formats, in all language skill areas.

Ideally, a teacher should strive to combine all of these sequencing approaches into one syllabus, using a chart or checklist to verify that all elements are covered. Choosing a syllabus style (lexical, situational, functional, grammatical, task-based, multi-syllabus, etc.) may ease the complexity of the task at hand, but this requires self-reflection on the part of the teacher. How do you like to teach? Do you prefer to lecture throughout the class time or provide students with activities related to a concept you have explained briefly? Do you like quiet classrooms of intense grammar analysis, or do you prefer noisy role-playing and games?

Find the syllabus style that matches your teaching style or personality type. If you are most comfortable teaching grammar rules, attempting to introduce role-playing may feel awkward and disjointed. A balanced combination of approaches may work best for your students, though, so if you are new to more animated approaches to teaching, ease yourself into the concept with a special occasion role-playing day, and see how it works with your particular group of students.

Getting Organized

A good place to start organizing one's syllabus design is by beginning to collect academic material from a variety of sources. This can be material from the Internet, newspapers, journal articles, magazine articles, documentary films, news broadcasts, radio broadcasts, educational programming, old university textbooks, and speeches. Collect listening material first and then look for corresponding written material. The material can range from the social sciences, humanities, hard sciences, and the arts, as material on the TOEFL often includes geography, geology, marketing, business, accounting, anthropology, psychology, sociology, art history, philosophy, physics, chemistry, astrology, biology, etc.

Organize your material into similar topics so that you have all of your geology material together, all of your art history material together, etc. Go through the material and find what the common thread is between pieces. For example, you may have a TOEFL listening CD that includes a lecture on the architecture of Gothic Churches in France. Find corresponding written material on the same topic in the library or Internet. In the speaking section of the Internet-based (iBT) TOEFL, students will be presented with corresponding listening and reading tasks on the same topic. They must be able to extract information from both pieces and respond to a question verbally, summarizing the content of each piece. It is easier to collect the listening material first and then find corresponding written material, than the other way around.

Within each of these topic sections, review your material to see which pieces reflect an argumentative format, an expository essay, a narrative format, and so on. Students will need to know the different formats in which information is presented so that they can predict the kinds of questions they will be presented with on the exam. Organize or record the format of the piece so that you can combine a format recognition lesson with a vocabulary lesson, and a "scanning for the general idea" lesson. Examine the pieces for grammatical lessons, e.g., excellent use of transition words, clear paragraph development, and the use of passive or reported speech.

You must know your material well and extract as many lessons out of one teaching resource as possible. It is not necessary to have a lot of material to work from, but it is necessary to recognize how many lessons you can extract from the fewest amount of resources, especially when teaching overseas where your choice of materials may be limited. One piece of literature can be used as a grammatical lesson on passive voice, transition words, essay structure, vocabulary development, understanding vocabulary from context, recognizing topic, looking for the main idea, looking for supportive detail, recognizing point of view, and inference. The same piece can inspire a speaking lesson, listening lesson, and a writing lesson where students have to paraphrase, summarize, rewrite or reiterate the contents of the piece within a time limit. They may record themselves and present the recorded speech to another student who has to reiterate what they had heard on the tape recording. The variations of paraphrasing may be compared in class and students may study these variations as a class task. The task options are endless.

One way to try and extract as much as possible from one piece of material is to brainstorm, mind-map, use a macrologue (as indicated in your Foundation TESOL course manual) or use a chart to mark off all of the elements that the piece exhibits. A piece of literature can inspire a lesson plan that focuses on all four skills. In your Foundation TESOL course manual you were given lesson plan templates in which you were required to include all four skills through tasks. Do the same in your TOEFL preparation class, developing your lessons around academically oriented tasks.

Sample Lesson Plan

Text/Material: The Lascaux Painting Essay

Source: TOEFL website

Topic: Cave Paintings/Art History/Archaeology

Goal: Teaching Essay Organization

Technical Skills:

Reading: scanning, skimming, finding the topic, finding the main idea, finding supporting details, using and identifying past perfect continuous tenses

Writing: writing a structured essay, comparing/contrasting essay, summations, paraphrasing, note-taking

Speaking: summarizing verbally in a limited amount of time, asking questions, making a small speech.

Listening: note-taking, listening for main idea, details, topic

Grammar: past perfect continuous, past perfect, past continuous

Vocabulary: list

Time: 2 classes (4 hours total)

IN-CLASS

Pre-task: Introduce the topic of the Lascaux Paintings stating where they are located. Bring a picture of the paintings to class for the students to observe. (5 minutes)

Teaching: Instruct the students that they will be reading an article about the Lascaux Paintings. They are required to find the topic sentence, main idea and supporting details. They may take notes. They will then listen to a corresponding lecture, and will have to compare and contrast the lecture with the reading orally and in written form. Continue to clarify the directions until the students are ready to do the tasks. (5 –10 minutes)

Task #1: (Reading) The students scan the article for topic, main idea, and supporting detail. Have students write quick notes summarizing the contents of each paragraph in a limited amount of time. (10 minutes)

Task #2 (Writing) The students go over their notes and paraphrase the article from their notes. (10 minutes)

Task #3 (Reading/Speaking) Have students pass their paraphrased material to another student who reads it over, edits it, and reiterates the material written in the piece to a third student. The third student takes notes, listening to the main idea, topic and supporting detail. (30 minutes)

Task #4: (Listening) Provide the students with a verbal excerpt on the same topic. Have them listen to the excerpt, taking notes on the differences between the written passages they were given and the lecture. (10 minutes)

Task #5: (Comparing/Contrasting) Student work in groups, comparing and contrasting the information provided by the two pieces. They must include details concerning the variation of supporting detail in the two pieces. (30 minutes)

Task #6: Students, individually write an essay comparing the two pieces that are based in the same topic. They must focus on transition words and past perfect continuous tenses. (15 minutes)

Homework: Finish essays.

Day #2

Review: Go over what had been done the day before and clarify what they will be expected to accomplish in class today. Perhaps offer 10-15 minutes to prepare to do oral presentations. They may do this in front of the whole class or in smaller groups. (15 minutes)

Task #7: Students present their essays orally, summarizing their own conclusions concerning the two pieces and their personal opinions concerning the arguments presented in the pieces. They do this in groups. (30 minutes)

Task #8: Students examine their essays and extract a number of questions pertaining to the essay that they think are relevant. The questions they come up with may be detail oriented or may require a personal opinion. (15-20 minutes)

Task #9: In groups or pairs students ask each other their questions. The students are given a limited amount of time to respond, but may check their own notes for the answers. This may be made into a game like Jeopardy or Twenty Questions (30 minutes).

Review/Overview: Teacher goes over the main points they have covered in class and reviews the skills the students have developed in class during these exercises. The teacher explains how these skills relate to the TOEFL exam. (10 minutes)

Follow-up/Task #11: (Free writing) In their journals, students write about what they found most difficult or challenging during this particular lesson, where they want to develop their skills, and how they like the topic. The free writing/writing practice is private and does not require the student to focus on any of the essay writing skills, grammar, spelling or any other technical skill. The free writing should reflect train of thought, not accuracy. (20 minutes)

Sample Syllabus

Course: TOEFL Preparation

Instructor: A. Thurmer

Cell: 555-2324

Email: a.thurm8@gmail.com

Time: Monday, Wednesday, Friday 3:00-5:00 pm

Materials: handouts, COBUILD Dictionary

Length of Course: one month

Students should turn off their cell phones during class. Please bring a notebook and file folder to class. Assignments and progress in class will be based on a portfolio, rather than exam scores. Students will be required to hand in their portfolios at the end of the fourth week.

Week One: Basic Strategies

Diagnostic Test

Topics: art history, history, and sociology

Writing: note-taking, basic essay structure

Reading: active reading skills, skimming, scanning
finding the topic, main idea, and details

Speaking: speaking structure, enunciation

Listening: note-taking, basic lecture structure, main idea,
topic and details

Grammar: simple tenses, easy transition words, subject-verb
agreement, conjunctions, and punctuation

CBT and PBT practice tests (cumulative review)

grammar needs checklist

Other skills: discussing test format

Week Two: Building on the Strategies

Topics: geology, anthropology, and psychology

Writing: more note-taking, summarizing, paraphrasing
practicing essay structure options, free writing,
vocabulary lists and grammar problem identification

Reading: more active reading, more topic, main idea,
detail identification with timed readings, note-taking

Speaking: pronunciation, enunciation, and speech structure, using intonation and tone, timed speaking
Listening: listening for intonation and how it changes meaning, listening for topic, main idea, details
Grammar: grammar checklist based on: the pre-test, review the simple tenses, perfect tenses, and continuous tenses, infinitive and gerunds, modals
CBT and PBT practice tests and cumulative review
Other skills: the process of elimination for multiple-choice tests

Week Three: Developing Skills

Topics: business, marketing, and educational psychology
Writing: argumentative essay structure, narrative essay structure, comparative essay structure, free writing note-taking, and self-editing, vocabulary lists
Reading: understanding vocabulary from context, predicting material based on essay structure, rapid reading, active reading, taking notes, predicting questions
Listening: understanding vocabulary from context, predicting material based on speech structure, taking notes, recognizing relationships between speakers, understanding and predicting inferences from intonation
Speaking: using new vocabulary, using notes to structure a speech or lecture, timed speaking exercises, using transitional words, adverbs and adjective effectively
Grammar: noun clauses, verb phrases, understanding idioms, appositives, recognizing redundancies, prepositional phrases. CBT/PBT structure practice tests and grammar review checklist
Other skills: comparing information from different sources

Week Four: Reviewing the Components of the Test

Topics: biology, chemistry, physics, and mathematics
Writing: brainstorming, essay organization, writing different essays, timed writing, self-editing, vocabulary development and review, rapid writing
Reading: predicting essay structure, finding main idea, topic, details, active reading, scanning, skimming, note-taking
Listening: predicting questions based on lectures and

conversations, vocabulary from context, understanding inferences, understanding tone and intonation

Speaking: rapid speaking, pronunciation exercises and intonation, speech structure, timed speaking exercises

Grammar: intense grammar review, structure practice tests, planning study goals based on checklists

Other skills: integrated skills, preparing for the exam, how to handle stress, eating right, tricks for test taking comparing information from different sources.

Chapter 5:

Teaching the Skills: Reading



Teaching the Skills

This section will discuss what to focus on when teaching:

- The reading skills
- The writing skills
- The listening skills
- The speaking skills
- Grammar/structure skills

This portion of the manual will address the skills that need to be taught in a TOEFL preparation classroom. By “skills” we mean both the language skills (reading, writing, listening, speaking, and grammar) as well as learning skills (note-taking, essay structure, active reading, and self-editing, organizing study time). The learning skills will be considered subdivisions of the language skills even though the learning skills can cross over from one language skill to another. Many of the skills that we will address here have already been listed as components of various sections.

Teaching Reading Skills

By the end of this section you should be familiar with:

- Active reading
- Skimming/scanning
- Topic, main idea, details
- Essay structures
- Teaching vocabulary from context
- Eight essay types
- Ways in which to teach the reading skills

Active Reading Skills

Active reading skills are those skills in which a reader circles, underlines, and take notes in the margins while reading. The main component of active reading is finding the keywords of a passage and circling or underlining those words. Active reading includes skimming and scanning.

Students should be encouraged from the outset to use active reading skills. Not only will this skill prove useful in a university scenario, it can be a useful strategy during the exam. Although students cannot necessarily use the active reading skills during the exam, (they may take notes during the Internet-based test) the practice of active reading will get them used to perceiving a text in an interactive way.

Active reading is an indicator of critical thinking skills; when students read, they should eventually be able to make critical comments in the margins of various texts. For example, noting an inconsistency in the writer's argument or recognizing a correlation of a passage to another piece they had read earlier. Most university students and university professors make notes on the side of their texts in order to keep track of arguments and flow of a piece. When confronted with an 800-page book, it is sometimes difficult to keep track of everything that takes place in the book. Side notes or even

pictures help students and professors alike, review what they have already read without having to go back to the beginning again.

A teacher can be hard-pressed when encouraging this skill, as many students do not recognize the value of it. It would be wise for the teacher to make specific assignments geared toward active reading, and to request it as a standard practice in the classroom. The teacher may need to explain why this skill is required in order for the task to be completed. For example, a teacher may choose to give student three minutes to review the contents of an article read several weeks earlier. Those students with adequate notes in the margin will be able to accomplish the task, while those who haven't completed the assignment will probably not be able to do the task (unless they have a photographic memory). Notes should be brief; one or two word reminders of the contents of a paragraph, pictures, symbols or graphs.

Skimming for Topic/Subject

Skimming means looking over a passage very quickly, looking for the main points and other clues that indicate what the passage is about (the subject). Skimming requires the reader to glance very quickly over a passage, taking note of the title of the article or piece, looking at its format to see if it is an article, essay, or narrative, and taking note of any pictures that may indicate what the topic of the piece is about. Students should be able to figure out the topic of a piece by looking at the title, looking at the pictures and picking out the keywords of the piece.

Reading for Topic

Reading for the topic is when the reader is looking for the overarching idea of the passage. The reader should be able to state the topic in one sentence. We find the topic by skimming: looking at the main clues around the text that indicate what it's about. We have an idea, when we look at the title of an article, of what that article is about: diet, Canadian politics, or a love affair. With this in mind, we can define the topic as the encircling bubble in which all other information is found. Other information, such as author's point of

view, various points of view concerning the topic, proof and examples, are found through scanning.

The main question a student should be asking himself or herself is: What is this article about? He or she should be able to sum up the subject in one sentence. Questions on the TOEFL exam pertaining to the subject or topic of a passage include:

- What does the passage mainly discuss?
- The passage primarily discusses_____.
- The passage mainly discusses ____ in terms of_____.
- What is the subject of the passage?
- What is the topic of the passage?
- With what topic is paragraph_____ concerned?
- Which of the following is the main topic of the passage?

Scanning to identify Format, Main Idea and Detail

Students should scan for the format or organization of a passage. The format or organization of the passage relates to the type of essay at which the student is looking. Is the essay an argument, an expository essay, an essay describing the positive and negative effects of a given substance, or political position?

Scanning is a skill that requires more effort than skimming. Many people feel they scan more effectively if they have a ruler or bookmark directly under the line they are reading. While skimming is a very quick assessment of the contents and general topic of a piece, scanning requires looking for detail. Scanning is a quick process, and often involves rapid or speed reading strategies. Rapid or speed reading skills require a reader to jump over words that do not contain much meaning in terms of the point of the essay, and to focus in on keywords, phrases, points, details and explanations.

Scanning for information concerning format is important when it comes to predicting what the essay will contain. If students are able to predict where the essay is going, they will be more likely to assess the types of questions that will be asked on the test. Most of the time, the students can get an idea of the format of the essay by reading the

first two paragraphs of a passage. The first two paragraphs will generally state the opinion of the author or the content of the essay in a thesis statement.

The Eight Types of Essays

According to Elizabeth Chelsa, in her book, *Read Better, Remember More*, there are eight main essay types and corresponding formats: **General to Specific, Specific to General, Chronological/Sequential, Cause and Effect, Spatial, Analysis/Classification, Order of Importance, Compare and Contrast** (Chelsa, 1997, p95-103).

General to Specific essays start with a general notion and get more specific throughout the essay. For example, the author may begin with talking about illnesses in general, and conclude with malaria in a province of Bangladesh.

Specific to General format would begin with a situation of malaria in the province of Bangladesh and follow through with illnesses in general.

Chronological/Sequential essays follow a format where the author discusses things in order of occurrence. We can recognize these formats because they generally use transition words such as: then, next, after that, finally, during, since, while, etc.

First, he hit the ball with the bat. The ball flew through the air, then hit a kite that was flying over the park. Next, the ball got caught in the silk of the kite and pulled the kite down in a spiral. The people in the stands were watching in amazement while the ball players ran off the field. Finally, the kite and ball fell to the ground in the middle of the empty field.

Cause and Effect essays, on the other hand, focus on the direct relationship of one element on another. The transition words associated with cause and effect essays include: because, as a result, since, so, hence, then, etc. An example of a cause and effect scenario would be:

Due to excessive consumption of alcohol, the driver subsequently hit the post and damaged the fence.

Spatial essay formats use a lot of prepositional words. Such an essay would describe a house, starting from the inside and working its way out (vise versa). Below we have a paragraph that takes the reader up the walls from a marble floor to a dome ceiling:

The marble floor reflects the ornate walls and bright stained glass windows. As one follows the golden vines upward, one sees the overarching dome encapsulating the entire space with a sense of otherworldliness.

Analysis/Classification essay formats give details about degrees of things, their types, their parts and their functions. For example, an analysis/classification essay would investigate the different kinds of deer that live on the African plain. Analysis/classification essays would state the differences of deer according to their physical appearance, capabilities, and functions in a herd, etc. Keywords to note are: different, parts, components, sections, first, second, third, etc. This manual uses the analysis/classification essay format by breaking the TOEFL exam into its various components.

Order of Importance essay formats organize information according to their importance (according to the author). The essay does not necessarily start with the most important point the author wishes to make, but it does classify information into degrees of importance. Transition words to look for include: most importantly, more importantly, above all, in addition, last but not least, first and foremost, moreover, etc.

Students should study over a longer period of time if they wish to understand and recall information during exams. They should continually review material, little by little, everyday, so as to become as familiar with the topic as possible. Most importantly, though, students should be well rested before an exam. A student who has not rested adequately before an exam may make unnecessary mistakes due to fatigue, rather than lack of intelligence or due to limited study time.

Comparison/Contrast Essays are one of the easiest to recognize. Authors compare or contrast two or more concepts, notions, or things. These essay formats can be organized in a number of different ways: the author may choose to argue one set of points in

the first portion of the essay, and discuss a contrasting set of issues in the second part of the essay. An alternative version to this is to offer comparisons and contrasts in an alternating fashion. What follows are two basic outlines where “A” represents pro arguments, and “B” represents con arguments.

Higher taxes

Example #1: Block

A: we can build more roads
A: we can boost the economy
A: we can improve hospitals

B: it rarely benefits the poor
B: decreases spending
B: corruption continues

Example #2: Alternating

A: we can build more roads
B: it rarely benefits the poor

A: it can boost the economy
B: it decreases spending

A: money goes to hospitals
B: corruption continues

Alternating and block formats for comparative/contrastive essays are relatively easy to recognize and to teach (see the writing section). The transition words that are often used in comparative/contrasting essays are easy to identify: likewise, like, also, similarly, on the other hand, on the contrary, however, nevertheless, nonetheless, although, despite, conversely, but, whereas, rather, unlike, etc.

Reading or Scanning for Main Idea/Main Point

The main idea is the author's perspective concerning the topic or general idea. We have to ask what the author is trying to say. Is the author trying to make a point, present an argument, state a problem, provide information on a topic or find a solution to a problem? Finding a main idea can be more complicated than finding a topic or finding details because an author's choice of wording or essay structure may be the only indication of his or her perspective on a topic. The student must look for keywords that indicate the author's perspective. This means that students have to have a clear idea of the various degrees of meaning in words that indicate the political or social perspective of a given author.

The word choices or jargon used in a piece will generally indicate the perspective from which an author is speaking. For example, the words development and progression imply something positive, but if we place development inside quotation marks, "development", and progression next to the word tumor, these words insinuate something negative. These details must be taught in a TOEFL preparation classroom, as students will have to distinguish between degrees of meaning between words. Students should look for keywords, primarily verbs, which indicate degree. Questions referring to the main idea of a passage include:

What is the main idea or purpose of the passage?
What is the main point of the author?

Scanning and Reading for Supporting Details and Ideas

Once the reader is aware of the main topic, main idea (purpose) and the format in which the piece is presented, the reader must look for the supporting details.

The **supporting details** are the bits of information that the author depends upon to defend his or her point. Scanning for details, therefore, requires looking for facts, examples and proof that the author relies as the basis of his or her argument. These facts are usually in the form of numbers, dates, places, people, or formulas.

Thus, students who are practicing scanning for details should look for very specific types of words: nouns, verbs, adjectives and adverbs. The best way to approach scanning for details is to look for the five W's: who, what, where, when, and why.

Supporting ideas differ from details in that they may not be as recognizable as a detail. Supporting ideas are represented mostly in sentences that explain or develop an idea. The author may make a statement about a topic. He or she may then use supporting ideas to make that statement easier for the reader to understand. Finally, he or she may use specific statistics to clearly illustrate his or her point. The supporting idea, then, comes between the thesis statement and the details, connecting the two elements together.

Questions that students might find on the exam pertaining to details and supporting statements may include:

The author makes the point that_____.

The author compares____with_____.

What was the main reason for _____?

Transition Words

Students should scan for specific transition words that can indicate the direction the passage will take. As we have already seen, different essay organizations utilize predictable transition words. For example, compare/contrast essays will most likely use transition words like: on the other hand, nevertheless, despite, or however. Different kinds of essay use different types of transition words. Below you will find a list of transition words and some of the types of essays in which they are located.

Comparatives: again, in the same way, also, once more

Contrastive: although, but, nevertheless, however, instead, on the other hand, though, yet, despite, on the contrary

Examples: for example, for instance, in fact, specifically, such as, to illustrate, after all

Cause and effect: as a result, because, consequently, so, then, therefore, to this end

Summary: as a result, in conclusion, therefore, to summarize,
as a result, as mentioned earlier
Order of Importance: first, foremost, most importantly, finally

Vocabulary from Context

Studying vocabulary for the TOEFL is a challenging task. There are far too many words involved with the exam to expect students to memorize the meaning of every single word they may come across. The Internet-based test (iBT) will provide a glossary for students to access the meaning of obscure words, nevertheless, they may still be confronted with technical vocabulary that they have to assess and decode.

Many of the words in a passage, particularly if they are important words pertaining to the topic or argument, are repeated. As writers, we tend to avoid using the same word repeatedly, but rather, find words that have similar meaning in order to maintain a flow in a passage. Thus, we use synonyms throughout an essay. Most words with which students have difficulty are words that are synonyms or variations of other words already used in the passage.

In order to identify the meaning of obscure words in a passage, the student should look at the words and sentences around the mystery word. The words that surround this mystery word should give enough of an indication to the reader so that they can identify its general meaning.

Students should keep a vocabulary journal in which they keep standard academic words according to subject area. These standard words will continually pop up throughout the exam and often have direct reference to a specific academic discipline. Thus, students should organize their vocabulary journals according to academic disciplines such as biology or the humanities. These words should include nouns and corresponding verbs.

Tips for Teaching Reading Skills

Teaching the reading skills can be challenging and rewarding. It takes time to teach these skills and they must be practiced regularly in and out of class. Organizing the way in which you teach the reading skills and assisting students so that they become motivated and aware of their own skills development requires extra planning.

Timed Practice Readings

One way in which to help students develop their reading skills is to provide timed reading practices. Students must be able to read a given amount of material in a limited amount of time. Teach students to first search for the topic using skimming skills, and then search for main idea using scanning skills. Perhaps test them on finding transition words only and predicting the type of essay they are reading on the basis of transition words alone, etc. These skills can be built up gradually, in a way that students continually use old skills while employing new ones. This process is called “scaffolding”.

Use Questions Found on the Test

A second way in which one can help students develop reading skills is to provide them with worksheets that contain the kinds of questions they will find on the test. An area in which many students make mistakes is misreading the question or not being completely sure to what the main point refers, or the difference between main idea and topic. These questions must be clarified in class. Repeated exercises in which students are continually exposed to such questions improve chances on the exam.

Text Frames

A third way in which one can assist students' reading skill development is to provide worksheets that guide them through the process of finding information. Text frame or template samples in which students are directed, step by step, in the process of finding the various levels and degrees of information are particularly useful in the process of paraphrasing and summarizing. A text frame may look something like a book report worksheet:

Author:

Title:

The main topic of the passage is.....

The main idea of the passage is....

The author supports his idea with these supporting details:

The author organizes his essay using the _____format.

Reading Assignments Defined

Active Reading Assignments

Assign active reading assignments so as to keep track of students' usage of active reading techniques. As mentioned earlier in this chapter, students may learn the technique, but fail to employ it in their own study skills. Combine active reading assignments with rapid reading assignments to guarantee the use of this skill. It may also be beneficial to use active reading skills in conjunction with note-taking skills, something they will need if they are writing the iBT exam.

Vocabulary from Context Assignments

Provide assignments in which students must try to figure out the meaning of words from the context of the passage. In these assignments students should use their own logic and deduction abilities, so dictionaries or glossaries should not be present. This skill cannot be overemphasized. Student must be able to recognize the type of essay with which they are dealing on the basis of vocabulary and the synonyms that take place within a passage. Consider giving students a worksheet in which they have to group words according to varied academic topics or situations.

This lexical approach to teaching vocabulary can prove extremely effective. Students will become familiar with the groups of words that belong together rather than memorizing the meaning of vast amounts of individual words. This can be turned into a game similar to the macrologue introduced in the Foundation TESOL course manual of this series. This technique can be used with academic jargon, idioms, transition words and parts of speech (nouns, verbs, adjectives, adverbs, conjunctions).

Incorporate lessons into your syllabus that focuses on affixes: prefixes and suffixes that can hint at the meaning of words. Prefixes like un-, de-, re- and suffixes like -tion, -ed, and -ly will not only provide insight into the meaning of words, but also indicate the part of speech of the word in question.

Note-taking Assignments

Note-taking is an extremely important skill in an academic environment. Although the computer-based test (CBT) and paper-based test (PBT) do not allow for note-taking during the exam, the Internet-based test (iBT) allows students to take notes. Note-taking is directly related to active reading skills. Practice this skill in class in such a way that students recognize its importance in terms of paraphrasing and summarizing. Students should be able to write notes in such a way that with a simple glance they can reiterate the contents of a passage.

The speaking, listening and written portion of the exam will require the students to paraphrase and summarize orally and in written form. Thus, notes must contain all the essential elements without bordering on plagiarism. They must be brief enough so that time taking down notes on one item doesn't interfere with the content of the entire passage, yet thorough enough so as to contain essential details.

Predicting the Contents and Position of a Passage

Train your students to be able to predict the direction a passage will take by having them look at the first portion of an essay. This can be made into a game or contest in which students work in teams and try to critically assess, the way in which an author will develop his or her point.

You may also simply present students with a series of keywords extracted from an essay, and have them try to predict the way in which an author would develop an essay using the given (key) words. Students can compare their predictions with the corresponding essay from which the words were extracted. This can work in terms of essay organization, main idea, topic and academic discipline.

Reading and Grammar Tasks

Integrate reading tasks with grammar/structure tasks. One way to do this is to have student look for specific grammatical structures within a reading passage, or point out the grammatical structures the author uses in his or her passage. For example, have student identify and underline the appositives used in a passage. Using the structure list mentioned earlier, point out the use of various structures: start with simple grammatical concepts and work your way up to more complicated ones.

Another option is to have students rewrite or reiterate portions of a passage using a different tense or a different grammatical structure so as to keep the same meaning in a different form. They can take active sentences and rewrite them into passive sentences or reported speech.

Identifying grammatical concepts as they are used in real literature can help students learn to incorporate them in their own writing or be able to recognize predictable patterns for the structure portion of the exam. Consistent exposure to grammatical notions and recognizing how they work will help students acquire grammatical skills rather than simply learn or memorize them.

The structure portion of the CBT and PBT does not allow for much time to think about grammatical rules. Students have to be able to recognize errors or complete sentences almost instinctively. They do not necessarily have to know the exact rules of grammar; they must simply be able to recognize what is correct and incorrect automatically. Employing structure recognition skills with reading skills will assist them in this skill, as most long term grammatical and vocabulary knowledge is acquired incidentally rather than mechanically.

Integrated Skills

On the iBT students will be required to integrate reading skills with listening, writing, and speaking skills. They will need practice reiterating material they have read. They will also be required to compare and contrast material from two different sources. Thus, it is important to provide at least two essays on the same topic with different perspectives. Have students read rapidly, take notes, and then take turns (in groups or in pairs) reiterating, summarizing, or comparing information from these essays in under one minute.

Use reading passages as examples for writing exercises and speeches. Students will have a better idea of what will be expected of them in terms of their quality of writing if they have examples to turn to for reference. Passages can be, for example, transcripts that include diversions, repetition, “ums”, “likes”, and “ahs” of everyday conversations. This will provide students with a reference for the listening portion of the exam as well, showing them the difference between formal academic writing, and the sometimes less formal lectures and conversations they will be exposed to on campus.

Chapter 6:

Teaching the Skills: Writing



Teaching Writing Skills

By the end of this section you should be familiar with:

- Scaffolding
- Rapid/free writing
- Note-taking skills
- Note-taking methods
- Summarizing and paraphrasing
- Essay formats/paragraph planning
- Essay types/organization
- Brainstorming and mind mapping
- Process writing

Integrated Writing Tasks

Teaching writing skills can be one of the most complicated tasks involved with teaching English as a Second/Foreign Language. Students will be transferring many of the standards used in their first language over to English. For example, essay writing in Korean takes on a different format and style than that which North Americans are accustomed. Essay arguments tend to be more circular or spiral, rather than stating any point directly from the beginning. Sourcing and paraphrasing also prove to be challenging as many Asian institutions still promote the direct transfer of information from original texts without sourcing. In addition, many students have been trained not to promote their own ideas, but rather, reiterate or even quote word for word, the ideas of more prestigious thinkers.

European students also struggle with the formats of North American academic English essay writing. Scientific papers, expository essays, and other forms of writing in Europe, do not necessarily employ the more aggressive and active approach of North American essays. Thus, students may be used to writing in a much more passive voice in their own language. This style is often transferred into academic English essay writing.

The computer-based test (CBT), paper-based test (PBT), and test of written English (TWE) require students to write one essay, whereas the Internet-based test (iBT) requires students to write two essays. Students must be able to compile essays in under 30 minutes. Essay evaluators will be looking at the essays in terms of their quality as a first draft piece, thus minor errors in spelling, grammar, and coherence may be overlooked as long as they do not affect overall meaning.

Skills involved with this part of the test are varied and teachers will be required to train their students to, not only compile comprehensive pieces but also write under extreme pressure. The writing section of the exam will follow all the other sections; thus, students will be tired once they get to the fourth hour of the exam. In this section of the manual, we will break down the various skills involved in teaching writing and provide tips for teaching writing in the classroom. Consider integrating other skills when focusing on one skill in particular; so that despite a focus on writing skills, students will be practicing structure or speaking skills as well.

Some of the skills that should be focused on include: rapid writing, note-taking, summarizing, paraphrasing, brainstorming, mind mapping, process writing, paragraph pattern development and use, self-editing. All of these skills must be integrated so as to be accomplished according to the questions and tasks presented on the exam. This requires knowledge of the types of questions that will be given as well as knowing which type of essay organization to use in order to answer the question adequately. It is absolutely essential that students stay on topic and answer the given question. A perfectly coherent essay with no mistakes may receive a score of “0” if the student fails to answer the question.

The iBT exam will pose two types of essay questions. One will be an integrated essay requiring students to correspond a listening task and reading task with a writing task. Students may take notes during the reading and listening portion of this section. So, students will be required to compare, contrast, and summarize the points of both the lectures and the readings. There are three ways in which students may be expected to do this:

- explain the contents of the reading passage and state how it undermines the contents of the listening passage
- summarize a problem (stated in the reading and listening passage) and state how the problem was approached and whether the approach was effective in solving the problem
- explain a concept presented in the reading passage and how it relates to the opposing concepts or examples presented in the listening section.

The second essay question on the iBT is comparable to the essay questions on the CBT, PBT, and TWE (test of written English). These essay questions ask students to write about something pertaining to their own personal experiences and knowledge. There are two possible variations to the personal knowledge/experience essay:

- Students are asked to agree or disagree with a statement using examples to support their opinion.
For example: *Governments should ban the use of gasoline in vehicles so as to promote clean air.*
- Students are given two perspectives on a given issue. For example: *Some people believe living in a dormitory is a good experience for foreign students, whereas others believe it best to stay with a homestay family.* Students must choose a preference and support it with details.

Given these types of essay questions, teachers must prepare students to write quickly; choose appropriate paragraph organization; format their essay into distinct introduction, body and conclusion; brainstorm effectively; take notes; link ideas; and self-edit in a limited amount of time.

We will break these elements into distinct parts, each part relating to the one that follows. The scaffolding process requires the teacher to build one skill from another skill; thus, one needs the first skill in order to adequately accomplish the next skill.

Scaffolding: Laying the Foundation

When beginning to teach writing, it is a good idea to test students' knowledge concerning the writing process and the standards used in academic English. Despite excellent communicative competence, some students may be unaware of what we consider simple rules such as indentation, capitalization, or paragraph structure. Issues such as spelling, subject-verb agreement, and the use of fragmented sentences may prove to be major problems which students have to address.

Creating a Checklist

The task of correcting and editing every single error of each student is a formidable task for a teacher, and it should be avoided. Teachers should encourage students to become responsible for their own writing development. Creating a checklist of writing components with which students are to become familiar will be of great use in the self-editing process and easing the marking load of the teacher. A checklist may include grammatical notions, punctuation rules, common errors, and specific problem areas for individual students, e.g., spelling mistakes. The checklist may mirror the syllabus in that it contains the grammatical notions covered in class as well as the essay organization patterns:

- ☐ indentation
- ☐ subject-verb agreement
- ☐ verb tense consistency
- ☐ clear introduction, body and conclusion
- ☐ compare/contrast essay
- ☐ clear topic sentence
- ☐ thesis sentence
- ☐ 3 supporting statements
- ☐ 3 detail/proof/example statements
- ☐ block pro and con development
- ☐ alternating pro and con development

The checklist can be made by the teacher or developed by the students so as to reflect their individual learning weaknesses; different students may create different checklists.

Rapid/Free Writing

One of the primary skills that students have to develop is the skill of writing as quickly as possible. All of the written exams require students to not only compose the structure of an essay in a limited amount of time, but also produce coherent sentences in paragraph form. The skill of rapid/free writing should be practiced regularly and from the very beginning of class.

The characteristics of rapid writing include: continuous writing, not focusing on grammar, punctuation or spelling, not lifting the pen from the paper, not correcting mistakes, writing continually for set periods of time. For example, a student may be given a rapid writing assignment in which they have to write continuously for one minute. The topic may simply be, "What did you do last night?" The student must write, without stopping, for one minute. They should not stop to think about what they want to say, nor stop to check what they have already written. The purpose of this exercise is two-fold: teaching students to focus on the moment and not let writer's block creep in, and second, providing a sample of their work including all types of errors they have a tendency to make.

The rapid writing exercises will indicate students' error tendencies because they will not have time to think about or review their material. Students, who may write perfect essays when provided with enough time to think about what they will write, may continually make errors in subject-verb agreement or with articles. The rapid writing exercises will make them more aware of the grammatical notions that have been studied but not yet been acquired. Students should incorporate their error tendencies into their private writing checklist for future and further practice.

As a class progresses, rapid writing exercises should increase in length and complexity. Students may learn the basic organizational strategies by reading about them or studying them, but the rapid writing technique forces students to automatically incorporate the knowledge they have learned into an acquired (automatic) skill. Teachers should provide directions and questions that resemble what students will encounter on the TOEFL exam (CBT, PBT, TWE, and

iBT). This includes integrated skills and personal essays: pro-con, personal preference, comparing/contrasting, arguing, and critical analysis.

On the first day of class, the teacher should provide the rules and reasoning for rapid/free writing exercises. Students should know the purpose of this skill and how it will help them on the exam. Students who focus too much on planning or thinking about the coherence of their essays will run out of time. On the following page you will find a list of explanations and rules for the rapid/free writing skill.

Rapid/Free Writing Skill Rules

1. Write for a given amount of time (1-20 minutes)
2. Don't think about what you want to say
3. Say whatever is on your mind; be honest
4. Don't worry about punctuation, spelling or grammar
5. Make mistakes without worrying; it's okay if it's bad
6. Don't stop moving your hand
7. Don't stop to think about what's next
8. Don't correct your mistakes
9. When you don't know what to say next, start the next sentence with the one of the following: "for example", "I remember", or "what I'm trying to say is...."
10. Talk to yourself through the pen even if it hurts

An excellent source for rapid/free writing explanations and exercises can be found in Natalie Goldberg's book *Wild Mind: Living the Writer's Life*. The rules stated above reflect Goldberg's writing practice rules, but differ in the philosophy behind them.

The Explanations for Rapid/Free Writing Rules

1. Writing for a given amount of time trains students to focus on the task at hand without letting fear, nervousness, or writer's block to creep in. Sometimes, when we think too much about

something it starts to intimidate us. We have to overcome the anxiety of writing and just write without fear.

2. As mentioned above, thinking about what we want to say can inhibit us from actually saying it because we get caught up in the rules of grammar. Just saying what's on our mind without trying to compose a masterpiece allows for more authenticity and flow.
3. Writing what's true and honest is easier than trying to figure out what someone wants us to say. Students should not be afraid to voice their opinions and ideas, but they should be able to support their opinions and ideas with strong examples. This exercise teaches students to find their own voice when writing.
4. Worrying about punctuation, spelling and grammar inhibits the creative element of writing. Writing is like talking: if we start worrying about the exact structure of our sentences while speaking we will end up pausing between each sentence. Language and communication doesn't work this way. Writing is communication and should be expressed with the same kind of fluidity as speaking. Minor errors will not significantly alter the score on the test: clear communicative competence is the goal.
5. Students should be encouraged to make mistakes in that it is a goal to find out where we make errors. Through rapid/free writing, students are better able to locate where they make their errors. They will be able to develop a checklist based on the natural errors exhibited in their rapid writing.
6. Stopping in the middle of writing allows for anxiety to set in. Students start to review what they have already written, they start to correct their mistakes, which eats up minutes and makes it difficult to finish in time. The key is to focus and to keep writing to make sure that all elements of the topic are covered in the best way possible. There is no time during the test to stop and re-read what has been written until the essay is finished.

7. Stopping to think about what to say next has the same effect as stopping in the middle of writing. The direction of an essay or paragraph should have been determined before the writing has been started.
8. Correcting mistakes as one goes along wastes precious time. The purpose of the rapid/free writing exercises is to hone in on the problem areas, recognize them, and to eliminate them as one writes, not to go back and fix them. After the writing has been finished, students will have time to go back and find their mistakes, and then mark the type of mistake on their independent checklists.
9. There is a point during the writing process when we don't know how to develop or further our ideas. The best response is to elaborate on what we have already said. This process will spark new memories and new ideas that can be continued in additional paragraphs. Clarification of ideas already stated is a necessary skill in academic writing, so students should provide at least two to three elaborations or explanations of their ideas to make them as clear as possible.
10. Sometimes writing is like talking to oneself. One can get caught up in the process and find out that we are, for example, still angry with the boy who put the spider in our hair in grade four, or that we actually hate our jobs. Although emotions get stirred up, the places from which these feelings come are charged with raw, creative energy. The type of writing that taps these places and emotions are often powerful pieces because of their honesty and authenticity. This is the power that readers look for, appreciate, and connect with. This is a power that writers try to tap.

Use the rapid writing technique regularly in class so as to provide simulated high stress situations that are similar to what student will be faced with on the exam. Time is extremely precious during the test; there is no time to think about sentence structure. Students have to focus on their paragraph coherence and

communicative ability. The structure should be an automatic skill at this point.

Use the rapid writing technique to develop grammar and structure skills by asking students to focus on using a particular grammatical construct or including a grammatical element into their rapid writing. Use a scaffolding technique so that each lesson includes a new grammatical point upon which students can focus.

Finally, consider using the rapid writing technique as a warm-up or wrap-up in class. If students write as a warm-up activity, they may be able to get rid of anxiety or stress that they might bring with them into the classroom. Warm-up rapid writing may focus on emotional or stress related issues. This will put students in a more focused mood during class.

Follow up rapid writings may be written in a journal which the teacher can read as a form of personal correspondence between student and teacher. The follow up rapid writing can focus on what is learned in class, what is not clear to the student, what the student feels is particularly difficult, or what they would like to practice more of in class. Personal correspondence may help alleviate any misunderstandings that can take place between students and teachers.

Note-taking

Although the computer-based test (CBT) and the paper-based test (PBT) do not allow for note-taking during the exam, the Internet-based test (iBT) does allow for note-taking. Note-taking is an important skill that students will be able to use in an academic scenario. Active reading skills have touched upon the techniques of note-taking; nevertheless, it is a skill that should be developed during the listening and writing sections of the exam as well.

The ETS manual discussing the new generation TOEFL exam stresses the note-taking skill. It states that note-taking is an “essential tool for organizing, sorting and remembering key information in lectures and readings” (ETS, 2005, page 207, ETS (Educational Testing Services): “TOEFL: Helping Your Students Communicate with Confidence”). Different students will have different note-taking styles. Since there is no specific way in which notes can be taken, it is important to give students the opportunity in class to experiment with different note-taking strategies.

Teachers can provide opportunities for students to take notes in class as well as provide some tricks of the trade to improve the efficiency of note-taking. Some of these tricks include focusing on content, avoiding distractions, anticipating (predicting) what will be said or written, and asking questions (quietly under one’s breath). Many of these tricks can cross over from reading skills to listening skills.

Similar to active reading skills, students should listen for transition words. Transition words often indicate that important information will be expressed soon after the transition words are used. You may wish to review the transition words listed in the “Teaching Reading Section” of this manual.

There are a variety of ways in which students can take notes. These include using graphs, focusing on keywords or phrases, outlining a lecture or passage in an essay organizational pattern, or the “Cornell Method” (Ibid, page 211).

Note-taking Methods

The graph method requires students to use arrows, graphs, circles, signs, and sometimes drawings to keep track of the direction of a lecture or passage.

The keywords or phrases method requires students to write down the keywords and phrases used in a lecture or passage to help them remember the contents of the piece. They do not write entire sentences, but rather, remember the contents of a lecture by associating it with a few words or phrases.

The organizational paragraph pattern method resembles essay patterning. Students write their notes in the same fashion as they would write an essay: major point, supporting detail, additional detail, major point, supporting detail, additional detail, etc. This method takes a lot of time and a keen organizational tendency on the part of the student.

The Cornell Method requires students to draw a vertical line down the centre of a piece of paper. While listening to lectures or reading passages, students take brief notes on the left side of the paper. After class, students expand their notes on the left side of the paper filling in information that they didn't have time to write during class or during the reading. The right side of the page may include personal thoughts, critical thoughts, and observations that occur once they have had a chance to review their notes.

There are a variety of opportunities in which students can practice their note-taking skills. It is important for the teacher to introduce the various methods, allow the students to experiment with them, and find a style that suits their personal preferences and needs.

Note-taking Exercises

Note-taking for readings:

Utilize the rapid reading and active reading skills presented in this manual. Encourage students to transfer the active reading skills into note-taking skills on a separate piece of paper. This will closer simulate the Internet-based test (iBT) test scenario, where students may take notes but will be working off a computer screen.

The note-taking for readings will be useful for the portion of the test where students will be required to integrate their skills: comparing a reading passage with a lecture in an essay. Attempt to integrate all types of note-taking styles in the beginning of the course until students feel they have found their favourite style.

As with active reading, students should focus on the main ideas, topics, supporting details, organizational format (pro/con, etc.), the five W's (who, what, where, when, why), and any other personal comments or questions they have regarding the readings.

Note-taking for lectures:

Simulate a lecture in class

Taking notes during lectures requires extra practice. One way in which to ease students into the various topics and lectures of the exam is to provide in class lectures on various topics. This will provide exposure to common jargon of the discipline and help students recognize the main and keywords of a lecture. For example, one can give a lecture about history, pointing out the key points of the lecture as one goes along. Thus, the teacher can point out while lecturing that, "this is an important point", or "I will be bringing up an important point now, write this down". This provides some exposure to both the general formula of a lecture as well as academic jargon.

Guide students through the lecture, pointing out the main topic, pointing out the main idea, pointing out the direction the lecture will take, noting the five W's as they arise and simulating the lecture

scenario repeatedly until they have become confident with the way in which a lecture is formatted.

Focus on transitional words

Encourage students to focus on transition words. An exercise that can be utilized in a classroom is to have students note down transitional words only, and then they would have to predict or assess the type of essay or lecture organization on the basis of transitional words only.

Integrated skills

Students must be able to compare and contrast information from various sources and then write an essay based on the information they have extracted from a reading and lecture. They must practice this skill in class and then be able to transfer the note-taking skills into appropriate essay organizational patterns.

Provide a variety of listening experiences to the students including videos, documentary films, news broadcasts, etc. Provide two kinds of lectures on the same topic so as to provide a contrast from which students can work. Again, students should focus on the ways in which information is presented, the main topic, main ideas, details, support, and the five W's.

Note-taking for conversations:

Picture the scenario and describe it

When students are listening to conversations, they should be able to tell where the conversation is taking place, the relationship between speakers, the meaning due to changes in intonation, the five W's, etc. When practicing note-taking for conversations, students should try to picture the conversation actually taking place, like a small movie in their heads. Idioms and phrasal verbs should be discernable due to the words around them, and the situation in which the people are interacting.

Use a text frame or template as a guide

Students should describe the scenario and take notes on the mood and attitudes of the participants of the conversation. The students may find it easier if a template or text frame is provided to them in the beginning so that they can fill in the details according to a handout or worksheet. With practice, they should be able to take notes on their own without the help of a handout.

Expose students to the test question types

Continually expose students to the types of questions they will find on the exam during the conversation section. Create templates that expose students to these questions while they are listening so that they can take notes down as they are listening. Eventually, they should be able to take down notes (as would be presented in question form) prior to exposure to the test question.

Expose students to intonation

Students will be expected to interpret meaning by the tone or intonation of a speaker. A speaker may say something with words but mean something else entirely by the way he or she says the words. Students should develop a code system for different kinds of intonation such as sarcasm or uncertainty, etc. Practice these interpretive skills in class, perhaps even using material created by the students themselves.

Integrated Techniques

Expose students to conversations about topics with which they may have become familiar through readings. Students should be able to predict the way in which conversations will develop in particular situations. Like rapid reading, they should be able to skim over the material that is predictable and focus in on main points and topics. Lecture notes, conversation notes, and reading notes must be integrated into an organized pattern so that the information can be

extracted and utilized in the speaking and writing section of the iBT exam.

Note-taking for Essay Writing

Students will be required to write one essay for the computer-based test (CBT), the paper-based test (PBT), and the test of written English (TWE) exams, and two essays for the Internet-based test (iBT) exam. The CBT, PBT, TWE and one of the iBT exam questions will be either a personal response essay to a personal preference, or arguing a position in contrast to another position. This type of essay question requires a clear, concise, and well-organized response with examples or details supporting a claim. The second essay question on the iBT exam will require integrated skills requiring students to respond to a listening and reading passage.

Notes for the personal response essay

Students will have a limited amount of time to prepare for the written portion of the exam. They must be able to state the main points they would like to make with corresponding support and detail. Teachers should provide opportunities for students to practice the organizational strategy for writing an essay: brainstorming and planning execution of a written response. The use of mind maps and brainstorming to organize an essay response can be practiced in class. Students may dedicate time to just these organizational skills without necessarily following through with a full blown essay response.

When teaching for the personal response essay, simulate questions that may be used in the exam. Give students a brief amount of time for organization of ideas. Try using the macrologue method explained in the Foundation TESOL course manual of this series. For example:

Do you think it is better to live in a dormitory or live in a homestay?

Notes: homestay is better than dormitory because:

- Can speak with family (example)
- Use everyday language in real life scenarios (example)
- Have emotional support of a family close by (example)

Encourage students to write their notes in an organized way that resembles appropriate essay format:

Introduction

Major point: *Speak with family*

Support

Support

Body

Major point: *every day language skills*

Support

Support

Major point: *emotional support*

Support

Support

Conclusion

Notes for the integrated essay

The integrated essay on the exam will require students to compare, contrast, argue or summarize points made during lectures or in readings. They must be able to keep their notes distinct but still recognize the corresponding facts that link the two sources of information. These note-taking skills must be practiced and then integrated into an essay format. Students should be able to predict the type of essay organization they will be using and correspond their writing notes accordingly.

Have students take notes and compare their notes taken from alternative sources using a template to help them organize their information. Once they have mastered the use of templates they should be able to take adequate notes without them.

Encourage students to organize their notes in the same way as they would organize their essay depending on the type of question they will be asked during the exam. They can use the same block or alternating formats used in the compare/contrast essay section, or use the same format used in the personal essay section.

Note-taking for the speaking section

The speaking section of the Internet-based test (iBT) will require students to formulate a response to a question in under 15 seconds. They will then have to respond to the question in 45 seconds. The responses must be coherent, clear, and well organized like an essay response.

Students should learn to take notes on a given question in the same way they would take notes for the written portion of the exam, but faster. They should note key points they would like to address, and then speak freely about those points. Like the written portion of the exam, students should format their speech as a mini spoken essay. Using the same sample question as in the written section, (what is better: homestay or dormitory life?) the student may respond following their notes:

introduction	<i>Homestay is better than dormitory life for three reasons: a student can practice English with a family that is dedicated to helping the student improve her English, she can use everyday English in a variety of situations, and the homestay family is there to provide emotional support when necessary.</i>
main point support	<i>Practicing English with a family can improve speaking skills drastically since the family will always be ready to assist with errors and mistakes.</i>
main point support support	<i>Living with a family provides real life situations in which a student can use their English such as going shopping or taking messages on the telephone. The student becomes another member of the family, taking on responsibilities as well as receiving aid.</i>
main point support	<i>A family situation provides emotional stability and support during difficult times; there is always someone to talk to about problems.</i>
conclusion	<i>For all of these reasons, homestay living is better than dormitory life.</i>

Exercises for taking notes for the speaking section

When teaching for the iBT exam, teachers should provide ample opportunity for students to practice their speaking skills within a given time frame. Although the task may seem simple, students may feel the pressure of the exam and fumble with their responses, losing track of what they have already said, and what they wanted to say. Students can practice the speaking skills in class in groups or pairs. One student may formulate a question while the other student formulates a response and gives a timed answer. Students can assist each other through this process both in and out of class.

In the speaking section, students will be required to integrate their speaking skills with their reading and listening skills. Again, they must be able to formulate a response in a limited amount of time. Their notes should resemble essay organization notes depending on the question. The question may require them to summarize, compare, contrast, or analyze what they have listened to or read previously. The same methods should be used for the speaking section notes as for the writing section notes.

Useful Writing Skill Development Techniques

Summarizing

Summarizing means being able to reiterate the main points of a lecture or reading in a short format. Students should be able to verbally note or write the main points and support of a piece without focusing too much on detail. Essentially, students should be able to state the topic, the point of view of the author, and a few points supporting the author's perspective. For example, a summary of this manual might look like this:

The TOEFL Preparation handbook covers the main issues dealt with in the TOEFL exam. Sections of the exam include reading, writing, listening, and speaking. The author offers points on how to address these various sections in a classroom scenario.

Students should practice summarizing both in written form and verbally, using their notes from lectures and readings. They can practice summarizing pieces in groups, pairs or individually. In order to clarify that they have included the main points of a piece, they should compare their summations with each other and take notes from each other while they reiterate their notes.

Paraphrasing

Paraphrasing differs from summarizing in that it is longer and more detailed. Essentially, students should learn how to restate issues in their own words, while incorporating the main elements of a lecture or reading without plagiarizing or borrowing complete phrases from the original work.

Teaching how to paraphrase is more complicated than teaching how to summarize. Many students are seriously challenged with the exercise of paraphrasing as it is a culturally specific practice. In some countries, students are expected to rewrite pieces word for word so as to prove their knowledge of a given piece of material.

A technique used when paraphrasing is the substitution of words and phrases for synonyms, changing word forms, changing sentences from active to passive voice (or vice versa), and changing the sentence structure.

Students must have a broad vocabulary in order to alternate synonyms, thus the teacher should incorporate lessons specifically focused on synonyms. Activities that are effective for synonym acquisition include: making use of a thesaurus, flash cards, and other matching techniques. Students should be keeping a vocabulary journal in which they record synonyms and antonyms for paraphrasing techniques.

Another technique that should be employed is teaching students to write a sentence using different sentence structure than the sentence to which they are referring. For example:

The actors in the play were tired and clumsy.

The fatigued thespians fumbled along throughout the play.

Both sentences mean the same thing, but the second is a paraphrasing of the first. This skill must be practiced regularly in class. Students can accomplish good paraphrasing skills by taking good notes and then reiterating their notes into new sentence structures. The teacher should begin with simple sentences and short paragraphs, and then work up to longer paragraphs and lectures:

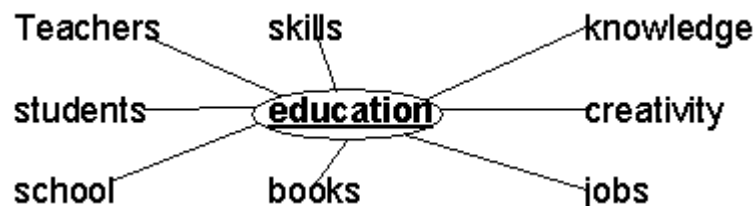
- alternate synonyms
- change sentence structure
- change word forms
- change sentences from the active to the passive voice.

Brainstorming/Mind Mapping

Brainstorming and mind mapping are techniques that are useful in assisting students with the organization of their ideas. A brainstorming or mind mapping activity can be done in groups, in pairs, or individually. The technique associated with these skills is

called schemata: students associate words and ideas with words and ideas they already know.

One way to practice this technique is to play a word association game. A word or idea association game requires students to associate notions with one main notion. They may place the main notion or idea in a bubble or circle and have extensions breaking off the circle to represent the other ideas associated with the main idea. In the following example, the main idea is “education”, and the words surrounding it are associated with the main idea:



Students can break off one of the corresponding or associated words and develop it further with more ideas associated specifically with it. The word “students” may inspire the following: study techniques, age, level, gender, etc.

Brainstorming and mind mapping can be carried out further to develop the components of an essay or even an entire curriculum. There are no limits to mind mapping and brainstorming; students should be trained to develop this skill in a limited amount of time so that they can use it during the exam.

Activities associated with brainstorming and mind mapping can be isolated from the general writing techniques until students can manage to put their ideas together. They can use this technique for taking notes, planning their oral response, writing an essay, or keeping track of their readings. A certain amount of time should be dedicated to these skills in the classroom where students can compare their ideas with each other.

Process Writing

Process writing includes a variety of steps which students/writers follow when producing a written text. The process, discussed thoroughly in the Foundation TESOL course manual, includes:

- brainstorming (coming up with ideas and a topic)
- drafting (writing their first draft)
- revising (checking for errors in grammar/spelling)
- drafting (reorganizing material & fixing mistakes)
- editing (editing again, perhaps peer editing)
- publishing (making a final copy)
- sharing (sharing the work with the class)

Students can draft and edit as many times as they feel is necessary in order to get the piece right. This process encourages the habit of continually improving one's own work.

Using checklists, templates, text frames, and other learning devices can help the teacher keep track of all the steps the student goes through during the writing process. This is important, especially in regards to problems like plagiarism. Plagiarism is a major problem in universities and carries with it very strict penalties. The writing process helps students avoid plagiarizing as well as note their own development in the classroom.

The best way to keep track of all of the writing process steps is to ask students to hand in all steps of the process when they hand in the essays. This helps the teacher hone in on any particular areas that need extra attention.

Writing coherent sentences

Writing begins with sentence construction. Students have to be able to create coherent and clear sentences when they are writing. The iBT does not include a separate structure or grammar section, so students writing the iBT exam will have to exhibit their mastery of grammar through the writing portion of the test.

Depending on the level and proficiency of your students you may be required to teach grammar through writing. Begin with simple sentences and then advance into more complex sentence structures. Students should be able to recognize the parts of speech, the subject and object of a sentence, noun phrases, verb phrases, etc. Most of the grammatical components of the structure section of the exam cover the grammatical components required in a good essay.

In the structure section of this manual you will find a list of grammatical elements that are covered in the structure portion of the CBT/PBT. Use this list as a guide to the types of sentences a student should be able to include in an essay. We have mentioned the term “scaffolding” before. This means building skills: teach one skill (for example, recognition of verbs) for one day, then build upon that skill (for example, changing verb tenses) the next day. Keep track of the skills you have taught by using a checklist.

When writing sentences students should be able to:

- ☐ Recognize **subjects** and **objects**
(doing nouns and receiving nouns)
- ☐ Recognize **verbs**
(doing words: go, come, eat, drink, prepare)
- ☐ Recognize **verb tenses**
(past, present, future, past perfect, past progressive, etc.)
- ☐ Recognize and use **auxiliary verbs**
(can, will, must, may, etc.)
- ☐ Recognize and use **active and passive verbs**
(kicked – was kicked, threw – was thrown)
- ☐ Recognize **parts of speech**
(nouns, verbs, adjectives, adverbs, conjunctions, etc.)
- ☐ Recognize and use **prepositional phrases**
(for my birthday, during the summer, along the way, etc.)
- ☐ Recognize and avoid **sentence fragments**
(no subject, no verb, or only part of a sentence:
The man with the hat and cane.)
- ☐ Recognize and use **subject-verb agreement**
(The girls watch television/ The girl watches television)
- ☐ Use **modifiers**

(words that give extra information about a subject:
The boy is here/ The *tall, blue-eyed, dark haired* boy is here.)

- Correct use of **pronouns**:
personal: I, you, he, she, it
relative: who, which, that
demonstrative: this, that, these, those
interrogative: who, whom, which, what, whose
indefinite: some, any, none, each, nobody, somebody, etc.
intensive/reflexive: myself, yourself, himself, herself, etc.
- Use and recognize **subordination**:
complex sentences that include a main clause and subordinate clause:

Because the weather was so nice, John decided to work in the garden planting the tomato plants.

Even though she didn't have much money, Sally donated five dollars to the charity.

Words associated with subordination include: *because, since, before, as, when, whenever, in order that, even though, unless*, etc.

Paragraph Planning

Before attempting to write an essay, students should become familiar with the organization of a paragraph. We have already looked at some elements of sentence writing. Now, we will build (scaffold) upon these skills by introducing how to write a paragraph.

Although it is not always necessary to start a paragraph with a topic sentence, it should be included in the construction of the paragraph. The topic sentence focuses the attention of the reader on the writer's topic of discussion. For the purpose of simplicity we will be using chronological organization format.

First, the student should decide on a topic. You may provide the topic for the student: pollution, pets in apartments, zoos, etc. The topic sentence may include a thesis statement that indicates the author's position on the topic, but this isn't a rule. For example:

Countries around the world have recognized the negative effects of pollution on the planet.

Pollution has become a well-recognized problem.

Pollution of water and air continues to be a worldwide problem.

These three sentences all have the same topic: pollution. The topic sentence merely introduces the reader what the paragraph will discuss. The topic sentence should be general and then the general statement must be followed by more specific statements, particularly, the author's position concerning the topic. Below you will find a sample text frame. As a teacher, you can hand out text frames indicating how the material should be organized:

Topic sentence: *pollution is a problem*

Main idea or support: *people are getting sick*

Example: *cases of allergies have increased*

Support: *statistics or proof*

A paragraph, therefore, includes a topic sentence, a position on the topic sentence and an example and clarification of the position on the topic sentence:

Pollution is a well-recognized global problem. Statistics indicate that the problem of pollution is contributing to serious health issues around the world. Cases of allergies have increased by 50% over the last 10 years due to pollution related problems. This means that in three years over two thirds of the world's population will suffer from allergies due to air and water pollution.

This format for paragraph writing resembles the format used for essay writing that includes similar structures. Students should practice writing paragraphs using templates, text frames and other devices.

Essay Organization Choices

Paragraph pattern approaches to teaching writing have come under some scrutiny. Some scholars argue that the paragraph pattern approach gives students a false sense of security when writing their essays. Students memorize patterns and transitional words without paying much attention to cohesion or content. Nevertheless, from an ESL point of view, students must be aware of the patterns through which they can express their ideas. As much emphasis must be put on the contents of the passages and the manner in which ideas can be expressed as is put on paragraph patterning. By scaffolding skills, as we have done in this manual, students should be able to combine sentence writing skills, brainstorming techniques, and paragraph patterning techniques into their essay structures.

As mentioned earlier, there are two writing tasks on the Internet-based test (iBT) exam and only one on the test of written English (TWE), computer-based test (CBT), and paper-based test (PBT) exams. All of the exams will expect students to accomplish an independent writing task based on personal experience or preference. The essay must consist of a minimum of 300 words.

Independent Essay Organization

The independent essay will require students to answer one of two types of questions: either state a preference, or choose between two ideas and support their argument. Both types require the students to give reasons for their statement and to support their reasons with details.

Introduction: Introduce the topic and tell the reader what you will be discussing: summarize the contents of the essay.

Thesis statement: state an argument or preference.

Give at least three reasons supporting the preference.

<u>Paragraph #1</u>	major point (or reason #1)
	support
	support
	support

<u>Paragraph #2</u>	major point (reason #2) support support support
<u>Paragraph #3</u>	major point (reason #3) support support support

Conclusion: reiterate the thesis statement and introduction.

Students should be familiar with this basic outline of an essay. They should be able to write a clear and cohesive essay in 20 minutes, using the grammatical structures, note-taking, paraphrasing, summarizing, and rapid writing techniques practiced in class.

By providing a preference/argument statement or question on a weekly basis, students can get used to the type of questioning they may find on the exam. Questions they may encounter include:

- What was your favourite vacation spot and why?
- Which pet is better: a dog or a cat?
- What is the best form of public transportation: bus or subway?

Questions such as these provide opportunity for students to become comfortable with the questioning they will encounter during the exam.

Integrated Writing Task

The integrated writing task on the iBT exam will require students to critically analyze material from two different sources. They should be able to take notes that allow them to easily compare facts, opinions and statement between two (possibly opposing) points of view on the same topic. They will be asked to summarize, compare, contrast, defend, explain reasons, or argue a point.

Aside from utilizing summary, paraphrasing and note-taking techniques, various essay patterns may apply in this section. One of the first decisions a student will have to make is how to organize the

essay so as to best express the answer they wish to convey. The reading section of this manual discusses the eight main patterns of essay organization. They include: general to specific, specific to general, chronological/sequential, cause and effect, spatial, analysis/classification, order of importance, and compare/contrast essay organizational structures.

Integrating the reading skills and writing skills in regards to recognizing how these patterns work and how they look, is the first step a teacher should take when discussing patterns. Review these patterns in the reading section and provide students the opportunity to become familiar with them in regards to writing style.

Essay organization should always reflect the Introduction/Body/Conclusion format. The Body section of an essay, though, allows for more flexibility.

Block Technique

Introduction

Major Point in Support #1

a) support #1

b) support #2

Body

Major Point in Opposition #1

a) support of opposition

b) support of opposition

Major Point Refuting Opposition

a) support of refute

b) support of refute

Conclusion

Alternating Technique

Introduction

Major Point or statement

a) support

b) opposition

Major Point or statement

a) support

b) opposition

Major Point or statement

a) support

b) opposition

Conclusion

Teaching writing can be a rewarding and challenging process. The primary rule is to scaffold: teach one skill one day and then teach another skill that incorporates the first skill on the next day. Introduce summarizing and paraphrasing techniques early on. These skills will prove vitally important in the actual writing of essays. Process writing and planning an outline or paragraph pattern that best suits the needs of a students arguments will allow them to focus on rapid writing techniques that tap into their creative energies. Practice, create, and enjoy writing in the classroom everyday, whether it is a journaling exercise or a group editing project. The writing skill will prove to be one of the most important skills that students will take with them into higher education.

Chapter 7:

Teaching the Skills: Listening



Teaching Listening Skills

At the end of this section you should be able to incorporate the various components that should be focused on when teaching the listening skills into your lessons:

- Conversations
- Contexts
- Relationships
- Functions
- Intonation
- Keywords, topics and details
- Vocabulary and idioms from context

Listening to Conversations

Listening for Context

One of the first tasks the students should practice is the ability to listen for the context of a situation. They should be able to figure out where the conversation is taking place and what the conversation is about. Keywords in the conversation should indicate whether the conversation is taking place in a library, in an office setting, in a classroom, or in a cafeteria.

The second element they should be able to interpret is the general idea or the main issues the speakers are discussing. Even if students are not yet able to pick out the details of the conversation they should be able to have a general idea concerning the conversation: are the speakers talking about a test, a professor, classes, or workload?

Understanding context helps students be able to predict the details of a conversation even if they don't understand every single word spoken. This requires picking up additional information: sounds in the background, keywords, tone of the speakers.

Provide students with worksheets or templates that help them focus on the contextual factors of a situation. Having them listen to a conversation and focus only on the context is a good starting point. You may want to have students listen to the conversation twice or three times in order for them to interpret the context of the situation. While listening, they may mark down an answer choice on a worksheet. After listening, the class may discuss how they came up with their answers. You will find a sample simulated conversation on the next page.

Conversation #1

Man: I'm supposed to get a reserved reading for my class.

Woman: Which class?

Man: The History of Economics.

Woman: Can you tell me the name of the professor?

Man: Dr. Bob Jones. I believe the reading is called "Marxist Approaches to the Economy".

Woman: Oh yes, it's right here. I need your library card, student ID number, and your signature.

Man: How long do I have to read it?

Woman: You have to bring back reserved material in two hours, or you pay a fine.

Man: Is there a photocopier available?

Woman: There is a photocopier on the second floor next to the law section. You will need a copy card.

Man: How much is a copy card?

Woman: Two dollars for 200 copies.

Man: Sounds fair. Thank you.

Woman: No problem. Have a nice day.

The corresponding worksheet provided to the students may only focus on context, asking questions like: *Where does this conversation take place?*

a) in a cafeteria

c) in a library

b) in class

d) in the hallway

Developing the one skill, listening for context, will help student focus their energy on understanding how much information they can get out of the context of a situation. Applying the scaffolding technique (building skills gradually) to listening skills, as you would reading and writing skills, provides students with a solid foundation. First, they can master the interpreting context skill, and then build other skills on top of that.

Eventually, students should be able to answer the five W's: who (man and woman, student/librarian), what (man wants to take

out a reserved reading), where (in the library), when (during the day), why (he has to read the book “Marxists Approaches to the Economy” for Dr. Bob Jones’ class, History of Economics)?

Provide worksheets and templates from which students can interpret the order of ideas. For CBT and PBT students, the note-taking skills may not be transferable to the test situation, unlike with iBT examinees; nevertheless, the skill of knowing on what to focus in order to understand the context of a situation, and then being able to make predictions on the basis of that skill, will prove invaluable.

Questions on a worksheet based on interpreting context may include:

- Where is the conversation taking place?
- How do you know?
- What are the keywords that help you decide?
- Who are the people in the conversation?
- What are their jobs or roles?
- What kinds of conversations take place in this context?

Listening for Relationships

After listening for context, students should develop their skill for interpreting relationships between speakers. Aside from recognizing whether the speakers are male or female, and once they have mastered the skill of interpreting context, students should begin to assess the kinds of relationships they would encounter in various situations between different kinds of people. Out of interpreting context, students should focus on the types of relationships, and how those relationships are expressed in given situations.

Understanding, predicting, and interpreting relationships are exercises of pragmatics: we interact differently with our mothers than we do with our close friends or our boss. We speak differently depending on whether we are talking to someone of authority or if we are talking to a small child. In reference to the conversation between

the student and librarian, we can interpret that they are not close drinking buddies, but rather, the relationship is somewhat professional. Professional relationships usually incorporate a more formal tone. By extension, if the student were speaking to Dr. Jones, he may use an even more formal tone than he uses with the librarian.

Cross-culturally though, the conversation that could take place between the student and Dr. Jones may seem much less formal than what the examinee would expect in his or her own country. Examinees must be trained to comprehend the register (level of formality) in conversations between speakers in the context of a North American situation. The common belief that everyone is equal in North America does not mean we do not show respect in different ways. Pragmatics is an extremely important factor to consider when teaching, not only for this exam, but also for positive interactions in the university situation.

A checklist template of relationships

Provide students with a template or worksheet in which they can indicate their interpretations of relationships: close friendship, casual friendship, professional, semi-formal or formal. While listening to a piece, they can mark off the type of conversation to which they are listening:

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> casual friendship | <input type="checkbox"/> formal |
| <input type="checkbox"/> close friendship | <input type="checkbox"/> semi-formal |
| <input type="checkbox"/> professional | <input type="checkbox"/> don't know |

Discuss and predict possible relationship types

When developing lesson plans, make sure to incorporate discussion about these kinds of relationships and the kind of language one would hear between people who are in these kinds of relationships. For example, ask your students what a professor and student could talk about? Would they be discussing a basketball game on television? Maybe, but probably not. Would they be

discussing assignments? Most likely. Would they be discussing attendance in class? Maybe.

In class make a list of the possible conversation topics that would occur between different relationships. Students can do this in pairs, groups or individually, and then compare their answers with the rest of the class. For example, students can brainstorm answers for the following questions:

1. What kind of conversations would take place between a student and a professor?
2. What kind of conversations would take place between two students?
3. What kind of conversation would take place between a student and a librarian?

Recognizing Functions

Many of the conversations types used in the exam can be referred to as functions. Language functions may include, but are not limited to: asking permission, giving orders, offering sympathy, offering encouragement. Students should be able to recognize and utilize various functions as they relate to relationships. Again, using a checklist or template, encourage students to check-off what kind of function is taking place during a conversation. Even if they can't understand every single word or phrase, they must be able to decipher the nature of the interaction.

Types of functions include:

- Getting things (asking for something)
- Controlling others (giving directions)
- Interacting with others (friendly conversation)
- Expressing feelings
- Getting information/learning (asking questions)
- Creating/imagining (story telling)
- Communicating information (giving information)

It is unlikely that a student would be expressing personal feelings to a professor or librarian, but it would be likely that a student would be trying to get information from a professor or librarian. Without focusing too much on detail, students would have to develop the skill of predicting what kind of interaction would be taking place so as to help them interpret details. Even native speakers need to have a context in which to interpret the content of an interaction. As teachers we must provide tools to our student to help them understand context from a North American perspective.

Listening for Intonation

Intonation is called a suprasegmental element of language. What this means is that intonation produces meaning without being a specific meaningful word or grammatical element. If we were writing a dialogue, it would be difficult to include intonation into the dialogue. The intonation, though, could completely change the meaning of a dialogue from a piece that exhibits sarcasm or naïveté. Students must be able to interpret and recognize the way intonation could increase or add to the meaning of a piece.

There are many different moods or meanings that can be expressed through suprasegmentals: surprise, sarcasm, disbelief, uncertainty, certainty, aggression, authority, elation, questions, imperatives (orders), fear, and exasperation, to name a few. Some of these will be included in the listening section of the exam. For example, conversation between a student and a professor in class, during a lecture, may have a student clarifying the professor's statements. The statement: "*So, what you're saying is that the theory of communism and the practice of communism were two entirely different things,*" can be stated with an element of surprise, as a question including an element of uncertainty, enlightenment, or disappointment. Students will be required to recognize not only the words of the speakers, but also how intonation can add to the meaning of those words.

There are emotional intonations and attitudinal intonations. Emotional intonations are those revealing how a person feels: happy, sad, depressed, fearful, etc. The attitudinal intonations suggest attitude: sarcasm, irritation, exasperation, interest, gravity, ambivalence, petulance, defiance, and submission to name a few. On the next page, you will find a checklist of potential intonation options. Expose students to these suprasegmental elements so that they can identify the meaning of a passage from its tone, rather than by simply identifying its words.

Encourage students to interpret intonation using the same sentences. It is said that there are 80 ways to say the word "please".

Although we won't give you 80 intonation options, attempt to teach your students a few of these basic intonations:

24 Basic English Intonations

- | | | |
|--|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Happy | <input type="checkbox"/> Sad | <input type="checkbox"/> Angry |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Surprised | <input type="checkbox"/> Fearful |
| <input type="checkbox"/> Bored | <input type="checkbox"/> Anxious | <input type="checkbox"/> Impatient |
| <input type="checkbox"/> Uncertain | <input type="checkbox"/> Certain | <input type="checkbox"/> Convinced |
| <input type="checkbox"/> Friendly | <input type="checkbox"/> Aggressive | <input type="checkbox"/> Neutral |
| <input type="checkbox"/> Hesitant | <input type="checkbox"/> Sarcastic | <input type="checkbox"/> Doubtful |
| <input type="checkbox"/> Polite | <input type="checkbox"/> Incredulous | <input type="checkbox"/> Supportive |
| <input type="checkbox"/> Understanding | <input type="checkbox"/> Questioning | <input type="checkbox"/> Sympathetic |

Listening for Keywords, Topics and Main Ideas

Once students have a general idea of the way in which information is presented in readings and speeches, they will be able to predict the kind of information they will hear. Listening for keywords and ideas is a special skill that requires special attention in the classroom. Teaching listening skills is difficult enough; teaching students to listen to extended readings is even more challenging. As with any of the skills we have discussed, it's important to break up the skills into smaller digestible parts and then build upon them.

By teaching students to listen to keywords and ideas, we can specifically direct their attention to focus on this task. When will they probably hear the relevant information? Will the main idea or key idea be presented at the beginning of a lecture or conversation, or at the end? On what types of words should students be focused: verbs, nouns, adjectives, adverbs, dates, numbers, etc?

Instruct students specifically. Tell them what to listen for, or at least ask them what they think they should listen for during a history lecture or during a conversation between two students talking about a class. Context indicates what to listen for. Main ideas usually present themselves quite quickly. Key ideas are usually followed by support or examples, so students should be listening for examples. Examples usually follow words like: "for example", "for instance", "as proof", or "studies have shown". Examples usually come in the form of scientific proof, numbers, statistics, or quotes.

Introduce students to the transition words that lead into supporting ideas. Practice this skill regularly, asking students to focus on various elements of a piece. For example, using one dialogue, you might first ask students to listen for the topic and context of the lecture or conversation, and then lead students into listening for specific keywords.

Interpreting Vocabulary from Context

There will be vocabulary on the exam with which students are unfamiliar. We have already discussed the interpretation of context, thus students should be familiar with the overall point of a passage; nevertheless, some words may jump out of a piece, confusing and intimidating the student.

Generally, writers and lecturers will use synonyms throughout a piece so as to not repeat a word too much. Repetition of one word makes a passage seem unprofessional or weak. Thus, students should try to recognize the use of synonyms within the essay, speech, or dialogue. Usually a word that is challenging for students is a synonym of another, more familiar word or phrase. The key to understanding words from context is to find the key concept that is consistently repeated. For example, in this piece I have used the words “passage”, “essay”, and, “dialogue”. I could also use the words “writing”, “article” and “conversation” to refer to the same concepts.

Learning vocabulary from context means that the student must have a clear understanding of the context and the variety of words that can be used within that context. Those words with which students are unfamiliar have probably already been introduced as concepts in the text, or will be introduced in the text through the use of synonyms. Students are more likely to recognize at least one of the synonyms of the word in question. The skill they have to employ is recognizing that the synonyms refer to the same concept. Thus, it is the concept with which the students must be familiar first, and then they will be able to interpret the word.

A classroom task that can help students practice this concept is to have students locate the main idea of a lecture or text, and then guess or predict which other words probably mean the same thing. This activity may be used in groups, pairs or individually.

Interpreting Idioms from Context

The English language is famous for its vast amount of idioms. The problem with some idioms is that they are bound culturally; thus, an idiom in Britain may mean something else entirely in the United States. Nevertheless, there are some common idioms with which students should be familiar, particularly those idioms that relate to the academic world, both in terms of lectures and in terms of campus life.

Because there are so many English idioms, it would be impossible to teach all of them within a limited amount of time. The teacher, though, can be selective in terms of choosing idioms that directly relate to the kinds of scenarios one might find on a college or university campus. Some examples would be: “burning the midnight oil”, “pulling an all-nighter”, “taking a make-up (exam)”, “burning out”, “winging it”.

Regular exposure to idioms and their use may help students identify idioms when they are heard. Thus, a student should first be trained to identify an idiomatic statement, rather than to interpret literal meaning. Begin with recognition of idioms in general. When we state recognition of idioms, we mean recognizing that a statement is an idiom rather than necessarily knowing what that specific idiom means. The second step to understanding idioms from context is to be able to interpret the meaning.

Once students know that they have encountered an idiom, the next step is to analyze what they already know about the situation at hand. For example, listening to a dialogue, the student knows that a male and female are having a conversation. The female is complaining about her workload. The male (because we can tell from his intonation) is sympathetic. He says that he “really feels for her”. So, the listener knows he’s sympathetic, and he says the words “feels for her”. Under the circumstances that a student is complaining to another student, what can be expected? Would he be telling her at that time that he likes her a lot? Probably not. Would he be telling her he wants to touch her? Well, probably not. Would he be saying that he feels badly that she has so much to do? Yes, this is a probability.

The interpretation of idioms requires thinking skills. Using simple logic, students must be able to figure out what is most likely being said in the given circumstances. Memorization of idioms is virtually futile. There are too many idioms to memorize, but there are a few that can be introduced in class.

Introduce students to the logical interpretation of idioms along side with interpretation of context, vocabulary, and phrasal verbs. Students should be able to work out the meanings of unfamiliar things on the test. This is an indication that they can think logically and reasonably; that they can analyze and interpret. It is these skills that test givers are looking for, more so than good memorization skills. In this way, handouts, activities, and text frames that show student how to follow through in a logical interpretative manner, will be more effective than rote memorization skills.

One way in which to introduce students to the recognition of an idiom is through written exposure. Give students a series of dialogues containing common and obscure idioms. As students to read through the pieces ask them to highlight or underline the idioms. Then, in pairs or in groups, ask them to interpret the idioms from context. They may do this as an activity or a game. Once they have made their interpretations, go over the material and clarify the meanings of the idioms. Once students have become familiar with the interpretation of idioms on paper, they may feel more comfortable attempting to recognize and interpret them from listening exercises.

Listening for Details

Once students have become familiar with the interpretation of general context, main ideas, and general ideas presented in oral presentations, it is time to train their ears to detail. The details to which they must direct their attention are varied and extensive. The direction of a lecture or conversation may change due to a detail. Such details include: conditional statements, negative statements, comparative statements, and digressions, to name a few.

These details should be introduced as variations of grammar, especially in regards to the iBT exam. Since there is no separate grammar/structure section in the iBT, all grammatical concepts are embedded within the other exam sections. As an instructor it would be wise to go through the structure checklist presented in this book, and expose students to the various grammatical structures they may encounter in the listening section of the exam. One may choose to dedicate a portion of class time to a different grammatical notion each day.

Students should be trained to listen for these details:

- ☐ conditionals
- ☐ negative expressions
- ☐ time (dates and numbers)
- ☐ quantity
- ☐ comparisons
- ☐ sequence
- ☐ transitional words

As with all of the listening exercises, be sure to inform the students of what you want them to be listening for and gradually build upon these skills so that they listen for all of the components at the same time. Students should be able to eventually extract relevant information step by step from the dialogues and lectures to which they will be exposed.

Listening for Reasons

Some of class time should be dedicated to discussing and investigating the way in which speakers defend their statements. Students must listen for the reasons why a speaker responds to another speaker in a particular way, and for the reasons or details the speaker uses to support their own statements. This requires listening for details and knowing where to find the details in a spoken text (following transition words) as well as being able to interpret the reasons for specific responses (e.g.: becoming indignant, showing hesitation, becoming aggressive).

There are several cognitive processes taking place when interpreting or looking for reasons. We have already discussed looking for detail as a support of a statement or point view. Now we must focus on developing interpretive skills. This requires some cultural knowledge and the discussion of some personal feelings. For example, ask your students how they would feel if someone asked to borrow their notes the day before an exam? How they would feel if they had three assignments to accomplish for the same day and they happen to be suffering from the cold? Answers will most likely be consistent.

The “listening for reasons” skill and the ability to interpret the situation empathetically, will help students be able to predict unfamiliar vocabulary, idioms, phrasal verbs as well as develop inference skills. Inference is the ability to deduce or induce a response or correlating idea from given information. The TOEFL exam will require students to infer, or logically conclude, what the implications of a certain interaction or contents of a lecture are. For example, listeners may hear a conversation between a student and a professor. The student may be asking the professor for notes from classes that the student failed to attend. The professor may be reluctant to give the student the notes. Read the following dialogue:

Student: Hello Dr. Jones. Am I interrupting?

Dr. Jones: No, uh, no...um, what can I do for you...um....

Student: Jenny Smith.

Dr. Jones: Ah, yes, Jenny Smith. No, I was just reading.

Student: *I was wondering if you could give me the notes for class? Um, actually, for a couple of classes?*

Dr. Jones: *Um, yes, well. I could... but, um, why don't you have them?*

Student: *Well, I've been sick and I, ah...I've been very sick.*

Dr. Jones: *Hmm, sick. You seem to be "sick" quite often. You should take better care of your health. Are you feeling better?*

Student: *Yes. I'm feeling better, thank you. I, um, yes, I'm feeling better.*

Dr. Jones: *Well, Jenny, I have to be honest with you, I don't usually make it my policy to hand out notes to the students. Don't you have any friends who can lend you their notes?*

Student: *No. Um. I don't really know anyone in the class.*

Dr. Jones: *In over three months, you haven't met anyone in the class?*

Student: *No, um... actually, I don't really talk to many people there.*

Dr. Jones: *What about all the group work and projects that we have done? Surely, you can contact your group project team members.*

Student: *Well, actually, I missed those classes.*

Dr. Jones: *Well, I'm sorry Jenny, but those projects make up 40% of your total grade.*

Student: *Yes, I know, but the final is worth 60% of the grade.*

Dr. Jones: *Ah ha. Well, Jenny. I don't know what to say. You would need a perfect score on the test to get 60% in the class.*

Student: *Yes, I know.*

Dr. Jones: *And I suppose you think you can get 100% on the test if you study my notes..... Jenny, I expect to see you in the rest of the classes. You will have to take very good notes when we do our review. I'm sorry. I can't bend rules.*

Student: *Mm. Well, thanks anyway.*

In reference to the previous dialogue, a student should be able to infer that Jenny not only missed class, she skipped classes. They should also be able to infer that Dr. Jones was offering her various options for getting notes because he really didn't want to give his notes to her. They should also be able to infer that Jenny was trying to sweet talk the professor and that she didn't really think much of the class, since she wasn't attending it regularly.

To a fluent North American reader, the dialogue says more contextually than what it means literally. We can interpret from the “ahs” and “ums” and probable emphasis on the words “sick” and “missed class” that Jenny did more than just miss class. Interpretation of these situations and consequently making inferences about them requires regular discussion of probable situations that take place in academic settings. At some level the TOEFL students must be able to identify with the speakers and how the speakers are feeling about a situation.

Provide questionnaires in class, asking students how they would feel in certain situations or what they or someone else would do in certain situations. Predicting, interpreting, and analyzing skills are of fundamental importance on the TOEFL exam and students should expect to encounter a number of questions in which they will be asked to infer or predict. Thus, it is important to dedicate a significant amount of class time to discussions concerning these issues.

Developing listening skills for the TOEFL requires a lot of time and careful scaffolding of skills. Begin small, focusing on general ideas. This approach of focusing on context and general ideas should be combined with more specific tasks that focus on listening for details. When developing a listening lesson plan, consider incorporating both overall listening skills (general/context) as well as detail skills (listening for verb tense, transition words etc.) as separate goals or tasks under a listening skill section.

For example:

Listening skills: (general) context of conversation discussion.
(specific) listen for transition words worksheet.

Remember that on the iBT, there is no structure portion on the exam, thus grammar questions are incorporated into the other sections of the exam, like listening and writing. Follow the structure/grammar checklist as a guide to listening for specific details, students can practice listening for conditional statements or negative statements as a part of grammar instruction. For example: ask

students to listen for negative sentences or the use of countable or uncountable nouns.

Listening to Lectures

The listening sections of the computer-based test (CBT), paper-based test (PBT), and Internet-based test (iBT) include listening to a professor give a lecture, and a campus-based conversation. Additionally, the iBT has a third section in the listening section which includes a conversation/lecture that simulates a question and answer type conversation that could take place in a classroom/lecture situation.

Students will be required to listen to the material then answer a series of questions pertaining to the conversation or lecture. These two types of listening tasks require different types of listening skills. In regards to the conversations, students must be able to interpret idioms, phrasal verbs, and slang in addition to the speakers' intonation. In terms of the lecture, students will have to understand the main purpose of a lecture and exercise extended listening skills, meaning that they have to be able to follow the corresponding ideas presented in the lecture, in addition to understanding standard jargon for that particular discipline.

Teaching listening skills in a classroom situation is a challenging task. Research in the area of teaching listening skills seems inconclusive; there is no guaranteed method which a teacher can employ. Teaching listening skills takes time, and requires a lot of patience and guidance. Not only should an instructor teach how to interpret meaning, but information retention and prediction should also be covered in class.

The lectures on the TOEFL exam resemble the types of lectures students will encounter in a university or college scenario. A professor will provide an extensive lecture on a given topic; these topics can range from business and psychology to the core sciences like biology and physics. Students must be able to follow the lectures and extract relevant information concerning topic, point of view, details, and facts. Most lectures follow the same format as an essay; thus, students should be familiar with essay types so as to predict how the information will be expressed.

Using the same type of format as one would use to assess and analyze readings, students should be asked to focus on overall meaning, and from there, extract details of information supporting the overall meaning and points that the lecturer presents. Pre-teach standard vocabulary from each type of topic (e.g.: business, anthropology, and/or physics vocabulary) so that students are somewhat familiar with the jargon used in each discipline. Once they are familiar with the types of words used in each discipline, they should be able to recognize the pattern by which information is presented: compare/contrast, expository styles, etc.

Questionnaires, checklists and note-taking skills can be used to assist in the teaching of lectures. Training for this portion of the exam takes time and constant practice. The utilization of note-taking skills is fundamentally important for those students who will be taking the iBT exam. The checklists may begin by stating what type of discipline the lecture covers and the type of lecture format the professor uses when dispelling information. Once these criteria are agreed upon, details should be recorded using the same skills used in reading and conversation skills: topic, main point, and details.

Students may choose to work in groups so as to compare the information they have extracted from the lectures. Lectures should be listened to at least four times so as to make sure relevant information has been recorded. The focuses should be text frames, checklists, macrologues, note-taking, and summarization skills. These skills have been addressed more thoroughly in the writing section and readings sections of this manual.

Chapter 8:

Teaching the Skills: Speaking



Teaching Speaking Skills

In this section you will be studying:

- How to teach pronunciation
- Place and manner of articulation
- Pronunciation of vowel sounds
- Intonation
- Correct grammar usage
- Speaking under pressure
- Note-taking, brainstorming, and structure
- Integrated tasks
- Talking to a machine and playing games

The iBT Speaking Section

The speaking section of the exam is exclusive to the Internet-based test (iBT) exam. Students will be required to answer six questions verbally. The six questions can be divided into two separate categories or tasks: an independent speaking task and an integrated speaking task.

The **independent speaking tasks** include a personal preference question and a paired choice task. These two tasks are independent because they do not require the student to read or listen to passages in order to compile an answer. Rather, students are asked to elaborate on a personal preference (e.g.: a favourite sport or activity) and elaborate on a choice between two options in the paired choice question (e.g.: homestay vs. dormitory life).

The four **integrated speaking tasks** require the student to summarize information from two sources, synthesize academic information from two sources, offer an opinion on how to solve a problem (based on a listening task), and summarize the contents of a lecture. The students will be judged on their ability to organize their information, speak clearly, combine information from two sources, and demonstrate an advanced proficiency in the use of vocabulary and grammar. Students will receive a score from 0-4, 4 being the highest score achievable.

The speaking tasks should follow the same kind of outline as a written task, meaning that there should be an introductory sentence stating the topic or main idea followed by at least two or three supporting statements. The supporting statements should also be illustrated with at least one example each. Thus, when students are preparing for the speaking tasks, they should incorporate the same note-taking, essay outlining, and brainstorming skills as they would for writing an essay. Then they should be able to verbally elaborate on the points they have written down.

There are a number of factors to consider when practicing the speaking skills in the classroom: pronunciation, correct grammar usage, ability to speak under pressure, ability to speak within a given

time frame, composing a structure to the speaking task, as well as clear and articulate elocution.

Students are not expected to speak with a perfect North American accent: this must be stressed in the classroom. An accent is not something to be ashamed of, but it should not be an impediment to understanding what a person is saying. Only once a teacher has met the students and spoken with them can he or she assess the amount and degree of emphasis that must be placed on working with students' pronunciation.

Students should already be at an advanced level when taking the TOEFL preparation course. They should have a clear idea of grammatical notions and general English usage. Pronunciation skills, though, will differ from student to student despite grammatical proficiency. The teacher must make a face-to-face assessment within the first stages of the preparation course. Speech assessment should be conducted in interviews (one-on-one, or two at a time).

An interview structure may include asking students simple questions about their families, their pets, their hobbies, and their opinions about non-controversial topics. This assessment may be conducted throughout the length of the course, first administered by the teacher only, then as a peer evaluation at various points throughout the course.

Contents of the interviews may vary, but the criteria within the evaluation should remain the same. Criteria may include the following: clear and understandable pronunciation, speed of the speech, articulation, elocution, correct grammar usage, confidence, proper use of vocabulary, use of advanced vocabulary, good structure of speech, answering the question effectively, and ability to step out of format to maintain a free conversation.

An assessment may look something like this, where
5 = excellent, 1=poor:

Sample:

Understandable pronunciation:	5	4	3	2	1
Speed of speech	5	4	3	2	1
Proper use of vocabulary	5	4	3	2	1
Use of advanced vocabulary	5	4	3	2	1
Correct grammar usage	5	4	3	2	1

An area on the assessment sheet may be dedicated to elaboration of weak points or strengths. Regular assessment from teacher and peers allows students to focus on the skill areas that need improvement, either through personal practice and tutorial. This also gives the teacher an idea of how much time will have to be dedicated to each speech skill. If all the students have excellent pronunciation skills, then that section may be skipped entirely.

Pronunciation

As mentioned earlier, whether or not to teach pronunciation depends upon the student's existing oral ability and the teacher's assessment of those skills. Once an assessment has been made on their ability to communicate clearly, the teacher can develop a plan to focus on the student's weak points. Teaching pronunciation can be a complicated task, and unless you know where to begin, it can feel overwhelming. There are a variety of exercises that can be used in the classroom: choral drills, individual drills, tongue twisters, reading aloud, etc. Identifying specific areas of difficulty may require another assessment on the part of the teacher. This requires some knowledge of place of articulation, manner of articulation and the International Phonetic Alphabet.

Place of Articulation

Place of articulation refers to where we make sounds in our mouths. For example, the "th" sound is made by placing the tongue on the edge of our front upper teeth. There are eight places of articulation. These include the labial, dental, alveolar, velar, uvular, alveopalatal/palatal, pharyngeal, and glottal. We will provide a brief review of these places of articulation and the corresponding sounds that go with them.

Labial (use of lips): Two kinds: labiodental and bilabial

Labiodental: lips/teeth: **f, v**

Bilabial: both lips: **m, b, p**

Dental: use of teeth in the production of sound

Sounds: **th**, sometimes **s** and **z**

Alveolar: use of alveolar ridge; ridge behind front top teeth.

Sounds: **t, d, s, z, l, and n**

Velar: use of the soft area in the back of the roof of the mouth

Sounds: **hard c, hard g, ng**

Uvular: in the far back of the throat, not used in English

Sound: the French **r** in the back of the throat

Alveopalatal/palatal : use of palate with tongue

Sounds: **sh, ch, j, zs: measure**

Pharyngeal: area between larynx and uvula, not used in English

Sounds are used primarily in Arabic languages

Glottal: using the glottal opening in the throat

Sounds: **h**, as is **h**ea**ve**

Manner of Articulation

Manner of articulation refers to how sounds are made. This category can be divided into several sections. The first distinction to make is between the voiced and voiceless sounds. These two categories are further divided into stops, fricatives, affricatives, nasals, liquids, and glides.

Voiced: use of the vocal chords

Sounds: **all vowels, v, z, j, b, d, g**

Voiceless: no use of the vocal chords: breathy

Sounds: **f, s, g, p, t, k**

Stops: obstruction of the air-stream during articulation

Sounds: **p, b, t, d, k, g**

Fricatives: near obstruction of air-stream

Sounds: **f, v, th, s, z, sh, zh**

Affricatives: briefly stopping the airstream

Sounds: **c (ts)** as in **mach**, **j (dz)** as in **judge**

Nasals: velum raised against the back of the throat

Sounds: **m, n, ng** as in **sing**

Liquids: a slight obstruction of air, not enough to stop flow

Sounds: **r** and **l**

Glides: slight closure of the “articulators”

Sounds: **w** and **y**

In Summary: Manner and Place of Articulation

Manner and Place

Voiced Voiceless

Bilabial Stop	b	p
Alveolar Stop	d	t
Velar Stop	g (go)	k
Fricative Labiodental	v	f
Fricative Interdental	th (thy)	th (this)

Fricative Alveolar	z (zip)	s (sand)
Fricative Palatal	Z (measure)	s (mention)
Fricative Glottal		h
Affricative Palatal	J (Judge)	C (church)
Nasal Bilabial	m	
Nasal Alveolar	n	
Nasal Velar	ng (sing)	
Lateral liquid alveolar	l	
Retroflex liquid	r	
Glide bilabial	w	w
Glide Palatal	y (yes)	

Pronunciation of Vowel Sounds in English

The vowel sounds in English are also categorized, but their categories include tongue height, tongue advancement, lip rounding, and tenseness. There is also the category of diphthong: one vowel sound shifting into another vowel sound.

Tongue height is categorized into high, middle, and low. High vowel sounds are found in words like: leak, lick, Luke and look. Medium vowel sounds are found in words like: bait, bet, but, and boat. Whereas, low sounds are found in cat and bat.

Tongue advancement refers to whether the tongue is near the front of the mouth or near the back of the mouth. A high front vowel includes “beat”; whereas, a low front vowel includes “boot”. Advanced words include “seek”, “sick”, “sake”, “sec” and “sack”. Retracted words include “ooze”, “look”, “road”, “paw”, and “dot”; whereas, a central word may be represented by the word “look”.

Lip rounding, as the name suggests, refers to the roundness of the lips when pronouncing a vowel: “loop”, “foot”, “soap”, “caught” are words with rounded lips. Tenseness is also self-explanatory. A tense sound would be found in the words “beat” and “cake”; whereas a lax sound would be found in words like “caught”, “cot”, and “cut”.

Summary of vowel sounds (from International Phonetic Alphabet):

High front tense (i): seat, beat, meet, neat

High front lax (ɪ): lick, stick, sick, Rick, Mick

Mid front tense (eɪ): bait, mate, state, rate, late

Mid front lax (ɛ): bet, met, set, let, get

Low front tense (none)

Low front lax (æ): sack, pack, lack, tack

Central mid lax (ə): ah, lah, ta-ta, another

(ʌ): luck, puck, tuck, suck

High back tense (rounded) u: Luke, fluke, duke, boot

High back lax (rounded) ʊ: look, took, put

Mid back tense (rounded) o: soap, mope, rope, hope

Mid back lax (rounded) ɔ: Caught, sought, nautical (British variation)

Low back tense (none)

Low back lax (a): dot, spot, lot

Teaching acceptable pronunciation in class depends upon the immediate skills of the students. If the students are already clear in their pronunciation, you may not need to teach any pronunciation exercises. Some students, though, may wish to focus on some weaknesses, in which case it would be useful to practice minimal pairs, tongue twisters and consonant blends (cr, bl, st). It must be stressed that in order for students to do well on the speaking portion of the exam, they must simply be understood by the examiner. An accent does not alter their scoring.

Intonation

Intonation should not be neglected, though it may be difficult to find material from which to work. The list of emotional and attitudinal intonation categories provided in the listening section of this manual should provide a good starting point. Students should be able to recognize the meanings of various prosodic elements prior to attempting to use them. As a teacher, you are their key to proper suprasegmental usage; classes dedicated to variations in intonation will not only be informative, but also fun. Literature, drama scripts and audio-lingual-visual techniques, radio-plays, books on tape and even famous recorded speeches can be listened to in class. Discussions and mimicry, games and role-play may prove highly effective when teaching this particular skill.

Correct Grammar Usage

Since the iBT exam does not have a grammar/structure section, students' facility with grammar will have to be displayed in the speaking and written sections of the exam. Regular conversations and tasks in class should include some emphasis on the usage of advanced grammar when speaking. Much like in the written section of this manual, the teacher can introduce some grammatical notions in class upon which the students can focus their attention for a limited amount of time. For example, the teacher may choose to focus on subject-verb agreement in readings and in writings as well as in speaking tasks.

Referring to the structure/grammar list, a teacher can combine or integrate grammar into the speaking tasks. By providing tasks in which students are, for example, required to discuss a favourite vacation they took as a child, a teacher can bring past tense variations to their students' attention and provide possible ways in which to discuss concepts in the past tense. These would include: simple past tense verbs, past participles, past perfect progressive, etc. Each class may be dedicated to a specific set of grammatical notions with which students can become more familiar through speaking exercises.

One way in which a teacher can do this is to compile a set of questions to which he or she can refer when attempting to cover a particular grammatical notion. A set of question cards or simply a list of questions on a key list may require students to use particular grammatical notions when answering a particular question. The teacher may request students to use two out of three grammatical notions listed on the board. For example, the question, "what are your family members like?" can be asked of the students; a series of grammatical notions must be used in order to answer the question.

Sample:

What are your family members like?

Use **appositives**, **superlative**, **equative** and **comparatives**.
Focus on **Subject-Verb Agreement**

*There are three people in my family: my mother, my step-father, and my brother. My step-father, the oldest person in my family, is a retired superintendent of a school system (**appositive, superlative**). My mother, a retired school teacher, is younger than my step-father, but also retired (**appositive, comparative**). My brother, an engineer, is as old as I am (**appositive, equative**). He works at Samsung. I am a student of English.*

Speaking Within a Limited Time Frame

iBT TOEFL students will be expected to reply to a given question within a limited time frame. The independent speaking tasks provide students with 15 seconds preparation time and 45 seconds to respond. Two of the integrated tasks provide 20 seconds preparation and 60 second response times, whereas the second section of the integrated speaking tasks provide 30 seconds to prepare and 60 seconds to respond.

Section	Prep time	Response time
<u>Independent</u>		
Personal Preference	15 sec.	45 sec.
Paired Choice	15 sec.	45 sec.
<u>Integrated</u>		
Read/Write/Speak (Campus)	30 sec.	60 sec.
Read/Write/Speak (Academic)	30 sec.	60 sec.
Listen/Speak (Campus)	20 sec.	60 sec.
Listen/Speak (Academic)	20 sec.	60 sec.

Brainstorming

One of the most important aspects of the speaking section of the iBT is for students to demonstrate their ability to prepare to answer a given question. This ability should be demonstrated through brainstorming, taking notes and structuring a response. These skills must be practiced in class regularly. Thus, students should be able to take notes from written material, take notes from a conversation or lecture and be able to integrate the notes from the two sources into one structured response. They must also be able to brainstorm and structure independent responses; note-taking and outlining must be dealt with in class within timed practices.

One way to practice is to provide students with a topic and instruct them to brainstorm about this topic within 15 seconds. They may choose to use a macrologue approach or a mind-map approach to this task. For example, the topic provided may be “favourite

sports". Students are given 15 seconds to find three categories of favourite sports and one example for each:

Favourite Sports:	Independent: gymnastics
	Team: baseball
	Watch: soccer

As a facilitator, you may have to explain the steps of the brainstorming process. You may choose to guide the students through the steps as a class and then let them work in groups or pairs, and then practice individually. You may choose to start each day with this technique, building upon vocabulary skills along the way. Upon completion of a task, students may want to share and discuss their ideas with their peers. Sharing may provide additional insights and tricks that may otherwise be overlooked.

Integrated Tasks

The integrated tasks may require more attention. This process will require a careful explanation of the steps involved with analyzing, comparing, synthesizing, and summarizing information. Again, note-taking skills are of fundamental importance and should be integrated into the lessons. The style in which students choose to take notes must meet the time demands and performance demands of the given tasks; it is useful to provide note-taking options to students so that they may find the most efficient style that best suits their personality and needs.

Note-taking and Structure

Note-taking for the reading-listening integrated portion of the speaking sections should keep the information from each source distinct. Students may wish to have two columns of information on in their notes books: one column dedicated to information from the listening portion, one column dedicated to the reading portion. They may match (drawing lines between two similar concepts or facts) between corresponding pieces of information and then focus on the information that doesn't correspond.

Sample:

Topic: pollution and non-renewable resources

Reading Notes

Biology and earth science
Must conserve now
Laws must be made now
Illness and cancer
Back to the basics
Greenhouse effect

Lecture Notes

Chemistry and industry
Science will find answer
Laissez-faire
Longer life expectancy
More money into science
Constant earth changes:
e.g.: ice age

These notes reflect the arguments that may be made by two academics regarding pollution and the role companies, governments, and individuals have to play in order to maintain our status on the planet. Students may be expected to compare these two arguments within 60 seconds, after 30 seconds of preparation. What can they do in 30 seconds?

In 30 seconds, students can match corresponding ideas between columns from the notes they have already taken. They can put stars next to the main points they intend to discuss, and they might circle examples. Then they can transfer the information into an outline that resembles an essay outline stating the topic first, then the main points, followed by a more extensive summation of contrasting points. If they don't have time to transfer the information over, they may simply place numbers and letters next to the points in the order in which they would like to address them.

Sample:

Topic: *environment and pollution*

Contrast: *more restraint with fuels vs.*
more scientific experimentation

More conservation: *need new laws*
 pollution causes illness
 greenhouse effect

More science: *laws inhibit discovery*
 laissez-faire economy is good for science
 people live longer, thus more illness

Students need not write more than absolutely necessary for them to be able to follow a train of thought. They should use their notes as cues throughout their verbal response.

Note-taking and response times should be recorded so that students know how much time they are initially spending on their preparation. They may gradually be able to chip off the less efficient habits and develop more efficient ones, as long as they can see for themselves what needs to be done and why. Giving instructions without clarifying why you are teaching a particular skill may cause students to rebel on the basis that these skills do not necessarily correspond to what studying for a test has traditionally meant.

Useful Speaking Practice Activities

Group work, paired work, and individual work

Class, group, paired, and individual activities that develop the note-taking and speech skills must be addressed early on in the class syllabus. Of all the skills, the speaking skill requires the most class participation and a positive community environment. Begin teaching speaking skills by having students getting to know each other better so that people become more comfortable. Creating a positive classroom dynamic is of fundamental importance for developing speaking skills and most especially, in a scenario where people will be voicing sometimes very controversial opinions.

One way in which to address the timed-response aspect of the iBT speaking section is to have students practice on each other. One student may pick a question from a list and present it to their peer. Their peer must, then, respond to the question as quickly as possible. This task is not as easy as it sounds but can produce a lot of laughter if students feel comfortable with each other in class.

Talking to the machine and playing games

Tape-recordings of responses will provide students with the opportunity to get used to talking into a machine rather than to another person. One of the more difficult aspects of the speaking section of the iBT is the fact that the students are talking to a machine.

A tape-recording will allow students to hear their own performance and analyze it. As they listen to themselves or their peers, they may use an evaluation sheet, rating performance in terms of intelligibility, pronunciation, and grammar.

By making the tasks into games, and allowing students to become responsible for their own development, the actual TOEFL test will become less foreboding. Students may compile a stack of study cards displaying either teacher-provided questions or questions

they anticipate could be on the exam. They may work in groups or pairs providing timed responses to the questions, making the task into a point-based or a board game type of task.

Having had practice working with their peers in a speaking-task environment, some students may feel more at ease talking into a microphone if they can imagine they are talking to one of their peers instead. They may end up associating different types of questions with different peers, giving them an edge when the exam questions are posed.

The speaking section of the exam is a new development for the TOEFL exam and it may see some changes in the future depending on how students fare during the actual exam. Some of the most common blunders that ETS test officials have encountered were: anxiety attacks, pure silence, students breaking down into tears, getting confused concerning the structure of their response, running out of things to say, and cursing.

Consistent practice in a comfortable atmosphere of fun and clear set goals will prepare students for the rigours of the exam. They should be able to keep clear notes, structure their responses in an essay type format and be able to respond within a given time limit. Most of all, students should be able to speak confidently. The skills we have covered in this section should provide students with the tools they need to complete the speaking section successfully.

Chapter 9:

Teaching the Skills: Grammar and Structure



Teaching Grammar and Structure

In this section you will be studying:

- Error recognition questions
- Sentence completion questions

Grammar notion criteria and requirements

Most of the grammar and structure questions on the computer-based test (CBT) and the paper-based test (PBT) reflect grammar skills necessary for clear academic communication. This means that students must become proficient with fairly advanced grammar skills. We use the term “skills” rather than “knowledge” because students must be able to manage the grammar portion of the exam almost instinctively, like a native speaker.

The TOEFL exam focuses upon the most common difficulties and errors made by foreign students. These include subject-verb agreement, consistency with verb tenses, the use of articles, the use of auxiliary verbs, etc. These more basic grammatical notions must be as easy to identify as more complex grammatical notions like identification of noun clauses, prepositional phrases, noun phrases, infinitives, and gerunds, just to name a few.

One of the major challenges of teaching the TOEFL exam, concerning grammar, is deciding what kind of grammar to cover in class. A second challenge is devising a method of how to introduce the grammar without resorting to rote memorization and drills. The grammar used in everyday speech does not reflect the academic grammar tested in the TOEFL; therefore, an understanding of more complex linguistic structures from an academic or rule-based point of view is necessary. The students, though, must be able to apply these complex grammar skills as instinctively as possible.

Native speakers may be able to write the exam without knowing the linguistic terminology describing the grammar notion that is being

tested. The majority of ESL students taking the test, though, have been taught grammar from an academic-subject point of view, meaning that they will probably have a better grasp of the rules of grammar than the average native English speaker. What, then, is the best way to tackle the grammar section on both the CBT and PBT?

Some argue that it is more efficient for the teacher to present grammatical material indirectly or through regular exposure. Others argue that, because of the advanced grammatical contents of the test, it is necessary to teach students from a direct grammatical approach. The time available is the major factor to consider regardless of which approach to use.

The fact that students have a very limited amount of time to distinguish between right and wrong answers eliminates the possibility of trying to recollect precise grammar rules. The test requires student to respond automatically or instinctively to the structure portion of the test. Thus, it may be wise to teach both the rules and teach through exposure. This top-down, bottom-up method has proven most successful of the three approaches.

Consistent exposure to correct grammatical patterns through reading and writing exercises may help students recognize the correct and incorrect patterns presented on the exam. Knowledge of the rules that are the basis of those grammatical patterns is also important. Thus, a teacher should be prepared to teach grammar through the intense study of rules as well as through practice. Lesson plans should reflect both approaches.

It is recommended that teachers collect a number of practice tests available through ETS or TOEFL exam booklets. Having a thick supply of supplementary grammar material and a good grammar book is also a good idea. Students may struggle with different grammatical notions; thus, the use of individualized checklists and the promotion of self-motivation strategies, and extra supplementary material lighten the grammar burden off of the teacher. Students can then focus on their particular weaknesses and use supplementary material specific to their needs. The teacher takes on a role more comparable to that of a coach than a grammar dictator.

Error Recognition and Sentence Completion

There are two kinds of grammar/structure questions on the CBT and PBT exams. We have already reviewed the error recognition question and the sentence completion question. Students may exhibit particular difficulty with a question type, more so than the grammatical notion. Extra material providing practice for solely error recognition or sentence completion questions may prove beneficial for students that find these kinds of questions particularly challenging.

An error recognition question asks students to find an error in a sentence between four choices. The sentence completion question asks students to complete a sentence with four possible choices.

Error Recognition Sample:

The boy are all playing in the swimming pool. 0 0 0 0
a b c d
a b c d

(The answer is a: “boy” should be plural; boys)

Sentence Completion Sample:

The students _____ study do well on the exams.

a) which
b) that
c) who
d) whom

0 0 0 0
a b c d

(The answer is b: “that”. Although we usually don’t use that with people, when the people are a group and are not a specific group (the students; students in general) we use that. For example, we can say “The Smith’s, who live down the street, are our best friends.” because we know the group (the Smith’s) to which the rest of the sentence is referring.)

Many of the answers to these questions may seem self-evident to a native speaker, but having to explain why the answers are correct can be difficult. Study the grammar that will be practiced in class. Have answers to questions readily available (e.g.: why use “that” and not “which”?). Do your homework and if you don’t know something that comes up during class, be sure to have an explanation ready at hand in a grammar book. Students will expect and need you to know what you are talking about: you may lose their respect very quickly if you consistently make mistakes.

On the Internet there is a plethora of grammar information dedicated to ESL teachers. There are also many interactive Internet pages that cater to ESL students who want to practice their grammar. In addition, the official ETS website has a series of grammar questions with answers and explanations readily available. Should you feel shaky with your grammar and you have access to the Internet, you may wish to practice and sharpen your skills.

For those students who are studying to take the iBT exam, the error recognition and sentence completion exercises may be useful in regards to honing their grammar skills. Despite the change from CBT and PBT to iBT exams, the old grammar/structure tests can provide a steady foundation for the use of grammar in reading, writing, listening and speaking skills, especially as supplementary material.

For your reference, review the list of the grammar structures most likely addressed by the TOEFL CBT and PBT in chapter four of this book. Use this list as a checklist of grammatical notions with which you and your students should be proficient.

Chapter 10:

Assessment and Evaluation



Scoring, Assessment, and Evaluation

In this section you will be studying:

- How the 3 different TOEFL exams are scored
- How the different sections of the exams are scored
- Ways in which to assess students
- Ways in which students can assess their own progress
- Self-evaluation

This portion of the manual will discuss the various approaches to assessment and evaluation concerning the TOEFL test variations as well as self-evaluation as an instructor and syllabus designer. As we already know there will be at least three variations of the TOEFL exam out there until 2008. In 2008, ETS intends to have all TOEFL exams shifted to the Internet-based test (iBT) format, except in areas without computer access where they will still make available the paper-based test to students. Until then, teachers must be familiar with all three types of exams and the corresponding assessment approaches.

The iBT TOEFL exam will be marked according to a different approach than the computer-based test (CBT) and the paper-based test (PBT). As mentioned earlier in this manual, the CBT changes for each test taker. If a student answers a series of relatively easy questions correctly, the test shifts to a higher level. If the student gets the more difficult questions wrong, the test shifts back down to an easier level. Of course, a problem concerning this type of assessment, is deciding upon what is easy and what is difficult. Are articles more difficult than prepositional phrases? Can someone who has difficulty with subject-verb agreement be an expert at noticing parallel structure and redundancy? Perhaps this situation has been a catalyst for the new iBT test. Nevertheless, as instructors, we are obligated to assess our students' development and evaluate our own approaches in the classroom.

Test Contents, Sections and Scoring

First, let us review the contents of each test, how they are scored, what the scores mean, and how this can affect how you assess and score your students.

Paper-based Test (PBT) Contents and Sections

Total Scoring: 0-677

Listening

50 questions/ 30 minutes

10-12 seconds for each question

3 parts: short conversations, long conversations, talks

Can hear the question, but can't see the question

Can go back to check answers

Structure and Writing

40 questions/ 25 minutes

15 Sentence Completion Questions

25 Error Recognition Questions

Reading Comprehension

60 questions/25 minutes

TWE (Test of Written English)

1 question/ 30 minutes

The PBT scores of 310-677, are calculated by averaging three sets of scores (listening, structure/writing, and reading) and multiplying it by ten.

The PBT has three ranges of difficulty: easy, medium, and difficult. The difficult questions receive higher scores than the easy ones. 30% of the questions are easy, 40% of the questions are of medium difficulty, and 30% are considered difficult.

Computer-based Test (CBT) Contents and Sections

Total Scoring: 0-300

Listening: Scoring: 0-30

30-50 questions/ 40-60 minutes

15-20 minutes for answering questions

2 parts: short conversations and long conversations/talks

Includes diagrams, pictures and charts

Students can see the questions

Can't change answers, can't go back

Structure: Scoring: 0-30

20-25 questions/ 15-20 minutes

Sentence Completion and Error Recognition Mixed

Reading: Scoring: 0-30

44-55 questions/70-90 minutes

Some questions have 2 or more answers

Writing: Scoring: 1-6 (50% of structure mark)

1 question/ 30 minutes

Handwritten or on the computer

Students receive a score of 0-300; reading, listening and speaking are scored from 0-30. The writing section is scored 1-6 and comprises 50% of the structure scores.

The CBT automatically adjusts in difficulty as the student responds to various questions. As with the PBT, more difficult questions receive higher scores. This is done by the computer system.

Internet-based Test (iBT)

Contents and Sections

Total Scoring: 0-120

Listening: 60-90 minutes

Score: 0-30

Four to six lectures

4-6 minutes long (each)

6 multiple choice questions

Two to three conversations

3 minutes each

5 multiple choice questions

Pictures of speakers provided

Reading: 60-100 minutes

Score: 0-30

3-5 reading passages (approx. 700 words)

Each reading has 12-14 comprehension questions

Writing: 55-60 minutes

Score: 0-30

Integrated

Reading: 3 minutes

Listening: 2 minutes

Writing time: 20 minutes

Suggested Length: 150-220 words

Score: 0-5

Independent

Opinion paper

30 minutes

Suggested Length: 300 words

Score: 0-5

(Writing scores are converted to the 0-30 system)

iBT continued

Speaking 20 minutes long

Score: 0-30

Response time to questions: 45-60 seconds

6 tasks:

Independent Speaking Tasks

Personal Preference Task

15 sec. prep/ 45 sec. response

Score: 0-4

Paired Choice Task

15 sec. prep/ 45 sec. response

Score: 0-4

Integrated Speaking Tasks

Reading/Listening Speaking Academic

Reading 75-100 words

Listening 60-90 seconds

Speaking: 30 sec. prep/ 60 sec. response

Score: 0-4

Reading/Listening Speaking Campus

Reading 75-100 words

Listening 60-80 seconds

Speaking: 30 sec. prep/ 60 sec. response

Score: 0-4

Listening/Speaking Academic

Listening 60-90 seconds

Speaking 20 sec. prep/ 60 sec. response

Score: 0-4

Listening/Speaking Campus

Listening 60-90 seconds

Speaking 20 sec. prep/ 60 sec. response

Score: 0-4

The reading and listening sections of the test will be fairly straightforward concerning scoring. Students will be required to listen and then answer from a group of multiple-choice questions. The reading section may require the student to answer vocabulary questions or insert missing sentences into a paragraph and usually they will have a choice of four possible answers. Their score will be based on correct answers of varying degrees of difficulty.

The speaking section, in which the student will be required to speak into a microphone, will be evaluated by two or three people. Each evaluator will give a score of 0-4 based on the rubrics provided by ETS. All six speaking tasks will be scored and the sum of the score will equal the score will be converted to 0-30.

The writing section, which is comprised of two separate sections, rated from 0-5 each. The score is then converted to a score of 0-30. A rating of 5 will be converted to 30. A rating of 4.75 will be converted to 29. The conversion table for the writing and speaking sections are available on the ETS website.

On the next four pages you will find sample speaking and writing rubrics which you can use to help you quantify your students' progress as well as pinpoint their weak areas. These rubrics were written to reflect assessments of the actual TOEFL exam.

Speaking and Writing Rubrics

General Independent Speaking Rubrics

Speaker fails to respond	0
Limited response, loose connections Pronunciation difficulties Limited vocabulary range Unable to sustain speech	1
Addresses the task, but development is limited Pronunciation is understandable but requires effort Limited to adequate vocabulary range Limited elaboration	2
Clear, fluid expression Automatic use of grammar skills Coherent response though there are some mistakes Minor difficulties with pronunciation	3
Student fulfills the demands of the task Well-paced, fluid expression Clear speech Effective use of vocabulary and grammar Coherence in regards to speech structure	4

General Integrated Speaking Rubrics

No response	0
Pronunciation problems	1
Choppy with obscured meaning	
Limited grammar and vocabulary	
Minimal adherence to task	
Relevant information missing	2
Overall coherence is missing	
Listener effort to understand pronunciation	
Complex grammar contains errors	
Limited vocabulary range	
Incomplete answer	
Clear response	3
Falls short of being fully developed	
Fluidity of expression	
Minor difficulties with pronunciation and grammar	
Effective use of grammar and vocabulary	
Contains relevant information	
Some incompleteness	
Fulfills demands of the task	4
Fully developed	
Fluid speech	
Clear progression of ideas, near native speaking fluency	
Minor omissions	

General Writing Rubrics: Independent

Does not stay on topic or is blank	0
Underdeveloped structure No detail, support, or examples Serious and frequent errors	1
Limited structure development Disorganized Inappropriate examples, details and support Inappropriate word choice Many errors	2
Addresses the topic well Somewhat developed explanations, support and detail Some lack of clarity Accurate though limited range of vocabulary and grammar	3
Topic is well addressed Well organized in general Support, examples and details are relevant Fluidity, facility with the language Occasional errors	4
Addresses the task Well organized and developed Correct use of a variety of complex grammar structures Coherent Very minor errors	5

General Writing Rubrics: Integrated

Off topic or no response	0
No coherence, no structure	1
Language level very low	
Misrepresentation of ideas	2
Omission of relevant issues and details	
Serious language errors that affect meaning	
Oriented to the task	3
Vague and unclear meaning	
Imprecise connections	
Omission of major or key points	
Inaccurate or imprecise	
Frequent errors in grammar and vocabulary usage	
Generally very good	4
Selected important elements	
Coherent	
Minor omissions	
Minor language errors	
Good use of complex grammar and vocabulary	
Excellent connection between ideas	5
Coherent	
Accurate	
Well organized	
Excellent use of complex grammar and vocabulary	
A few minor language errors	

Regular Assessments

Students should be evaluated or assessed regularly so that you and the student can see how they are developing. Sometimes students, who have consistently performed very well in the past, may hit a point where they are backsliding or performing badly for a short period of time. This is normal. Regular recordings of performance will help students recognize their development, especially since it is very difficult for students to see their overall progress on a daily basis.

Have each student start a portfolio of their work. Date each assignment so that they can see their development. Have them keep a checklist of the skills they need to improve upon, in addition to a vocabulary journal. Write down the scores they get on their structure tests and be sure to provide supplementary handouts so that they can practice their skills.

Self-Evaluation

It is also important to evaluate oneself as an instructor. There will be times in which it feels like nothing is going well or as planned. As an instructor, keep a journal or diary in which you can go over the day's events and analyze them. Why are the students performing badly? Did you go through the steps of brainstorming with them? Did you forget that they have other exams that week? Is there someone in the class going through some emotional turmoil that is affecting everyone else's performance?

Ask yourself: what is going well, what can be done better? Always be sure that you are addressing the students' needs and not necessarily following a rigid plan because that's the way in which you learned it. Some plans that work well with one group may fail with another group, not because the plan is bad and not because the students are bad, but simply it doesn't suit their personalities or goals. Never take things personally. Insurrection in the class, if there is a rebellious soul, is due to your title as a teacher, not necessarily your personality. Do your job to the best of your ability, be prepared, and make a plan, but remain flexible.

Chapter 11:

Diagnostic Exam



The TOEFL Diagnostic Exam

This diagnostic exam is part of your required assignments; do not read through it until you are ready to complete it in full. It will provide you some insight into what an actual exam looks like. It is a simplified and shorter version organized according to the components with which students must become familiar, so your score will be different than an actual TOEFL score. There will be six questions focusing on the main elements that are tested. The order in which the exam is presented includes listening, reading, speaking, writing, and structure.

Use the **answer sheet** provided at the beginning of the diagnostic exam to keep track of your answers. At the end of this exam, you will find the **answer key**. Do not compare your answers with those of the answer key until after you have completed the exam in full. For the writing and speaking sections, compose your responses on a separate sheet of paper, and then submit your original responses with the rest of your assignments. Be sure to have a watch or clock handy so that you can record your time for each section completed.

When using a diagnostic test in class, you should also consider providing students with an assessment or checklist sheet so that they can keep track of what skills need more attention. They should go back to the questions that were marked as incorrect and then analyze why they got the answer wrong: nervousness, didn't read the question properly, didn't know the grammar rule, knew the grammar rule but forgot, etc. This approach will help students to create an individualized study plan that they can continue to use once the class is over.

Due to this course's format, the listening section will be written out rather than presented in sound recording. Imagine that you are listening to the conversation or lecture, rather than reading it. When providing students with the listening diagnostic, you may want to record the conversation yourself onto a tape, or read aloud in class.

For efficiency's sake, the reading material and listening material used in the reading section and listening section, will also be used for

the integrated tasks. The questions presented can be transferred from all three exam types: computer-based (CBT), paper-based (PBT), and Internet-based tests (iBT).

Multiple-Choice Answer Sheet

Name _____

Date _____

Listening

Short Conversation

1. a b c d
2. a b c d
3. a b c d

Long Conversation

1. a b c d
2. a b c d
3. a b c d

Lecture/Conversation

1. a b c d
2. a b c d
3. a b c d

Lecture: Linguistics

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d

Reading #1

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d

Structure Multiple Choice Sheet

A. Subjects and Objects

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

B. Indirect Objects

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

C. Appositives

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

D. Embedded Questions

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

E. Plurals, Articles & Dem.

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

F. Countables and Uncountables

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

G. Few/Little/Much/Many etc.

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

H. Verbs (tense & auxiliary)

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

I. Present, Past, Future

Perfect Participles

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

J. Verbals: Gerund/Infinitives

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

K. Passives

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

L. Main/Noun/Sub. Clauses

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

M. Adjective Clauses

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

N. Adj./Adv. Prep Phrases

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

O. Conditional Real

Conditional Unreal

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

P. Subject/ Verb Agreement

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

Q. Adjective Word Order

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

R. Participle Adj/Hyph Adj.

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

S. Adjective/Adv. Confusion

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

T. Neg/Dangling Modifiers
Split Infinitives

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

U. Equatives, Superlatives
Comparatives

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

V. Conjunctions

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

W. Prepositions

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

X. Word Form, Word Choice
Parts of Speech

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

Y. Redundancy and Parallel
Structure

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d

Total Score: _____

TOEFL Diagnostic Exam

Name _____
Date _____
Time _____

Listening Section

If you are taking the paper-based test (PBT), you will hear a short conversation between two people. If you are taking the computer-based test (CBT) or Internet-based test (iBT), you will hear a short conversation and have a picture on your computer screen showing the two people talking. Listen to the conversation and answer the questions that follow.

Short Conversation

1. *Female: That final was a killer! I'm sure I bombed.*
Male: It wasn't so bad. I crammed the night before.

What does the man mean?

- a) He didn't study for the exam
 - b) He thinks he did well on the exam
 - c) He thought the exam was difficult
 - d) He thinks he failed
2. *Male: I need to write a paper on world economics.*
Female: Do you have a reservation in the computer lab?
Male: Reservation? I need to make a reservation?
Female: Everybody's writing their papers now.
Male: Man! It's due in two days.
Female: Well, I'm almost done. You can use my number.

What didn't the man know?

- a) His paper is due in two days
- b) He has to write on economics
- c) He has to make a reservation to use the computers
- d) Everybody is writing their papers now

3. *Male: You were great up there!*
Female: Thanks, but I still had butterflies in my stomach.
Male: You couldn't tell. You were like a pro.
Female: I thought my voice cracked during the first song.
Male: Don't worry. You recovered immediately.

What are the people talking about?

- a) The girl is sick from eating butterflies
- b) She is nervous about her stage performance
- c) They have a test to prepare for
- d) They both have the flu

Long Conversation

Professor: *Good morning everyone, welcome to Anthropology 3489. My name is Dr. Boolio and this class focuses primarily on anthropological theory and its historical development. In order to take this class, you must either be an anthro major or, if you are taking it as an elective, you must have at least one anthro 2000 level course under your belt.*

Student: *What if we don't have an anthro 2000 level course?*

Professor: *I'm sorry; a 2000 level is a prerequisite for this course.*

Student: *I'm a transfer student from U of L and I'm not sure that my advisor advised me correctly regarding the pre-requisite. I've taken anthro at my previous university, but I'm not sure how the classes transfer over yet.*

Professor: *Okay, after class, I suggest that you come and talk to me in my office and we'll, ah, go over your pre-requisites and see if they are transferable. You've taken anthropology classes before?*

Student: *Yes, I've uh, taken a few. Um... "Kinship", am, "Death Ritual and Sacrifice in South East Asia", um... "Nurture versus Nature"...*

Professor: *Sounds good. I'm sure you're qualified.*

1. What is the discussion mainly about?
 - a) The professor is introducing what he will teach in the course
 - b) The student doesn't know if she has the necessary prerequisites for class
 - c) The student is a transfer student
 - d) The professor is interested in qualifying the student
2. What is the main theme of the professor's course?
 - a) Kinship
 - b) Death ritual and sacrifice in Southeast Asia
 - c) Qualifications for anthropologists
 - d) Theory and the historical development of anthropology
3. Why doesn't the student have the prerequisite anthropology class?
 - a) She studied at a different university
 - b) Her major is not anthropology
 - c) She took the wrong classes
 - d) She changed majors

Lecture/Conversation

Professor: Last class, we discussed “mens rea” and “actus reus” as being the main elements to consider when deciding if a person is at fault for a crime. “Mens rea” refers to the state of mind of the criminal when committing an actual crime. “Actus reus” is the crime itself.

Student: What if the accused was drunk at the time of his crime?

Professor: That's a good question. Well, when you drink too much, do you know what you are doing?

Student: That depends on how much I drink.

Professor: Yes, of course. If the accused purposefully intended to get drunk and knows that intoxication brings about a certain kind of aggressive behaviour, the accused may be considered at fault for a

crime because he knew drinking excessively would bring about certain aggressive tendencies.

Student: *Like....liquid courage.*

Professor: *Precisely. In the case of self-induced intoxication, whether it is alcohol or any other substance, the accused may be found guilty of basic intent. Basic intent differs from specific intent in that specific intent requires the accused to have planned a crime specifically. Basic intent refers to the accused having known that they will most likely behave a certain way once intoxicated.*

Student: *What about if you fall asleep at the wheel of your car?*

Professor: *Generally, the same rule applies. If you get into your car knowing that you are likely to fall asleep, you can be found guilty because you could have foreseen falling asleep and causing an accident.*

Student: *So basically, if you know that you are likely to do something under a certain circumstance, intoxication in this case, you can be found guilty because you knew what kind of situation would occur. But what if it's the first time it ever happened...I mean...what if you didn't know you would react that way?*

Professor: *Well....there is a possible defense for "consequent automatism"; in the case of Bailey (1983), the defendant did not know that he would become violent due to his diabetic condition. He was not found at fault because he didn't know he had diabetes. Although there was an "actus reus", the killing of a pedestrian, there was no indication of "mens rea", and you need both in order to convict.*

Questions

1. What was the discussion mainly about?
 - a) The consequences of drinking and driving
 - b) The clarification of "mens rea" and "actus reus"
 - c) The use of drugs and alcohol when driving
 - d) Falling asleep while driving a car

2. According to the professor, what are the main components of “mens rea”?
- a) Intention and knowledge that you will carry out an illegal act
 - b) Doing something illegal
 - c) Not taking your prescription drugs
 - d) Not knowing you will act a certain way when intoxicated
3. What does “consequent automatism” mean?
- a) Purposefully becoming intoxicated and hurting someone
 - b) Hitting someone with your car when falling asleep
 - c) Hitting someone with your car if you have diabetes
 - d) Not knowing you will have a certain reaction to a substance or lack of substance and, yet, causing a criminal act

Lecture: Linguistics

Professor: *Linguistics is the study of language. It can be broken down into several sub-disciplines such as the study of grammar, socio-linguistics, psycholinguistics, historical linguistics, and applied linguistics, just to name a few. Um, today, we will start with, ah, mmmm, one theory about the way in which we know or learn languages. This is a branch of applied linguistics. But, it includes information we have attained from research in other sub-disciplines in linguistics.*

How do we know our language and how to we learn it? I suppose all of you remember your first word? Hm...well, it was long time ago, wasn't it? Well, there are several theories about how we learn languages. Noam Chomsky, the renowned linguist of whom I'm sure may of you have heard, proposed that we automatically have all the necessary elements needed to speak and use grammar when we are born. These skills and elements are now called Universal Grammar, and much like the way we just start learning to walk automatically, Chomsky suggests we also simply learn to talk and compose grammatical sentences at a certain age. This theory is also referred to as innatism. His theory, proposed in 1956, changed the field of linguistics forever. His idea of Universal Grammar, though, is not accepted by all linguists.

Some linguists believe we learn language by imitation or behaviourally. B.F. Skinner, a well-known psychologist, suggested that children are taught how to speak through imitation. Um...like, Pavlov's bell theory. Children learn to say the right thing because parents teach them how to speak, um, properly. We will discuss these theories further in our next class. Please be sure to read chapters one and two in your text, by next class. Be aware that we'll be making a comparison between the various theories in class, so you might want to burn some midnight oil on these two chapters.

Questions:

1. What is the talk mainly about?
 - a) Different sub-divisions of linguistics
 - b) The biography of Noam Chomsky
 - c) Criteria involved in teaching children languages
 - d) Theories on language and how we learn languages

2. In the lecture the professor indicates that some linguists believe children already know a language when they are born. What is this called?
 - a) Behaviourism
 - b) Chomskism
 - c) Innatism
 - d) Skinnerism

3. The professor makes a comparison between automatically starting to speak a language with learning to walk. Why does he do this?
 - a) To offer a metaphor for innatism
 - b) To make a joke in class
 - c) To give an example of behaviourism
 - d) To clarify the meaning of linguistics

4. According to the professor, what are the other influences on Applied Linguistics?
 - a) Research and studies in other linguistic disciplines
 - b) Reading chapters one and two in the text book
 - c) Science and technology
 - d) Chomsky's Universal Grammar and Pavlov's Bell

5. What does the professor mean when he says, “I suppose all of you can remember your first word.”?

- a) He is assigning homework to the students
- b) He is making a point that we can’t remember how we learned our first language
- c) He is testing the memory of his students
- d) He is stating that our first word is the most important act in our lives

6. Why does the professor say:

“You might want to burn the midnight oil on these two chapters.”

- a) He encourages students to burn oil
- b) He wants the students to study the material thoroughly
- c) He wants them to read the chapter on oil burning
- d) He wants them to look over the material quickly

Reading Section

Reading #1

Read the following passage then answer the questions that follow:

In the 1930’s, W.N Kellogg and L.A. Kellogg raised a baby chimpanzee in their home as if the chimpanzee were a human child. They wanted to determine whether the chimpanzee would develop human linguistic capabilities through exposure. Gua was not taught human language, rather, the Kellogg’s were hoping to prove that the chimpanzee would just learn the language alongside their human son, Donald. Experiments with chimpanzees, gorillas, and orangutans, have indicated that neither exposure nor teaching have been successful in the attempt to teach human language to other species. Despite continued experimentation and researcher claims, there has been little proof that our closest relatives have the human characteristic of Noam Chomsky’s claim for Generative Grammar.

In the 1950’s a couple, the Hayeses, were able to teach Vicki (a female chimp) to say words like “cup”, “mama”, and “papa”. Despite this accomplishment, Vicki’s vocal chords were not able to create more complex sounds typical of a human child or adult. Vicki’s

inability to articulate human sounds due to her vocal tract configuration did not prove to Keith and Cathy Hayes that Vicki could not think using human language. They were not able to produce any proof of this, though.

Based upon the belief that primates do have the ability to communicate using human language, but are limited due to their vocal anatomy, Allen and Beatrice Gardner attempted to teach Washoe American Sign Language. Washoe, a chimpanzee, was able to use 132 signs to communicate in sign language. Koko, another chimpanzee that was taught to communicate through the use of American Sign Language, was able to construct sentences and create new combinations of words in order to communicate with her handler, Francine Patterson.

Another researcher, determined to prove that apes can construct grammar, began instructing his chimp, Nim Chimpsky, in vocabulary and grammar. Herbert Terrace was able to teach Nim 125 signs but later realized that Nim was primarily imitating his trainer's behaviour rather than creating comprehensible phrases himself. Thus, the hypothesis that apes can learn human language had been proven wrong despite continued attempts.

Questions

1. What is the main topic of this passage?
 - a) The attempt to raise chimpanzees as humans
 - b) The attempt to teach apes human language
 - c) The failure to teach apes American Sign Language
 - d) Research conducted by linguists over several decades

2. The author infers that the experiments of teaching human language to apes show...
 - a) Opposition to Noam Chomsky's theory of generative grammar
 - b) That apes can learn human language if they want to
 - c) That scientists haven't used the right methods to teach English to apes
 - d) That these experiments are unsuccessful and will continue to be because human language skills are limited to humans

3. What made Herbert Terrance realize that Nim Chimpsky was unable to construct language?
- a) Nim copied his trainer's behaviour
 - b) Nim was just making fun of Herbert
 - c) Nim was able to construct 125 signs
 - d) Terrance used the wrong teaching approach
4. The words "vocal tract configuration" can be replace by:
- a) Vocal anatomy
 - b) Vocal chords
 - c) Chord design
 - d) Singing voice
5. According to the author, which of the following were the researchers not able to prove in their experiments?
- a) That apes can communicate using American Sign Language
 - b) That apes can grow up along side small children
 - c) That apes can construct grammar when communicating
 - d) That apes make great family pets
6. In paragraph 2, line 2, what does "this accomplishment" refer to?
- a) The ability to live with humans in their home
 - b) The ability to communicate using sign language
 - c) The ability to say "mama", "papa", and "cup"
 - d) The ability to put full sentences together
7. What would the author probably agree with?
- a) Teaching apes English is a useful but costly experiment
 - b) Apes will never be able to speak English because they do not have human genetics
 - c) Apes and humans will one day be able to communicate using the same language
 - d) Apes have to be taught how to create human sounds with the help of technology

Integrated Speaking Task #1: Reading/Listening/Speaking

Reading

Read the following passage and dialogue, then answer the questions that follow. Please write the answer with which you would orally respond and submit the written answer with the rest of your course assignments:

Announcement from Campus Director

Due to increased littering on campus and the university's interest in providing a clean and hygienic campus for its students, workers, and faculty, the University Director is now imposing a littering fine of \$50 on anyone caught littering on campus. For the past two years littering has become a major problem on campus, increasing clean-up costs by up to 20%. In order to balance these costs, the funds gathered from the fine will be used to pay maintenance workers and litter police on campus. The litter police will consist of those students who wish to apply for the position. Any questions regarding applications for litter police can be directed to the head office.

Integrated Speaking Task #1: Listening

Allison: Did you hear about the new littering fine being imposed by the university authorities?

John: Yeah. What's that all about? We're developing into a police state here.

Allison: I'm furious. How can the university expect us to throw our litter away properly when there aren't any garbage bins anywhere on campus for us to dispose of our garbage?

John: Well, I guess they need to make money for the school somehow.

Allison: Making money, no kidding. Where can a regular student find fifty bucks? I can barely handle the increased fees in the first place, never mind my books. This new rule really upsets me but what are you going to do?

John: Why don't you write a letter to the school paper? You could tell them what you think. You could organize a protest.

Allison: How am I going to organize a protest? Who is going to support a non-littering fee?

John: You may be surprised.

Allison: Well, maybe I will write a letter. I want to give these authorities a piece of my mind.

Integrated Speaking Task #1: Reading/Listening(Campus) Questions:

Question: Allison will write her opinion about the new litter rule in the school paper. What do you think she will say? State her opinion and explain her reasons for her opinion.

15 seconds prep time, 45 seconds response time

Integrated Speaking Task #2: Reading/ Listening/ Speaking/ Academic Reading

Read the following passages then answer the questions that follow. Please write the answer with which you would orally respond and submit the written answer with the rest of your course assignments:

The history of alternative educational techniques goes as far back as the days of Socrates, Aristotle, and Plato. In ancient Greece, particularly in Athens, teachers were actually slaves owned by aristocratic families. These teachers were bought for the sole purpose of being a mentor for young Athenians boys. Much of what young Athenians learned were good manners and habits.

Around the age of seven, Athenian boys entered primary school where they learned arithmetic, reading, writing and music from a teacher who was, more than likely, either a foreigner or a freed slave. The next step, after primary school, focused on physical education and citizenship. This took place in the gymnasium: an enclosed sports stadium.

After the Persian war, teachers began selling their skills. The Sophists shortened their curriculum and attempted to promote different kinds of learning. Their teachings tempted school boys away from the stadium and into the classroom. As a result, their education surpassed the expectations of the traditional Athenian educational system.

Integrated Speaking #2: Listening

Professor: *So far we've been discussing the various educational philosophies that have influenced educational change throughout history. Some of the changes we have seen pertain to the attitude of what education is. In ancient Greece, one of the most important elements of education was physical education. This subject area prepared young men for battle which consequently guaranteed their citizenship in Athenian society. Young men practiced gymnastics with the sole purpose of becoming soldiers. Many were lured away by Sophist teachers who were instructing them on how to become rich,*

how to be successful, and how to achieve their goals. This Sophist curriculum clashed with the traditional Athenian philosophy of positive social interaction and social responsibility. Thus, we come to a question that continues to influence the design of educational systems: what is the purpose of education? Why and for what purpose do we educate youth?

Integrated Speaking Task #2 (Academic) Question:

Question:

The professor discussed the educational philosophy of Athenians and Sophists. Explain the difference between the two philosophies and how this relates to contemporary issues.

Preparation time: 30 seconds. Response time: 60 seconds.

Integrated Speaking Task #3: Listening/ Speaking / Campus

Read the following dialogue, and then answer the questions that follow. Please write the answer with which you would orally respond and submit the written answer with the rest of your course assignments:

Sherry: *Hi Stu, how's it going?*

Stu: *Hey, Sher. I'm managing.*

Sherry: *You look a little tired. Have you been pulling a few all-nighters lately?*

Stu: *Yeah. I'm taking all these philosophy classes with Dr. Ichikawa and he requires one paper a week. In addition to my other classes, I have to write 10 papers this semester alone.*

Sherry: *Yikes! Don't you have job too?*

Stu: *Yeah. I have to work at least three days a week if I want to pay my rent on time.*

Sherry: *Do you live alone?*

Stu: *Yes, I do.*

Sherry: *You should think about getting a roommate to help you with your rent. That would alleviate having to work so many hours. You could dedicate more time to your studies.*

Stu: *Do you think I'd find a roommate this late in the year?*

Sherry: *Sure, why not? There's probably someone else out there in the same predicament as you. You know, I think you should probably go and talk to Dr. Ichikawa too, and tell him about your situation. Maybe he can give you an extension.*

Stu: *I think I might just do that. Could you help me with a "roommate wanted" poster? Please? Pretty please?*

Sherry: *Okay, okay. Just this once.*

Integrated Speaking Task #3: Listening/Speaking (Campus) Question

Question:

1. Stu and Sherry are discussing Stu's problem. Sherry suggests a couple of ways in which Stu could deal with his problems. Describe the problem. State which of the solutions you prefer and explain why.

Preparation time: 20 seconds. Response time: 60 seconds.

Integrated Speaking Task #4: Listening/speaking/academic

Read the following lecture, and then answer the questions that follow. Please write the answer with which you would orally respond and submit the written answer with the rest of your course assignments:

Professor: *The integration of British women into the work force and their recognition as equal citizens in society was essentially instigated by two major factors: the protests of the Suffragettes and the Great War (WWI). Women fought their way into citizen status through, sometimes violent, protests as suffragettes in the Commonwealth. Women's participation as workers during the war and their fight for the right to vote had integrated women more fully into the social arena of British society.*

Prior to the war, Millicent Fawcett founded the National Union of Women's Suffrage in 1897. Using logical arguments, patience and peaceful debate, she attempted to convince British Parliament Members to consider women as equal citizens. She argued that wealthy women, who paid taxes and employed many men, did not have the same right to vote as their own employees. As a person who had to pay taxes, a woman of property should have also had the right to be involved in the making of laws. Fawcett's peaceful attempts were later overshadowed by the more vocal and violent protests of Emiline Pankhurst's Women's Social and Political Union: the Suffragettes.

The Suffragettes, founded in 1903, were determined to gain recognition through violent means. They interrupted meetings, burnt down churches, vandalized shops, chained themselves to Buckingham Palace, participated in hunger strikes and refused to pay taxes. Many women were thrown in jail. The most outstanding display of defiance was by Emily Wilding Davison who threw herself under the king's horse during the 1913 June Derby. Her self-sacrifice brought the issues concerning women's rights to the forefront. The beginning of the war, though, quashed the efforts of the Suffragettes who agreed to forego their immediate political interests for the good of the nation.

During the war, the areas in which women's roles were most noted were as nurses, mechanics, farmers, teachers and factory workers. Despite equally intensive labour, women continued to receive lower wages for equal work and had to live up to more stringent rules of conduct. The lack of men in factories, fields and airline hangers thrust women into the workforce while their male counterparts fought on the front lines of the war. The women formed the transport system, the Women's Royal Air-force, and the Women's Land Army. The women, as workers, then proved that they were in fact valuable members of society and deserved full recognition from their governments as citizens of the country.

In 1918 the British Parliament passed the Representation of the People Act allowing women property owners over the age of 30 to vote. Though this didn't give all women equal rights, it was the beginning of the process.

Integrated Speaking Task #4: Listening/Speaking (Academic)

Question:

Using points and examples from the talk, explain how the war and the fighting of the suffragettes contributed to the women's right to vote in Britain.

Preparation time: 20 minutes. Response: 60 seconds

Writing

Integrated: Academic Reading/Listening/Writing: 20 minutes

Read the following passages, and then complete the tasks that follow. Please submit your written answer with the rest of your course assignments:

Reading

The democratization and introduction of capitalist systems in underdeveloped countries has proven to be a positive development of human evolution. Aside from providing employment opportunities to underemployed nations and developing higher standards of living for families and groups of individuals, capitalism ensures a constant advancement in research, science and technologies. The introduction of capitalist endeavours in poorer countries initiates better health care, better products and better educational systems.

Democracy and capitalism go hand in hand with freedom. It is the responsibility of wealthier nations to invest their money into the capitalist endeavours of poorer nations. Factories built in small, poor communities in Mexico, Honduras, and even China, will guarantee a better lifestyle for the communities' inhabitants. With capitalism, people will encounter the freedom to live as they wish and to purchase the goods that will make their lives better for themselves and their children.

Integrated: Academic Reading/Listening Writing:

Listening:

Professor: There is an assumption made that capitalism provides a better lifestyle for those who participate in it. According to studies done by economic anthropologist, Marshall Sahlins, the belief that small scale societies fare better in capitalist economic systems is a fallacy. He stated that many small-scale societies, in fact, “lived better lives” despite our belief that peasant economy is a difficult and backward way of life. The introduction of capitalist models into the economics of poorer economies has caused serious disruption in family kinship networks, cultural integrity, and access to resources only available to the affluent.

The “supply and demand” rule, upon which capitalist economy is based, only includes those that can afford products. Those individuals who do not have the funds to purchase products have to go without. So, the claim that capitalism had gotten rid of breadlines and communist style waiting lists does not consider the fact that individuals who cannot afford basic needs, have no way in which to access them. Thus, waiting lines for medical treatment, bread, or housing, are eliminated by the simple fact that people without funds cannot have them. Rather than waiting in line for accessible products, people simply don’t wait at all and often die in the streets or find illegal means to access what they need. The “supply and demand” rule of capitalist economies only provides the wealthy with access and eliminates altogether the poor from the competition for resources.

Integrated Academic Reading/Listening/Writing

Question:

Summarize the points made in the lecture, explaining how they cast doubt on the points made in the reading. You can refer to the reading passage.

Independent Writing : 30 minutes

Read the question below, and then write your answer within the allotted time. Please submit your written answer with the rest of your course assignments:

Do you agree or disagree with the following statement? Use specific reasons and examples to support your answer:

Violence has increased in society due to violent programming on public television and in the movies.

Error Recognition and Sentence Completion Grammar Requirements

A. Subjects and Objects: Sentence Completion

Directions: Choose the one answer that completes each sentence properly.

1. _____ the women on the streets of Paris decided to rebel.
 - a) The bread was too expensive
 - b) Because the bread was too expensive
 - c) So bread cost a lot
 - d) The costly bread

2. In order to control the crowds, there must be _____ to maintain law and order.
 - a) a constant replenishment of officers
 - b) constantly officers
 - c) the replenish of office
 - d) constantly replenishing officers

3. In 1918 British parliament passed the Representation of the People Act giving women over the age of 30 _____.
 - a) vote rights
 - b) voting
 - c) the right to vote
 - d) right to vote

Error Recognition

Directions: Choose the one underlined part that is wrong.

4. On May 25, 1922, Vladimir Lenin he suffered a stroke
a b
that paralyzed his right arm and leg.
c d

5. People often overlook or dismiss a many benefits of acupuncture.
a b c d

B. Indirect Objects

Sentence completion

1. The waitress _____ the wrong food.
a) brought up
b) brought us
c) we brought
d) brought we
2. The professor _____ our final scores for the semester.
a) to us gave
b) us gave
c) for gave us
d) gave us

Error Recognition

3. The professor gave I the exam questions before the test.
a b c d
4. The lecture on Chinese civilization interested Lisa and we.
a b c d
5. The faculty expected they to impress the board.
a b c d

C. Appositives

Sentence Completion

1. The ancient Hittites used a hearth, _____, to smelt iron ore.
a) a primitive fire burning stove
b) of a fire burning stove
c) as if a primitive burning stove
d) it was a primitive burning stove
2. William Godwin, _____, married Mary Wollstonecraft in 1797.
a) sons of a Presbyterian minister
b) of son a Presbyterian minister

3. The _____ has engulfed the farming plots of the people.
- a) deluge water
 - b) waters of the deluge
 - c) many waters
 - d) deluge waters

Error Recognition

4. Parliament's plans have not included very variations in
a b c
its outline.
d
5. The indigenous peoples of North America have suffered
a b c
much hardships.
d

5. The indigenous peoples of North America have suffered
much hardships.
- a b c
d

G. Few, Little, Much, Many, Too, Very, Enough

1. The results of the investigation are not _____ and have to be redone.
 - a) enough completed
 - b) very completed
 - c) good enough
 - d) enough good
2. Laminaria has been known to lower blood pressure, cure stomach ulcers and protect against some cancers, but _____ include this nutrient in their diet.
 - a) few peoples
 - b) too little people
 - c) not enough people
 - d) little people

2. Laminaria has been known to lower blood pressure, cure stomach ulcers and protect against some cancers, but_____ include this nutrient in their diet.
- a) few peoples
 - b) too little people
 - c) not enough people
 - d) little people

3. _____has been conducted on the benefits of Botox, and so the majority of people do not heed the advice of those who question its safety.

- a) Much research
- b) Many researches
- c) Enough researches
- d) Very much research

Error Recognition

4. The expected deluge in the Yangtze's Three Gorges, to

a

b

be completed by 2009, will submerge much villages, farms and

C

d

historical sites.

5. Vastu shastra, an ancient Indian philosophy of interior and exterior

a

design, promotes the creation of an ideal environment that

b

corresponds with the astrological signs of family members, so as to

C

fend off many and few bad lucks as possible.

d

H. Verbs (tenses and auxiliaries)

Sentence Completion

1. The use of tables to show specific figures _____in column and row format unless there is an inclusion of illustrations in the report.

- a) should only be used
- b) used to only
- c) be should used
- d) be must used

2. Orders for discontinued items_____trickle in long after the items have ceased to be produced.

- a) may continue for

- b) may continue to
- c) continue may
- d) must for continue

3. The general practice of annual offers to the ancestors must include rice and sesame seed so as to ensure the dead relative _____ in limbo.

- a) will not exist
- b) didn't exists
- c) may live
- d) must not

Error Recognition

4. Mediterranean pine bark may be use to help restructure or
a b
heal damage to cartilage, muscles, and joints.
c d

5. In the 17th-century, Nicholas Culpeper is recommend the use of
a b
feverfew, a member of the chrysanthemum family, as a cure for
c d
migraine headaches, arthritis, and menstrual problems.

I. Present, Past and Present Perfect Participles Sentence completion

1. Encouraged by his parents to study medicine rather than music, Robodovsky _____ but performed his music secretly during the weekends.

- a) complete his degree
- b) completed his degree
- c) will complete his degree
- d) will have had completed his degree

2. Having implemented the program into the new system, Bobolo TECH _____ that the problems would be alleviated.
- a) feeling confident
 - b) will feels confident
 - c) felt confident
 - d) will have feel confident
3. _____ the first volume of the “Rise and Fall of the Roman Empire”, Gibbons realized that the series would take a lot longer than he had originally anticipated.
- a) Completed
 - b) Having completed
 - c) Had complete
 - d) Having had completing

Error Recognition

4. In 1640, Li Zicheng’s rebel troops has initiated their strategies to
a b c
bring down the Ming Dynasty.
d
5. The encoding and decoding of the messages has required more
a b
time and expertise than the authorities has originally anticipated.
c d

J. Verbals: Gerunds, Infinitives and Participals Sentence Completion

1. _____ the small villages of Samoa, Margaret Mead established her theories of adolescence that changed common notions of youth in North America.
- a) Travelling to
 - b) Travelled for
 - c) To travel for
 - d) To travel to

2. Having been arrested for speeding, and drinking and driving, the mayor realized he had no other option but_____.

- a) for resigning
- b) to resigning
- c) to resign
- d) for resign

3. Children introduced to mathematics at a young age develop strong_____ skills later on in their education.

- a) problem solving
- b) problems solve
- c) solving probleming
- d) solve problems

Error Recognition

4. The doctor agreed for writing a prescription for his patient.

a b c d

5. The members of parliament decided a voting for the bill despite
its deficiencies.

d

K. Passives

Sentence Completion

1. The right to vote _____ to women in Wyoming in 1890, but it was limited to those women who owned property and were over the age of 30.

- a) had granted
- b) have been granted
- c) was granted
- d) grant

2. Tamerlane, the great Mongol leader, _____ in India for establishing the Mogul Empire which is famous for beautiful architecture like the Taj Mahal.

- a) remembers
- b) remembering
- c) had remembered
- d) is remembered

3. The Indian sub-continent _____ by a series of empires from the fourth century BCE to the thirteenth century CE.

- a) was ruled
- b) ruled
- c) had rules
- d) has rules

Error Recognition

4. The computer system currently in use designed by

a

b

c

MicroCompcom.

d

5. Ten examples of translation projects is require by the board

a

b

in order for applicants to be considered for certification.

c

d

L. Main, Noun, and Subordinate Clauses

Sentence Completion

1. The American Civil War _____ the introduction of women into the work force.

- a) witnessed
- b) witnesses
- c) has witness
- d) witnessing

2. _____ become endangered means that countries have to incorporate protection laws.

- a) Some species
- b) For some species
- c) That some species
- d) Why some species

3. He described the five elements _____ in the curriculum.

- a) he wanted
- b) he wanting
- c) why he wanted
- d) which he want

Error Recognition

4. Because the building designs were attractive on blueprint, the
a b
engineers found serious flaws with the foundation of the building.
c d

5. Therefore, the country of Switzerland is politically neutral, many
a b
investors and businessmen feel more comfortable storing their money
c d
in Swiss banks.

M. Adjective Clauses/Relative Clauses Sentence Completion

1. Any of the answers _____ will be considered legitimate.
a) that students provide
b) who students provide
c) will students provide
d) why students provide

- ## Error Recognition

- ### N. Adjective Phrases/Adverb Phrases/Prepositional Phrases
- #### Sentence Completion

- 262

- c) with neon colour
 - d) of neon colour
3. Because the fibula of the right leg was broken, the doctor decided to forbid the player _____ the game.
- a) in continuing
 - b) on continue
 - c) from continuing
 - d) with continue

Error Recognition

4. The senator decided to confront the members of council
a b
in the problems concerning the bill before the holiday season.
c d
5. The sophomore presented her thesis by the conference to show
a b
her professor that she could do it.
c d

O. Conditionals: real/unreal Sentence Completion

1. If the bill doesn't pass in congress, the people_____.
- a) are revolt
 - b) is revolt
 - c) will revolt
 - d) was revolted
2. I wish _____ able to finish this experiment in time for the presentation so that I could attend the banquet with you.
- a) I was
 - b) I had
 - c) I will
 - d) I were

3. If he had been accepted to the art school of his choice, the history of the world _____ different.

- a) will be
- b) would have been
- c) will being
- d) would being

Error Recognition

4. The lawyer is continue on with his argument if the judge allows the evidence as support.
a b c d

5. The financial report will be finished by now if the employees hadn't had the flu all at the same time.
a b c d

P. Subject-Verb Agreement and Pronoun Agreement Sentence Completion

1. The faculty members _____ the dean's mission statement.
a) believes in
b) believe in
c) believing in
d) believment in

2. As she _____ protest against the British Parliament, the public will begin to take notice of her plight.
a) continued to
b) continuing for
c) continues her
d) continuing

3. The experimentation with animals for scientific research_____a
contentious issue for most animal rights groups.

- a) remain
- b) remaining
- c) remained
- d) remains

Error Recognition

4. Edgar Allen Poe's dark and mysterious stories continue to intrigues
a b c
young audiences around the world.
d

5. The engineering plans has some serious flaws that need
a b c
to be addressed.
d

Q. Adjective Word Order Sentence Completion

1. The _____ belief that aliens have visited our planet continues to be
an issue of great debate.

- a) unexplainable
- b) unexplaining
- c) insufficient
- d) inexplicable

2. The tidy and disinfected office space indicates that
the_____criminal may have neurotic tendencies.

- a) diluted
- b) delusively
- c) eluded
- d) elusive

3. Seventeen _____ reports are being carefully examined for grammatical and factual errors.

- a) thoroughly investigated
- b) thorough investigating
- c) throughly invested
- d) through investing

Error Recognition

4. The most deliberately attempts of homicide are considered the primary cases with which qualified investigators are expected spend their long hours.

d

5. The unpreparedly documents have landed on the strict advisor's desk.

d

R. Participial Adjectives/ Hyphenated Adjectives Sentence Completion

1. The _____ unit was causing a lot of problems for the manufactures.

- a) malfunctioned
- b) malfunction
- c) malfunctioning
- d) malfunctions

2. The _____ didn't have the energy to answer the professor's questions.

- a) bored students
- b) boring students
- c) boredly students
- d) board student

3. Many people feel that superstitions and astrological predictions are in fact variations of _____ prophesy.

- a) selffulfilled
- b) self-fulfilled
- c) selfly fulfill
- d) self-fulfilling

Error Recognition

4. The blue-eyed, brown-hairs supermodel tripped while walking
a b c
down the runway.
d

5. The hobby of making homemade explosives has become a
a b
serious problem for law enforcement throughout the United States.
c d

S. Adjective/Adverb Confusion Sentence Completion

1. The _____ designs of Gaudi can be seen throughout Barcelona.

- a) beauty architecture
- b) beautifully architecture
- c) beautiful architectural
- d) beauty architecturing

2. Professors in the history department require students to write their essays as _____ and quickly as possible.

- a) accurate
- b) accurating
- c) accurately
- d) accurated

3. _____ displays of heroism have freckled popular-history books, inspiring young men to join the marines, air-force and army.

- a) Outstanding
- b) Outstandly
- c) Outstended
- d) Outstendedly

Error Recognition

4. Upon ingestion of poisonous chemicals, individuals should

a

b

quick consume milk and then call a doctor or poison centre.

c

d

5. Because she preferred to have as much attention as possible,

a

b

the stunned actress requested a police escort to the red carpet event.

c

d

T. Negative Modifiers, Dangling Modifiers and Split Infinitives Sentence Completion

1. He _____ know any of the answers on the test.

- a) hadn't
- b) didn't
- c) not did
- d) no no

2. When it was announced that Pearl Harbor had been targeted, the United States government _____ the war.

- a) quickly prepared to enter
- b) prepared to quickly enter
- c) preparing quickly to enter
- d) prepared to enter quickly

Error Recognition

3. While walking through the gardens, the flowers it swayed

in the wind.

a

b

c

d

4. Though most departments provide psychological support, only the

psychology department is known to pay students for its troubles.

a

b

c

d

5. Although the adoption of capitalism was initially favoured by the

former Soviet states, only a small portion of residents have

to benefited financially from the transition.

a

b

c

d

U. Equatives, Superlatives, Comparatives Sentence Completion

1. Most people agree that money is _____ love in a marriage.

- a) as important as
- b) is important as
- c) like important
- d) much important as

2. Regular exercise and a well-balanced, healthy diet is _____ for maintaining and losing weight than dieting alone.

- a) most effective
- b) best effect
- c) more effectly
- d) more effective

3. The most important reason for choosing this company over the other is that it has the best record on Wall Street as well as the _____ books.

- a) more balanced
- b) most balanced
- c) balancedest
- d) balancer

Error Recognition

4. Among the mostest popular belief systems of the world, Islam can
be best understood through the observance of its Five Pillars.

5. Most people travelling through different countries find that eating different foods can be as satisfying like participating in intense sporting activities.

V. Conjunctions

Sentence Completion

1. Aside from offering students facilities in which they can cook, work out, and study, the school _____provides a laundry facility.

- a) as well
b) also
c) but
d) and

2. Neither the first ____ the second generation was able to resurrect their ideas from obscurity.

- a) nor
- b) or
- c) and
- d) but

3. The development of the industrialized nations has benefited the North American continent _____ continental Europe.

- a) but
- b) as well as
- c) though
- d) therefore

Error Recognition

4. We have to decide whether or not to go with Plan A nor Plan B.

a b c d

5. The University of Calgary contains the Department of Education,
a
b
the Department of Engineering, also the Department of Medicine.
c
d

W. Prepositions

Sentence Completion

1. The “tanacetum parthenium”, a medicinal plant used to ease migraine headaches, ____ Southern Europe.

- a) is native on
- b) is native to
- c) are native in
- d) nativism

2. If one applies tea tree oil directly____, healing will begin immediately.

- a) in a skins boils
- b) with a skin boiled
- c) to a skin boil
- d) through a skins boil

3. One of the most interesting trips a person can take is the Trans-Siberian railroad which starts _____ and ends in St. Petersburg.
- a) on Vladivostok
 - b) with Vladivostok
 - c) through Vladivostok
 - d) at Vladivostok

Error Recognition

4. The minister will have to respond to the allegations made to him.
- a b c d
5. Oxen are used by peasant farmers for tills their land .
- a b c d

X. Word Form, Word Choice and Parts of Speech Sentence Completion

1. The _____ participation of Eleanor Roosevelt during her husband's presidential term has inspired women around the world.
- a) remarkably influential
 - b) remarking influence
 - c) influentian
 - d) remark influential
2. The _____ heritage home stands on the corner of Cook Street and Pedergast.
- a) beautifuled reconstruct
 - b) beautiful reconstruction
 - c) beautifully reconstructed
 - d) beauty reconstruct
3. Einstein is known to have had _____ and writing problems as a young student.
- a) significantly reading
 - b) signified reading
 - c) significant reading
 - d) signaled read

Error Recognition

4. The intensely colours of dye used in the celebration of Holi,

often stain clothing permanently.

a b
c d

5. Lakshmi, the Hindu goddess of good fortune, is worshiped during

the festival of Diwali when she symbolly enters people's residences
and businesses.

a b
c d

Y. Redundancy and Parallel Structure

Error Recognition

1. The secretary's boss repeatedly told her to do the work

again and again.

a b c
d

2. The fatal car accident took the lives of the four office workers.

a b c d

3. It is important to re-read material again if you wish to remember the

facts for the test.

a b c
d

4. Immunization shots are not necessary nor required in order to visit

Canada, but it may be wise to do so.

a b c
d

5. The moisture and heat in the area caused a lot of condensation

and humidity problems for the engines.

a b
c d

Diagnostic Exam Answer Key



Answer Key

Listening Short:

- 1) b: "It wasn't so bad"
- 2) c: He has to make a reservation to use the computer
- 3) b: They are discussing her stage performance

Long Conversation

- 1) b: Student doesn't know if she has the pre-requisites for the class
- 2) d: Theory and history of anthropology
- 3) a: Student studied at a different university

Lecture/Conversation

- 1) b: "Mens rea" and "actus reus"
- 2) a: Intention and knowledge that you will carry out an illegal act
- 3) d: Not knowing that you have a specific and negative reaction to a drug or lack of drug

Lecture

- 1) d: Theories of how we learn languages
- 2) c: Innatism
- 3) a: Offer metaphor for innatism
- 4) a: Research and studies in other academic disciplines
- 5) b: Making a point
- 6) b: Study the material thoroughly

Reading #1

- 1) b: Attempt to teach apes human language
- 2) d: Unsuccessful because apes lack human DNA, not "a" because "a" is stated directly in the text
- 3) a: Nim copied his trainer
- 4) a: Vocal anatomy =vocal tract configuration
- 5) c: Apes couldn't construct human grammar
- 6) c: Ability to say 'mama, papa, cup'
- 7) b: Apes will never be able to communicate like humans because they lack human DNA

General Independent Speaking Rubrics

Speaker fails to respond	0
Limited response, loose connections Pronunciation difficulties Limited vocabulary range Unable to sustain speech	1
Addresses the task, but development is limited Pronunciation is understandable but requires effort Limited to adequate vocabulary range Limited elaboration	2
Clear, fluid expression Automatic use of grammar skills Coherent response though there are some mistakes Minor difficulties with pronunciation	3
Student fulfills the demands of the task Well-paced fluid expression Clear speech Effective use of vocabulary and grammar Coherence in regards to speech structure	4

General Integrated Speaking Rubrics

No response	0
Pronunciation problems Choppy with obscured meaning Limited grammar and vocabulary Minimal adherence to task	1
Relevant information missing Overall coherence is missing Listener effort to understand pronunciation Complex grammar contains errors Limited vocabulary range Incomplete answer	2

Clear response	3
Falls short of being fully developed	
Fluidity of expression	
Minor difficulties with pronunciation and grammar	
Effective use of grammar and vocabulary	
Contains relevant information	
Some incompleteness	

Fulfills demands of the task	4
Fully developed	
Fluid speech	
Clear progression of ideas, near native speaking fluency	
Minor omissions	

General Writing Rubrics: Independent

Does not stay on topic or is blank	0
------------------------------------	---

Underdeveloped structure	1
No detail, support, or examples	
Serious and frequent errors	

Limited structure development	2
Disorganized	
Inappropriate examples, details and support	
Inappropriate word choice	
Many errors	

Addresses the topic well	3
Somewhat developed explanations, support and detail	
Some lack of clarity	
Accurate though limited range of vocabulary and grammar	

Topic is well addressed	4
Well organized in general	
Support, examples and details are relevant	
Fluidity, facility with the language	
Occasional errors	

Addresses the task	5
Well organized and developed	
Correct use of a variety of complex grammar structures	
Coherent	
Very minor errors	

General Writing Rubrics: Integrated

Off topic or no response	0
No coherence, no structure	1
Language level very low	
Misrepresentation of ideas	2
Omission of relevant issues and details	
Serious language errors that affect meaning	
Oriented to the task	3
Vague and unclear meaning	
Imprecise connections	
Omission of major or key points	
Inaccurate or imprecise	
Frequent errors in grammar and vocabulary usage	
Generally very good	4
Selected important elements	
Coherent	
Minor omissions	
Minor language errors	
Good use of complex grammar and vocabulary	
Excellent connection between ideas	5
Coherent	
Accurate	
Well organized	
Excellent use of complex grammar and vocabulary	
A few minor language errors	

Structure Answer Key

Subjects and Objects

- 1) b: Because the bread was too expensive
- 2) a: a constant replenishment of officers
- 3) c: the right to vote
- 4) b: suffered
- 5) c: the many

Indirect Objects

- 1) b: brought us
- 2) d: gave us
- 3) b: gave me
- 4) d: Lisa and me
- 5) b: expected them

Appositives

- 1) a: a primitive fire-burning stove
- 2) d: the son of a Presbyterian minister
- 3) b: MIT professor
- 4) b: invented by
- 5) c: regulates

Embedded Questions

- 1) c: why he is
- 2) a: what kinds
- 3) d: how often
- 4) b: recall "how"
- 5) c: how to process

Plurals, Articles and Demonstratives

- 1) a: The
- 2) c: people
- 3) b: This collection
- 4) a: Men and women
- 5) c: skin burns

Countable and Uncountable Nouns

- 1) c: too much homework
- 2) d: educational systems
- 3) a: deluge water

- 4) c: many variations
- 5) d: many hardships

Few/Many/Much/Too/Very/Enough

- 1) c: not good enough
- 2) c: not enough people
- 3) a: Much research
- 4) d: many villages
- 5) d: as much bad luck

Verbs(Tenses and Auxiliaries)

- 1) a: should only be used
- 2) b: may continue to
- 3) a: will not exist
- 4) a: may be used
- 5) b: recommended

Present, Past, Present Perfect Participles

- 1) b: completed his degree
- 2) c: felt confident
- 3) b: Having completed
- 4) b: initiated
- 5) d: had originally

Verbals: Gerunds, Infinites

- 1) a: Travelling to
- 2) c: to resign
- 3) a: problem solving skills
- 4) c: to write
- 5) b: to vote

Passives

- 1) c: was granted
- 2) d: is remembered
- 3) a: was ruled
- 4) c: was designed
- 5) b: is required

Main, Noun and Subordinate Clauses

- 1) a: witnessed
- 2) c: That some species
- 3) a: he wanted
- 4) a: Despite the fact that the
- 5) a: Because the country

Adjective Clauses and Relative Clauses

- 1) a: that students provide
- 2) c: who were imprisoned
- 3) c: is what
- 4) b: that continue
- 5) b: that have been undertaken

Adjective Phrases

- 1) c: on the solar energy
- 2) d: of neon colour
- 3) c: from continuing
- 4) c: with the problems
- 5) b: at the conference

Conditionals: real and unreal

- 1) c: will revolt
- 2) d: I were
- 3) b: would have been
- 4) a: will continue
- 5) a: would be finished

Subject Verb Agreement

- 1) b: believe in
- 2) c: continues her
- 3) d: remains
- 4) c: continue to intrigue
- 5) b: have some

Adjective Word Order

- 1) d: inexplicable
- 2) d: elusive
- 3) a: thoroughly investigated
- 4) a: The most deliberate

- 5) a: The unprepared

Participial Adjectives/Hyphenated Adjectives

- 1) c: malfunctioning
- 2) a: bored students
- 3) d: self-fulfilling
- 4) b: brown-haired
- 5) b: homemade

Adjective/Adverb Confusion

- 1) c: beautiful architectural
- 2) c: accurately
- 3) a: Outstanding
- 4) c: quickly consume
- 5) c: stunning actress

Negative Modifier, Dangling Modifier, and Split Infinitives

- 1) b: didn't
- 2) a: quickly prepared
- 3) c: the flowers. This sentence is an example of a dangling modifier, it is incomplete and is grammatically incorrect. If students noticed this, give them a pat on the back.
- 4) d: students for their troubles
- 5) d: benefited financially

Equatives, Comparatives, Superlatives

- 1) a: as important as
- 2) d: more effective
- 3) b: most balanced books
- 4) a: the most popular
- 5) d: as satisfying as

Conjunctions

- 1) b: also
- 2) a: nor
- 3) b: as well as
- 4) d: Plan A or
- 5) d: and the Department

Prepositions

- 1) b: is native to
- 2) c: to a skin boil
- 3) d: at Vladivostok
- 4) d: about him
- 5) c: to till

Word Form, Word Choice, Parts of Speech

- 1) a: remarkably influential
- 2) c: beautifully reconstructed
- 3) c: significant reading
- 4) a: intense colours
- 5) d: symbolically

Redundancy and Parallel Structure

- 1) d: "again and again" is not necessary
- 2) a: fatal = took the lives
- 3) b: re-read implies "again"
- 4) b: not required = not necessary
- 5) c: humidity = moisture and heat

Chapter 12:

Assignments



Overview of Assignments

This chapter lists the assignments that you must hand in to Global TESOL College. The required assignments include 58 written questions categorized by topic, 5 detailed lesson plans, 1 essay (half of a page in length), and 1 diagnostic exam.

Please type your assignments. If you do not have access to a computer or typewriter, write the assignments on loose-leaf paper in clear, legible handwriting.

Answer the written questions with full sentences, explanations, and brief examples to illustrate your points. Do not answer verbatim from the text, but try to incorporate the book's main ideas with your own knowledge in your own words.

The essay will be scored according to an analytic rating scale. Markers will be looking for content, clear understanding of material, organizational skills, correct grammar and spelling, and overall appearance.

For the lesson plans, remember to include detailed explanations, examples, samples of materials you would use (articles, worksheets), and clear language objectives. Use the standard lesson plan template provided on the following page.

The final assignment consists of completing a diagnostic test. Remember to have a watch or clock nearby so you can time yourself. Treat the diagnostic test like a real exam without distractions, or flipping through the rest of the book to look for help. When you have completed all sections of the diagnostic test, you will check your answers with those found at the end of the diagnostic test section, and give yourself a score for every section **with the exception of the writing and speaking sections**. Please submit for evaluation your written answers for the writing and speaking sections with the rest of your course assignments.

Assignment Lesson Plan Template

Pre-Planning:

Topic:

Level:

Age:

Time:

Skills:

Objectives:

Methodology:

Resources:

In-Class:

Warm Up:

Review:

Pre-task:

Teaching:

Task:

Task:

Follow-up:

Homework:

Assignment 1: Introduction to the TOEFL

Using information from the text and from your own experience, answer the following questions with complete sentences. Briefly explain your response, or use an example to illustrate your answer.

1. What is the TOEFL exam?
2. Explain the main differences between the PBT, CBT and iBT exams. Create a chart or table comparing the three exam types and how they are written.
3. When writing the CBT, what option do students have regarding the written portion of the exam?
4. What are some of the challenges when teaching a TOEFL Preparation course?
5. The iBT is an integrated exam. What does this mean?

Assignment 2: Preparing to Teach the TOEFL

Using information from the text and from your own experience, answer the following questions with complete sentences. Briefly explain your response, or use an example to illustrate your answer.

1. How can a diagnostic exam be used in class and how often should it be used?
2. How can a teacher address the issue of proficiency and level variation in one class?
3. What are some ways in which you can motivate students to become more responsible for their own development?
4. What does it mean to “transfer power” to students?
5. What cultural factors could affect the class?
6. Why is consistency an important element to consider when teaching a TOEFL Preparation class?

Assignment 3: The Parts of the TOEFL

Using information from the text and from your own experience, answer the following questions with complete sentences. Briefly explain your response, or use an example to illustrate your answer.

1. What are the four sections of the CBT/PBT tests? Briefly describe each.
2. What are the two main ways in which the PBT and CBT test grammar knowledge?
3. How do the questions on the structure portion of the test differ between the CBT and PBT? Compare and contrast.
4. How much time do CBT and PBT test writers have to plan, write and edit the written portion (TWE) of the test?
5. What are the four sections in the iBT TOEFL exam? Briefly describe each.
6. What kinds of topics are students expected to elaborate on in the writing section?

Assignment 4: Creating and Using a Course Syllabus

Using information from the text and from your own experience, answer the following questions with complete sentences. Briefly explain your response, or use an example to illustrate your answer.

1. What is a syllabus?
2. What information should be included in a syllabus?
3. What are the seven syllabus types elaborated on by Jeremy Harmer? Give a brief description of each type of syllabus:
 - a)
 - b)
 - c)
 - d)
 - e)
 - f)
 - g)
4. What are the four questions raised by Michael Breen that should be addressed when creating a syllabus?
5. What kinds of jargon should be the focus when teaching vocabulary?
6. What kinds of subjects will students encounter in the listening section?

7. With what level of grammar should the TOEFL teacher be familiar?
8. What are some of the skills students must utilize in the reading section?
9. What skills should a student be able to display in the writing section of the exam?
10. How many integrated tasks are in the speaking section? Explain.

Assignment 5: Reading Skills

Using information from the text and from your own experience, answer the following questions with complete sentences. Briefly explain your response, or use an example to illustrate your answer.

1. What is active reading?
2. Why should a teacher practice timed readings in class?
3. How can a teacher teach vocabulary from context?
4. What are text frames, and how can they be used in class?
5. How can we teach students to predict content?
6. How can you integrate reading skills with other skills in your lesson plan?
7. **Lesson Planning:** Create a 60-minute lesson plan that focuses on the reading skill. Choose clear language objectives and use the lesson plan template found at the beginning of this section.

Assignment 6: Writing Skills

Using information from the text and from your own experience, answer the following questions with complete sentences. Briefly explain your response, or use an example to illustrate your answer.

1. Why is teaching essay format important in a writing lesson?
2. Why should students create a grammar checklist in a writing class?
3. What is the purpose of teaching rapid/free writing?
4. What kind of essay questions will students encounter in the iBT exam?
5. What are some ways in which the teacher can teach note-taking in class?
6. What is the difference between summarizing and paraphrasing?
7. **Lesson Planning:** Write a 60-minute lesson plan focused on the writing skill. Choose clear language objectives and use the lesson plan template found at the beginning of this section.

Assignment 7: Listening Skills

Using information from the text and from your own experience, answer the following questions with complete sentences. Briefly explain your response, or use an example to illustrate your answer.

1. What kinds of contexts will students have to be familiar with in regards to the listening portion of the exam?
2. How can a teacher teach the relevance of intonation and stress?
3. What are some materials a teacher can use to train students in the skills needed for the listening portion of the exam?
4. How can a teacher integrate the listening portion of the exam with the other skills of the exam?
5. **Lesson Planning:** Write a 60-minute lesson plan focused on the listening skill. Choose clear language objectives and use the lesson plan template found at the beginning of this section.

Assignment 8: Speaking Skills

Using information from the text and from your own experience, answer the following questions with complete sentences. Briefly explain your response, or use an example to illustrate your answer.

1. On which pronunciation skills does the exam focus?
2. What are some ways in which a teacher can train students to speak within a time limit, under pressure?
3. How can brainstorming, formatting and planning be utilized when teaching speaking skills?
4. How can note-taking be integrated into a speaking lesson?
5. Why should a teacher integrate all the skills with a speaking lesson?
6. **Lesson Planning:** Write a 60-minute lesson plan focused on the speaking skill. Choose clear language objectives and use the lesson plan template found at the beginning of this section.

Assignment 9: Structure and Grammar

Using information from the text and from your own experience, answer the following questions with complete sentences. Briefly explain your response, or use an example to illustrate your answer.

1. What are the two types of structure and grammar questions found in the CBT and PBT exams?
2. How are structure and grammar evaluated in the iBT exam?
3. What are two ways in which you can teach grammar and structure to those students who intend to write the CBT or PBT exams? To those students who intend to write the iBT exam?
4. How can you integrate a grammar lesson with each of the four skills: listening, speaking, reading and writing?
5. **Lesson Planning:** Write a 60-minute lesson plan focused on relative clauses for all four skills. Choose clear language objectives and use the lesson plan template found at the beginning of this section.

Assignment 10: Assessment and Evaluation

Using information from the text and from your own experience, answer the following questions with complete sentences. Briefly explain your response, or use an example to illustrate your answer.

1. How is the CBT grammar and structure portion of the exam scored differently from the PBT exam?
2. How is the written portion of the CBT and PBT exams scored and to what section of the exam is the score added?
3. In the speaking section of the iBT, on what do the exam criteria focus and how are these criteria evaluated?
4. Why should the teacher assess student progress regularly?
5. Why should teachers evaluate themselves while teaching the TOEFL preparation course? How can they do this?

Assignment 11: Diagnostic Exam

Complete the following exercises:

1. Write the diagnostic exam found in the previous section of this textbook using the answer sheets provided at the beginning of the diagnostic test section. Remember to time yourself, and then check your answers when you have completed the test in full. Submit your self-corrected listening, reading, and grammar answer sheet with your course assignments and scores. Do **not** write a score for the writing or speaking sections as the marker will evaluate these sections with the rest of your course assignments.

Overall time_____

Listening time_____

Score ____/15

Reading time_____

Score____/ 7

Writing time_____

Score ____/60

Speaking time_____

Score____/60

Grammar/Structure time_____

Score____/125

Total Score____/267

2. Write a brief essay (half of a page) discussing what feelings you experienced while writing the exam. Discuss how your experience writing the exam will affect how you conduct your TOEFL preparation course.

3. Where are your weaknesses in the grammar/structure section? Make a list of your grammar strengths and weaknesses. For each grammar/structure weakness, write down the grammar concept and at least three examples of that particular grammar notion for your future reference.

Glossary



A

Active Reading: students circle, underline, and take notes on the text and on the side of the text while reading it.

Affricatives: sound produced by a complete obstruction of airflow followed by a slight release, e.g., ch.

Alveolar: sounds created by the tongue making contact with the alveolar ridge (the small, bony ridge just behind the upper front teeth).

Argument Essay: a style of essay where a writer takes a particular stance in regards to a topic, and attempts to convince the reader to their point of view using examples and proof to back up their claim.

B

Benchmarks: 12 curriculum definitions created by the Canadian Government stating what students should be able to accomplish at 12 different levels in all skill areas.

Brainstorming: a word and idea association technique that helps provide students with ideas concerning a particular topic.

C

CBT: computer-based test. Students write their TOEFL exams on computer.

Cornell Method: a note-taking method that requires students to divide their page in two, writing lecture notes on one side and reading notes on the other side so as to aid in a comparative and contrast analysis.

Curriculum: an overall checklist of material that is to be taught at each level of a given educational program. Usually a curriculum is contrived and set by authoritative educational groups, such as provincial governments or other educational institutions. A curriculum states what students are required to learn throughout an entire educational program, usually lasting several years.

D

Diagnostic Exam: an exam that tests and assesses the level of students prior to, or after a course.

Dental: in reference to teeth; making a sound using the teeth.

Digression: when someone goes off topic during a speech.

E

Error Recognition: a portion of the structure test that requires students to recognize errors in given material.

ETS: Educational Testing Services. The organization that owns and administers the TOEFL exam throughout the world.

Explanatory Essay: a type of essay in which the writer explains a given topic or situation so as to inform the reader rather than to convince the reader.

Expressive Essay: a type of essay in which a writer expresses their own feelings, point of view or personal experience in essay format.

Extended Reading: readings that are very long and require focused concentration to completely comprehend.

F

Fricatives: sounds produced by a near obstruction of the airflow so that friction is produced, e.g., f, v, th.

Functional: pertaining to function: getting something accomplished.

G

Glides: sounds produced by contracting the vocal tract slightly more than for vowels, e.g., w, y.

Glottal: a sound produced by the glottis; the space between the vocal chords. This sound is not used in oral English.

Graph Method: using graphs, arrows, signs and circles during note-taking.

I

iBT: Internet-based test. Students write their TOEFL exams via the internet. Answers are immediately recorded digitally and transferred to a marker.

Idioms: sentences which are culturally relevant, which have a particular meaning that does not necessarily relate to grammatical understanding or syntactic formation: “he’s bummed out”, “she’s dressed to the nines”.

Insinuate: to add additional meaning to a statement or phrase that is not grammatically evident in the sentence itself. An insinuation is a suggestion of perspective or opinion embedded within a grammatically coherent statement.

Integrated: putting two or three different elements together into one format.

Intonation: the use of voice tenseness or melodic methods to alter the grammatical meaning of a statement.

J

Jargon: specific words that relate to a given field of study. For example, the field of political science has certain words that are used within that field. Such words are well-known to people who study political science, but are not well-known and rarely used by people who do not study political science, e.g., “intergovernmental”. Jargon also refers to words that are used within certain groups of people who interact in a given area such as campus jargon: TA (teacher assistant).

K

Keyword or Phrases Method: writing down key/main words and phrases during note-taking so as to remember the contents of a lecture.

L

Labial: sounds pertaining to the lips.

Lesson Plan: a teacher's specific plan for teaching a particular subject on a particular day.

Lexical: pertaining to vocabulary.

Linguistics: the scientific study of language.

Liquids: consonant sounds produced by the obstruction of airflow that is less narrow than a stop or a fricative, e.g., r, l.

LSAT: Law School Admissions Test. A required entrance exam for admission into law school.

M

Manner of Articulation: the way in which sounds are made in the oral cavity, referring to either vibrations of the larynx or lack of vibrations.

Mind Mapping: a form of brainstorming in which students write down word and idea associations in a map format to assist with the organizational structure of an essay or story.

Morpheme: smallest meaningful sound unit of language; sometimes a root word. Can be classified as bound or free. The letter “s” is a morpheme as it can change the meaning of a word to plural or possessive.

Multiple Choice Exam: an exam format which requires students to choose one answer from a choice of 4 or 5 possible answers.

N

Nasals: sounds pertaining to the velum raised at the back of the throat.

O

Organizational Paragraph Pattern Method: note-taking method that reflects the way the students would actually write their essays, featuring an introduction, body, and conclusion.

P

Palatal: a mouth sound involving the palate (the roof of the mouth separating the mouth from the nasal cavity).

Paraphrase: restating concepts expressed in a referred work, using original words, without rewriting the original piece, using the same words, or sentence format.

PBT: paper-based test. Students write their TOEFL exams on paper, filling in the corresponding blanks on a multiple choice sheet.

Pharyngeal: sound pertaining to the area between the larynx and uvula (not used in English).

Phoneme: an individual sound that is often represented by a single letter or phonetic representation.

Place of Articulation: the location within the oral cavity from which we produce sound. For example: through the teeth, at the back of the throat, etc.

Pragmatics: the culturally recognized variations of behaviour and use of appropriate language to reflect the context of a situation and the variation of status within a given group.

Process Writing: a writing theory where students go through a series of steps prior to handing in a completed work. Students may go through the steps several times. Steps include: brainstorming, planning, drafting, editing, drafting, editing, publishing, and sharing.

Pro/Con Essay Type: an essay type that discusses the positive and negative aspects of a given topic.

R

Rapid Reading: students read as quickly as possible through a text, looking for keywords rather than attempting to take in every single word of the text.

S

Scaffolding: teaching writing, reading and grammatical skills in small, but corresponding progressive steps. The teacher begins with simple concepts, and adds more (and corresponding) concepts so as to build (scaffold) a set group of information. The teacher may begin by teaching indentation one day, the use of commas in dates the next day, capitalization of days the third day, etc.

Scanning: reading material very quickly while looking for key or important words, which refer to detail or proof.

Semantics: the study of sentence meaning and meaning of words.

Situational: pertaining to a situation or context: at the store, in the bank.

Skimming: reading through material very quickly, usually to get a general idea of topic.

Stops: sounds pertaining to the obstruction of the air flow when speaking.

Syntax: a formal linguistic category that studies the word order and grammatical rules of sentence construction.

Summarize: the process in which a student/writer re-states the important elements of a piece in a shorter format than the original piece referred to.

Suprasegmental: elements of a statement, essay or form of communication that are not grammatically, syntactically, or physically

evident, but may alter the meaning of a statement through other means such as intonation, tone, and body gestures.

Syllabus: a plan constructed by the teacher detailing what material will be taught within a given period of time for a course. A syllabus states the amount of material a teacher will teach within the time frame of the course.

T

Task-based: a teaching method based on doing tasks and accomplishing goals, such as creating a design, transferring buses, or reading a map.

Template: a handout sheet that provides a graph or picture that relates to the material being covered in class. A template may simply be a dateline upon which students have to write the events that took place at specific time periods. A template may also be a Venn Diagram or pie chart that students have to fill with relevant information.

Text Frames: an educational devise to help students summarize or understand the contents of a story or essay. The text frame provides a frame in which students can fill in the required answers pertaining to a specific story covered in class. The text frame may include limited information to help the student along with filling in relevant information for an essay, e.g.: The author's name is..., the story is about..., the main character is....

TOEFL: Test of English as a Foreign Language. The exam that non-native English speakers write as part of their application to North American universities, for example.

TOEIC: Test of English for International Communication. Owned and administered by Educational Testing Services.

Topic-based: composition based on a topic such as pollution, the environment, gender.

Transitional Words: words that help make a transition between ideas or sentences. Transitional words include: however, therefore, but, then, nevertheless etc.

TWE: Test of Written English. The computer-based TOEFL exam automatically includes this, whereas paper-based TOEFL exam takers must register for the TWE when they register for the PBT, but still write it as a section of the TOEFL.

U

Uvular: sound pertaining to the far back part of the throat (not used in English, but often featured in French).

V

Velar: sounds produced when the back of the tongue touches the velum (the fold at the back of the hard palate that partially separates the mouth and pharynx).

Vocabulary: words, often categorized by topic.

Voiced: a kind of phoneme that requires the vibration of the larynx, e.g., p, g.

Voiceless: a kind of phoneme that does not vibrate the larynx, e.g., b, k.

Vowel Sounds: the sounds made using vowels. This does not necessarily mean the vowel symbols themselves, but the variety of sounds a symbol represents. For example, the letter “A” has many sounds in English, but the letter “A” is simply a symbol of those many sound variations. The sound variations are called “phonemes”.

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Course Evaluation Form: Correspondence Students

Teaching TOEFL Preparation, Global TESOL College Corp.™

Name: _____

Completion Date: _____

For statements 1-10, please rate each from 1 (poor) to 5 (excellent):

1. I thoroughly enjoyed this course.	
2. The course offered good value in materials and instruction compared to other institutions I have attended, or other correspondence courses I have taken.	
3. The course material was well prepared and clear.	
4. The quality of information was high.	
5. The website was easily accessible.	
6. The assignments were easily accessible.	
7. The office staff answered all my questions and met all of my pre-course needs.	
8. The course had a good blend of practical and theoretical information.	
9. I felt confident using the online registration form.	
10. The office staff was courteous, helpful, and co-operative.	
<p>11. How did you find out about this course? (please circle)</p> <p style="text-align: center;">Book Past Graduate Recruiter Online Friend Poster Family</p> <p>Newspaper (name): _____</p> <p>Internet (where): _____ Other: _____</p>	
<p>12. Comments or suggestions to improve this course:</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>13. In one or two sentences, what did you like most about this course or our college?</p> <p>_____</p> <p>_____</p>	

Course Evaluation Form: Online Students

Teaching TOEFL Preparation, Global TESOL College Corp.™

Name: _____

Completion Date: _____

For statements 1-10, please rate each from 1 (poor) to 5 (excellent):

1. I thoroughly enjoyed this course.	
2. The course offered good value in materials and instruction compared to other institutions I have attended, or other online courses I have taken.	
3. The course material was well prepared and clear.	
4. The quality of information was high.	
5. The website was easily accessible.	
6. The assignments were easily accessible.	
7. The office staff answered all my questions and met all of my pre-course needs.	
8. The course had a good blend of practical and theoretical information.	
9. I felt confident using the online registration form.	
10. The office staff was courteous, helpful, and co-operative.	
<p>11. How did you find out about this course? (please circle)</p> <p>Book Past Graduate Recruiter Online Friend Poster Family</p> <p>Newspaper (name): _____</p> <p>Internet (where): _____ Other: _____</p>	
<p>12. Comments or suggestions to improve this course:</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>13. In one or two sentences, what did you like most about this course or our college?</p> <p>_____</p> <p>_____</p>	

Appendix:

Global TESOL College Courses



Appendix – Table of Contents

About Global TESOL College	325
Global TESOL College: Program and Course Summaries	326
TESOL Programs.....	327
Program 1	328
Program 2	329
Program 3	330
TESOL Foundation and Specialization Courses.....	331
Foundation TESOL Certification Course	332
Graduate TESOL Course.....	334
Independent Study Elective.....	335
Teaching Adolescents English	336
Teaching Adults English.....	337
Teaching Business English	338
Teaching Children English	339
Teaching English with Computers.....	340
Teaching ESL Locally	341
Teaching Grammar	342
Teaching Legal English.....	343
Teaching Medical English	344
Teaching TOEFL Preparation	345
Teaching Tourism English.....	346
TESOL for Non-Native English Teachers.....	347
TESOL Practicum	348
Tutoring English	349
Franchise Opportunities and Contact Information.....	350

Website: www.globaltesol.com

E-mail: tesol@globaltesol.com



About Global TESOL College

**1994-2005
11 Years of Excellence**

“Global TESOL College...The world leader in English teacher certification.”

Global TESOL College was established in 1994. We developed the original “TESOL Certification Program” in North America. As a result of our international reputation, solid training, and honest service, our program has quickly become the most popular and recommended program by employers worldwide. Our international headquarters is based in Edmonton, Canada, and we currently have a staff of over 50 dedicated TESOL professionals working in branch college training centres around the world.

All of our graduates have access to our international network of affiliate schools, recruiters, ESL teachers, and TESOL advisors. Whether you are new to the field or you are an experienced ESL teacher who is adding extra credentials to your portfolio, we guarantee that our programs will benefit you and your future.

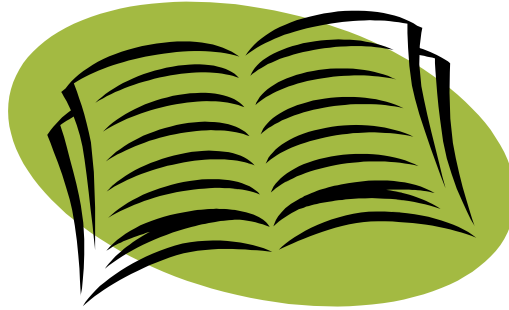
We also offer custom-designed programs, consulting services, and franchise opportunities worldwide. Contact us for details.

Global TESOL College Professional Designations and Memberships:



**GLOBAL TESOL COLLEGE
TRANSFORMING YOUR DREAMS INTO REALITY**

Global TESOL College: Program and Course Summaries



The following pages of this appendix provide an overview of our programs and courses. They are provided to assist you in choosing the program which best suits your needs. We have knowledgeable TESOL Advisors worldwide who are happy to assist you further, so feel free to contact us today for more information.

Toll-free Phone (North America): 1-888-270-2941 (Open 7 days a week)

International Direct Phone: (780) 438-5704

International Head Office E-mail: tesol@globaltesol.com

International Website: www.globaltesol.com

“TESOL” is the acronym for:

“Teachers of English to Speakers of Other Languages”

OR

“Teaching English to Speakers of Other Languages”

TESOL Programs

Global TESOL College is pleased to offer three world standard TESOL Programs. Custom-design a personalized study plan to help you enter an exciting and booming global industry. Choose the program that best complements your employment, travel and academic objectives.

- Each TESOL Program begins with our world-renowned 60-hour Foundation TESOL course. Then, you may choose from 1, 3 or 9 of our comprehensive 60-hour Specialization Courses, depending on which Program you select. You may upgrade to a higher level Program at any time.
- Every one of our three Programs qualifies you for our overseas **JOB GUARANTEE** while offering its own unique advantages.
- Our “Certificate Program” is designed for individuals who desire to travel and teach English internationally or locally. We offer the most practical, comprehensive and innovative Certificate Program available – popular for people ready for a life-changing year or two abroad.
- Our “Diploma Programs” are designed for those who love language teaching and desire to excel in this exciting, lucrative field. Pursue a short- or long-term English teaching career. Elevate your credentials, employment options and pay with a Global TESOL College Diploma. Why wait? Start today and reap the benefits.



TEACH ENGLISH WORLDWIDE

INVEST IN THE BEST – INVEST IN YOU! – WITH GLOBAL TESOL COLLEGE

Program 1

Credential: Advanced TESOL Certificate

Program Description:

- Two 60-Hour Courses (*A total of 120 hours of study*)

Part 1:

- 60-Hour Foundation TESOL Course

Part 2:

- One 60-Hour Specialization Course (*16 to choose from*)
-

Program Benefits:

- Awards you with world standard English teacher credentials.
- Equips you with the confidence and skill to travel and teach English worldwide.
- Reinforces your teaching and leadership skills while increasing your knowledge of the English language.
- Provides you with the best resources, plus all the support you will need to successfully have the experience of a lifetime – teaching English abroad.
- Qualifies you for our overseas **JOB GUARANTEE**.

**Choose from 1,000's of Jobs in our Graduate Centre...
Begin Your Adventure with Global TESOL College TODAY**

We Help You Every Step of the Way!

How to Register:

Call our International Head Office in North America:

(780) 438-5704 (International Direct) or
1-888-270-2941 (Toll-free in North America)

E-mail: tesol@globaltesol.com

Or Visit our International Website: www.globaltesol.com

Program 2

Credential: Advanced TESOL Diploma

Program Description:

- Four 60-Hour Courses (*A total of 240 hours of study*)

Part 1:

- 60-Hour Foundation TESOL Course

Part 2:

- Three 60-Hour Specialization Courses (*16 to choose from*)
-

Program Benefits:

- Awards you with impressive, solid and distinguished English teaching credentials.
- Schools commonly base your position, pay, and benefits on your credentials – prestigious employment opportunities are given to those with higher level certification.
- Expands your knowledge and teaching abilities; learn to facilitate English classes with ease and confidence.
- Qualifies you for our overseas **JOB GUARANTEE.**

**A Worthwhile Upgrade...More Pay and a Better Job with our
Advanced TESOL Diploma**

How to Register:

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E-mail: tesol@globaltesol.com

Or Visit our International Website: www.globaltesol.com

Program 3

Credential: Professional TESOL Diploma

Program Descriptions:

- Ten 60-Hour Courses (*A total of 600 hours of study*)

Part 1:

- 60-Hour Foundation TESOL Course

Part 2:

- Nine 60-Hour Specialization Courses (*16 to choose from*)
-

Program Benefits:

- Awards you with internationally acclaimed “Professional” English teaching credentials.
- As an English teaching expert, you will be sought after in a multitude of teaching environments due to the booming TESOL industry.
- Work in the most esteemed and lucrative teaching positions offered worldwide, with opportunities at the college or university level, as well as in a broad range of specialized English teaching fields.
- Qualifies you for our overseas **JOB GUARANTEE**.

Invest in a Career with Excellent Returns...
Take Charge of Your Career with a Professional TESOL Diploma

How to Register:

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1-888-270-2941 (Toll-free in North America)

E-mail: tesol@globaltesol.com

Or Visit our International Website: www.globaltesol.com

TESOL Foundation and Specialization Courses

The following pages are an overview of the courses offered by Global TESOL College. They are provided to assist you in choosing the courses that are right for you.

- Our **Foundation TESOL Course** is offered in-class, online, or by correspondence.
- All of our **Specialization Courses** are offered online or by correspondence.
- Your assignments are hand-marked by a qualified TESOL Instructor who will provide you with individual feedback and suggestions for improvement.
- As a correspondence or online student, you will have access to a personal tutor who is available via e-mail or by telephone to answer any questions you may have about the course work, or about teaching English overseas.

(Our **Foundation TESOL Course** can also be completed in class over an intensive five-day period. Check our website, www.globaltesol.com, for the course date and location nearest you.)

The World's Leader in Employment-Focused TESOL Courses... Embark on Your Exciting New Career Today!

We have knowledgeable TESOL Advisors worldwide who are happy to assist you further with your course selection. Feel free to contact us at any time for more details.

How to Register:

Call our International Head Office in North America:

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1-888-270-2941 (Toll-free in North America)

E-mail: tesol@globaltesol.com

Or Visit our International Website: www.globaltesol.com

Foundation TESOL Certification Course

The World's Leading Certificate Course for Teaching Conversational English Worldwide.
Start Prepared and Teach with Confidence!

60-Hour Certificate Course Available In-Class, Online or by Correspondence



Course Overview:

Teaching conversational English from a North American perspective, TESOL has become an industry with global demand. Countries in South America, Europe, Africa, the Middle East, and Asia require an ever-increasing number of trained English teachers. Our Foundation 60-hour TESOL Course contains units on every aspect of language acquisition, as well as a real teaching opportunity in a simulated teaching environment, and all the job search information you will ever need (plus more) to find that perfect job overseas.

Course Content:

Our Foundation 60-hour TESOL Course tuition includes our three useful manuals. Examples of the material covered in each unit are provided below.

- **Approaches, methods and techniques:** Student biography exchange, micrologues, macrologues, the Dynamic Method.
- **Lesson planning:** Lesson plan templates, useful tips and suggestions, course outlines, syllabus, games in the classroom.
- **English levels:** Pre-beginner, intermediate, upper intermediate, advanced.
- **Teaching presentations:** Planning, preparing, and presentations.
- **Using music in the classroom:** Music pedagogy, music theory, steps for teaching a song, songs with lyrics, songs for the classroom, adapting songs for content retention, using instrumental music, cloze exercises.
- **Using video in the classroom:** Video materials for the classroom, audio-lingual visual response method, lesson samples.
- **Listening comprehension:** Listening exercises, common reductions, other various exercises.

- **Vocabulary retention:** Techniques for teaching vocabulary, common words, English as a Foreign Language (EFL), English vocabulary derived from other languages, slang, expanding vocabulary, exercises.
- **Teaching children:** Classroom management, classroom trust, role-play, games for children.
- **Teaching adults:** Methods for teaching adults, activities, and resource materials available.
- **Pronunciation:** Techniques, voiced vs. unvoiced sounds, pronunciation rules, speech production, articulation, International Phonetic Alphabet, exercises, tongue twisters, rhythm, stress, emphasis, and common errors.
- **Linguistics:** Aspects of linguistics, the history and fields of study of phonetics.
- **Reading:** Reading materials, global language, reading skills, sample lesson plans, exercises.
- **Writing:** Humorous English translations, writing motivators, guided writing and exercises, the writing process, proofreading, writing in TESOL classes, speaking and writing, techniques, approaches, correction symbols, student editing.
- **Communication:** World communication, audio-lingual method, community language learning, drama, skits, role-play, discussions, guest speakers, field trips, Suggestopedia, backwards drill method, hot rods, the silent way, and various communication tasks and sample lesson plans.
- **Spelling:** Learning how to spell, basic spelling rules, recommendations and rules, British/Canadian/American spelling, commonly misspelled words.
- **Grammar:** Review verb tenses, parts of speech, common sense grammar guide, punctuation, idioms, grammar theory, identifying the challenges, designing activities, three dimensions of language, communicative phrase of grammar teaching, pedagogical issues of teaching grammar, various games and activities.
- **Student assessment:** Student assessment, assessing student needs, TESOL levels, topics to teach at various levels, learning styles, evaluating students, sample assessment tools, and various exercises.

Our Advanced TESOL Program also includes our critically acclaimed "Teach English Worldwide Employment Handbook." Topics include:

- 1,000s of exclusive JOBS for YOU!
- Country profiles
- Reasons to teach overseas
- The job process
- Where and how to research the jobs
- Document preparation
- Resume assistance
- Contract negotiation tips
- Final preparation for departure
- Leading TESOL videos

- Post-course support and advice



Course Assignments:

If you are taking the course *in-class*, full attendance is required for each day. In addition to class time, an additional 20 hours of reading is required to obtain your 60-hour certificate. Our program uses a unique method to instruct the teacher how to teach in an English language learning environment.

Students are responsible for a variety of detailed lesson plans. Topics include video, vocabulary, listening, pronunciation, grammar, reading, writing, and communication.

A 40-question, open-book multiple-choice examination is included with the course.

While a standard certificate is issued at the completion of this course, in order to complete the 120-hour advanced program, at least one Specialization Course must also be completed.

Our Philosophy:

It is our responsibility as teachers to educate students and develop their intelligence. A society is benefited by educated citizens and responsible, highly trained leaders. As a teacher, I should provide for individual levels of ability. Each student should be challenged to reach the highest level of his or her mental, physical, and emotional ability. I should try to create an environment in the classroom where each student is equally valued and appreciated.



Our Instructors:

All of our TESOL instructors are university educated, and have graduated from our extensive and rigorous Global TESOL College Instructor Training Program. Each instructor has taught overseas for at least three years. They bring an incredible wealth of knowledge

and experience with them into the course and enjoy teaching the course immensely!

Student Comments:

- "Thank you for showing us a personal, professional, and an amazing learning environment. You definitely know how to teach so that we may learn."
Jeanette Surgeon, Victoria
- "A very challenging course. The manual is a wonderful resource. A lot of work was presented in a practical manner."
Bob Karasick, Ottawa
- "Absolutely amazing instructor! She provides unbelievable experience to the course and it was because of her that I stayed focused during all the classes and tried so hard in the lesson planning!"
Tanya Scanga, Edmonton
- "The binder is an excellent resource. The instructor was passionate, knowledgeable, approachable and interesting! I thoroughly enjoyed the course. Thanks!"
Deborah Hurford, Winnipeg



Happy Korean TESOL Graduates!

Life is an adventure waiting to happen!

Visit our website for more information on this course and our other courses for:

*"Teachers of English
to Speakers of Other Languages"*

www.globaltesol.com

To speak to a **Global TESOL College** Advisor,
call **1-888-270-2941**

Questions?

E-mail: tesol@globaltesol.com

Graduate TESOL Course

Go Deeper into the Core TESOL Concepts Covered in the Foundation TESOL Course, and Enhance Your Teaching Effectiveness. A Must for Every Teacher.

**Learn more about all
your favourite topics from the
Foundation TESOL Course.**

**60-Hour Certificate Course
Available Online or by Correspondence**



**Graduate TESOL Course:
A Certification Course for
TESOL, TESL & TEFL Teachers**

Course Overview:

Our Graduate TESOL Course was developed to further establish and expand on the concepts covered in our Foundation TESOL Course. Completion of this course is recommended for our TESOL Diploma Programs; however, anyone who has completed our Foundation TESOL Course and who would like to excel may also take this course. Augment your current teaching abilities and learn more about your favourite topics from our Foundation TESOL Course. This course will allow you to gain a greater depth and breadth of knowledge in the TESOL field, and thus improve your capabilities as a TESOL teacher.



Course Content:

Building from your already established foundation as a Certified TESOL Teacher, the Graduate TESOL Course goes into more detail, covering topics such as lesson planning, class management, methodology, student/teacher feedback and evaluation, educational technology, designing a syllabus, the history of the English language, and problem solving for the ESL/EFL classroom. Become familiar with a wider variety of potential classroom situations and learn to approach these situations adeptly and with assurance.

As a more highly skilled and educated English teacher, you will enjoy teaching with greater ease and confidence, and your students will thrive as a result.

Course Requirements:

- TESOL methodology assignments
- Feedback and evaluation assignments
- Educational technology assignments
- Teaching tools task
- Designing a syllabus
- History of the English language assignment
- Classroom management task
- Review specific techniques involved in teaching pronunciation, reading, writing, listening, and speaking
- Complete lesson plans based on new TESOL methodologies
- Understand and apply a variety of problem-solving strategies for the TESOL classroom



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Questions?

E-mail: tesol@globaltesol.com

Independent Study Elective

A Course that Allows You to Use Your Ideas, Creativity, and Personal Experiences for Certification Credits. Share Your Unique Teaching and Travelling Stories with the World!

Research and report on an area of TESOL or of the world that interests you and receive academic certification for your project.

**60-Hour Certificate Course
Available Online or by Correspondence**



**Independent Study Elective:
A Certification Course for
TESOL, TESL & TEFL Teachers**

Course Overview:

Open your mind and expand your horizons. Global TESOL College has created an Independent Study Elective course for those with an inquisitive mind and an adventurous nature. This course allows you to research, analyze, and present a TESOL-related topic of interest, and receive certification for it!

Complete the program at home or from anywhere in the world. Research the EFL community in a country or region you would like to teach in, or tell your own TESOL story and report on your teaching and travelling adventures. The range of topics to choose from is endless, as is the method of presenting your research. You can use a variety of audio and visual aids to supplement your written report and help you demonstrate your enthusiasm for, and knowledge of, the chosen topic.

The Independent Study Elective course is a requirement for those students enrolled in the TESOL Instructor Diploma program.

Course Content:

Choose from a selection of topics, or propose your own TESOL-related topic. Once the topic is approved, conduct a self-study of the topic and how it relates to the TESOL industry.

When you complete your research, prepare a detailed report of 25–50 pages in length. Embark on this new adventure with Global TESOL College!

Course Requirements:

- Select and submit proposed Topic and Outline
- Analyze a variety of articles, books, websites, and other material related to the topic
- Study the topic
- Prepare a report on the chosen topic (minimum 25 pages)
- Submit the report for marking and Certification

Some topic suggestions are:

- * Multiculturalism
- * Classroom environment
- * Effective ESL and globalization
- * Effectively breaking down language barriers
- * Learning disabilities in the classroom
- * Dealing with multi-level and multi-ethnic ESL classes

Cultural impacts on the classroom

The possibilities are endless.



Visit our website for more information on this course and our other courses for:

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Questions?

E-mail: tesol@globaltesol.com

Teaching Adolescents English

Teens Worldwide are Preparing for Brighter Futures. The Key to their Success is Being Able to Know and Use the English Language.

Help make a positive change to the new generation of English language learners around the globe.

60-Hour Certificate Course
Available Online or by Correspondence



Teaching Adolescents English: A Certification Course for TESOL, TESL & TEFL Teachers

Course Overview:

Teaching a classroom of teenagers requires using a combination of creativity, flexibility, and explicit structure. The dynamics within these classes are quite unique. Teachers will be faced with a group of students who may be shy or outgoing, motivated or lacking enthusiasm. These students are beginning to encounter more responsibility, while sometimes still being treated as children. It is important at this stage for the teacher to create a comfortable atmosphere where students will enjoy the language and make use of their creative abilities in self-expression. Adolescence is a tender age, and the teacher will have a powerful impact on how these students view learning English.

Adolescents are becoming an increasingly large part of the teaching field, both in overseas classrooms and locally. Students overseas may want to prepare for post-secondary education, to travel to an English-speaking country, or to increase their future employment skills. This course will encompass all of these needs, as well as provide information on how to understand adolescent students and create a classroom that will capture their interest.

Course Content:

- Cultural differences of adolescent students
- Understanding the social and biological factors that affect adolescents
- Creating a motivating and supportive classroom
- New methods and approaches to make use of creativity and self-expression
- Utilizing all the skills and learning styles
- Conflict resolution and promoting a positive atmosphere in the classroom
- Error correction
- Evaluation tools
- Resources

Course Requirements:

- Answer 4 review questions
- Create 8 lesson plans
- Design and present 22 different activities for the classroom
- Complete 11 comprehension questions



Visit our website for more information on this course and our other courses for:

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Questions?

E-mail: tesol@globaltesol.com

Teaching Adults English

Adults Worldwide are Eagerly Studying English to Better their Lives. They are Motivated Learners with Unique and Individual Needs.

Adults are serious, voluntary learners with unique needs and individual learning requirements.

**60-Hour Certificate Course
Available Online or by Correspondence**



Teaching Adults English: A Certification Course for TESOL, TESL & TEFL Teachers

Course Overview:

Adult learners demand to learn quickly and effectively. They pay for their lessons and *choose* to be in the classroom, as opposed to children who *have* to be there. This course explains the unique aspects of teaching adults English.

The function of language is to give people the power to communicate thoughts, needs, and feelings to receive important information, to comprehend instructions, and to ask and answer questions. Adult students need to learn to use English and to communicate clearly.

Over the years there have been many methods of teaching adults English, with each of these methods claiming to be the "authority" on what adult learners need to learn. The Communicative movement encompasses all modes and methods of language use. All language skills are addressed (listening, speaking, reading, and writing), with the primary focus on usage.

Course Content:

- Overview of adult education
- Communicative approach
- Teaching adults with success
- Activities and pair/group work
- ESP and EAP
- Student levels
- Skills, grammar, presentations
- Lesson planning
- Vocabulary
- Listening, speaking, reading, writing

Course Requirements:

- Demonstration task
- Fable assignment
- Listening and speaking task
- Vocabulary assignment
- Story task
- Role-play assignment
- Discussion assignment
- Christmas assignment
- Famous person assignment
- Adaptation task
- Worst-case scenario assessment
- 3 lesson plan assignments

A group of Japanese adult students at a British university were each asked to rank their motivations for learning English. Here are the results:

1. To be able to communicate with people in an international language, both at home in Japan and while travelling in other countries.
2. To be able to read a wide range of English language sources for study purposes abroad and in Japan.
3. To have a better chance of employment, status, and financial reward in the job market.
4. To be able to read and listen to English language media for information and pleasure.
5. To find out more about the people, places, politics, etc., of English-speaking cultures.
6. To take up a particular career, i.e., for English language teaching, or working in an international company.



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Questions?

E-mail: tesol@globaltesol.com

Teaching Business English

Globalization of Business and Communication Become Certified to Teach in the Booming Field of Business English!

The international business place has chosen English as the global language of communication.

**60-Hour Certificate Course
Available Online or by Correspondence**



**Teaching Business English:
A Certification Course for
TESOL, TESL & TEFL Teachers**

Course Overview:

The world of English language teaching is becoming more fragmented and specialized. Business English is becoming an increasingly popular market, with TESL and TEFL teachers in high demand. As with all areas of teaching, students' expectations are higher, and the days when a cursory glance through a business curriculum book was all it took to prepare for a business English lesson are long gone.

Working and communicating with people in the business sector demands special skills, knowledge, and interests. It is also an area of teaching that can favour the mature teacher. Students are highly motivated since the course has clear advantages for them within their company or careers in general.

The teacher also needs to be highly flexible. "Business English" is a catch-all term, but each company will have specific demands and requirements for their individual programs.

Course Content:

- An introduction and overview of English for Specific Purposes (ESP), who your target students are, and the process of teaching business English
- Methods and approaches to teaching business English
- The four language acquisition skills and how they are applied to teaching business English
- Case studies in which you will have to analyze materials that have already been developed

- Evaluation – how to measure the progress of your students and the course
- Introduction and an overview on how to develop business materials
- Adapting business materials
- Developing business courses

Course Requirements:

- Three case studies
- Material development assignment
- Progressive evaluation assignment
- Material evaluation task
- Marketing and strategy assignment
- Material framework assignment
- Marketing and strategy task
- Pilot lesson planning assignment
- Airline lesson planning assignment
- Conversation lesson planning assignment
- Final course assignment

One of the major questions that teachers ask is, "Do I have to be an expert in the area of business in order to teach business English?" No, you don't have to be.

You are there to bridge the gap between general English and specific terminology. Of course, if you *do* have a background in the area where you're going to be teaching ESP, you will save a lot of time in research and you will know a lot more about the area that will help you in material development and in the class as well. It is an advantage, but it is not a prerequisite; you can build that expertise if you do not have it to begin with.

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Questions?

E-mail: tesol@globaltesol.com

Teaching Children English

Teaching Children Will Be One of Your Most Rewarding Overseas Experiences. Learn to Have Fun as You Inspire Your Students to Learn through Games, Activities, and More!

Teaching children will be the most fun you'll ever have in a TESOL classroom when properly prepared.

60-Hour Certificate Course
Available Online or by Correspondence



Teaching Children English: A Certification Course for TESOL, TESL & TEFL Teachers

Course Overview:

Children are full of energy and need to be kept busy! Most teaching positions will come with textbooks, but all other creative materials and activities will have to be provided by you. This course will teach you how to develop your own children's activities for an ESL classroom. This is a hands-on course with improved usage being the goal, not pass or fail.

This course is divided into the four sections. The first part deals with the theory and practice of teaching children. The second part explains why games should be used in the classroom and outlines different types of games. The third part is a collection of songs to use in your TESOL classroom, and the final part explains how colouring can be an effective classroom activity.

Course Content:

Studies have shown that all children, regardless of their first language, learn language in more or less the same way. A child's age determines the certain points of language acquisition they should reach, referred to as language acquisition *milestones*.

Teaching Children English breaks down the theory behind language acquisition as it applies to teaching children English, as well as defining the verbal and physical milestones of children. The second part of the course deals with the most important aspect of teaching children – the ability to plan games!

Students learn best when they are having fun, and games are fun and competitive, but more importantly, they are repetitive enough to make any type of drill/rote memorization fun. Also included are units on singing songs, and how to use colouring effectively.

Course Requirements:

- 2 theory assignments
- Board game and pair work task
- Team game task
- Running game task
- Card game task
- Miscellaneous games task
- Flash card task
- 2 game and 2 song lesson plans
- 2 song cassettes to compile
- 2 children's videos to compile
- 7 colouring tasks
- Final course assignment

Q: How can we establish a basic target language for beginners?

A: There are two basic things to remember. One is to avoid overload, and the second is to constantly recycle the learning. Students should first be introduced to concepts that they are familiar with in their own language, and then allowed to branch out to other concepts once they understand the basics.

Q: What factors determine the effectiveness of teaching English to children who are new to second-language acquisition?

A: The amount of time the kids are in class, how much they practice, how good the teacher is, the quality of the resources in the classroom, the home environment – all of these determine how well young learners acquire language. Unfortunately, most classes do not have qualified instructors and the resources given are inadequate.



Visit our website for more information on this course and our other courses for:

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To speak to a **Global TESOL College** Advisor,
call **1-888-270-2941**

Questions?

E-mail: tesol@globaltesol.com

Teaching English with Computers

Technology Has Revolutionized How People Learn and Teach English.
Students Worldwide Depend on Computers and the Internet to Learn English.

Learn how to effectively use computers, multimedia and the internet for teaching English in the 21st century.

60-Hour Certificate Course
Available Online or by Correspondence



Teaching English with Computers: A Certification Course for TESOL, TESL & TEFL Teachers

Course Overview:

Learn to harness the multimedia resources in your school and make teaching English more interactive by using computers and the internet. Using computers adds a motivating and interesting component to the ESL classroom, and also gives students skills which are necessary in today's world – for work, for school, and for pleasure. Make your classroom a fast-paced, highly motivating environment by including instant messaging, web pages, e-mail, and the internet! This CALL (Computer-Assisted Language Learning) course teaches you how to integrate technology into an ESL classroom to enhance the students' learning.

Course Content:

- Technological needs assessments
- Mechanical vs. meaningful practice
- Implementing computers into the classroom
- Using software in the classroom
- Lesson planning
- Review of computers and programs
- Teaching computer vocabulary
- Word processing
- Developing activities for beginner, intermediate, and advanced classes
- Creating a class website
- Online tutorials
- Computer activity resources

Course Requirements:

- Introductory task
- 3 needs assessment tasks

- 11 lesson planning tasks
- Personal computer use task
- Computer-related vocabulary assignments/tasks
- Computer program and activities assignment
- Word-processing task and assignment
- Class project and assignment activities
- Internet in the ESL classroom assignment
- Website assignment
- Final course assignment

Benefits of Computers in the Classroom:

- Students are able to work at their own pace; they can easily move on to another task if they finish ahead of the class.
- Specifically, when using ESL software, a computer is an extremely patient tutor. It is not in a rush, nor does it have to answer the questions of the rest of the class. The computer works one-on-one with the student and moves along with him or her, never too fast or too slow.
- On a computer, students can easily go back and relearn something they did not understand. With a teacher, it takes time to go over the information again, or it may be embarrassing for the student to ask the teacher a question.
- Researchers have found that students write more proficiently and fluently when using computers.
- Students are able to learn computer skills for the workforce as they learn the English language.
- A computer incorporates culture, grammar, and real language use in the classroom while students gain access to audio, visual, and textual information about the language.
- As a tool, a computer greatly enhances the ESL teacher's ability to impact each and every student.

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Teaching ESL Locally

Tap into the Local English-Teaching Market. The World Language is Now Studied in All Native English-Speaking Countries in Growing Numbers. Jobs Abound for All Levels!

English is studied extensively in native English-speaking countries now more than ever.

**60-Hour Certificate Course
Available Online or by Correspondence**



**Teaching ESL Locally:
A Certification Course for
TESOL, TESL & TEFL Teachers**

Course Overview:

Learn how to teach English in the USA, Canada, Australia, England, or in any other English-speaking country. Millions of students study English daily in these countries. Teach English in ESL schools in your home country by learning how and what to teach, where to look for work, and how to promote yourself as a local English teacher and/or tutor.

Teaching ESL locally is becoming an increasingly popular industry as the number of newcomers or immigrants to English-speaking countries continues to increase annually. Your TESOL teaching skills will place you in an employable and lucrative industry, in your home country.

Working with newcomer or immigrant ESL students demands special TESOL skills, knowledge, and experience. It is also an area of teaching that is common for experienced teachers, as well as for newcomers to this field, and each position asks for different requirements. Students are highly motivated since learning English has clear advantages for them personally.

The teacher also needs to be highly flexible. The needs of ESL students vary from student to student, as each person will have specific demands and needs for their individual desired results. Classrooms with multiple native languages can also pose interesting challenges that one might not initially expect.

Course Content:

- An introduction and overview of teaching ESL locally, who your target students are, and the process of teaching ESL locally
- Methods and approaches to teaching ESL locally
- Developing ESL materials and courses
- Language benchmarks
- Student evaluation using rubrics
- Promoting and marketing your skills
- Self-evaluation of your teaching attitudes and abilities
- Teaching guidelines and procedures
- Useful ESL resource websites



Course Requirements:

- Study and evaluate the local ESL industry
- Material development assignment
- Other various ESL teacher exercises
- Student evaluation assignment



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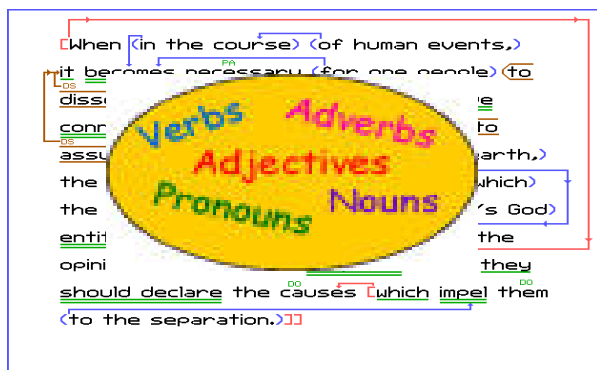
E-mail: tesol@globaltesol.com

Teaching Grammar

Fear Grammar No More! Learn How to Teach those Long-Forgotten Rules of Grammar, Sentence Structure, and Style. Teaching Grammar Will Be Fun When You are Prepared!

You may know the rules of grammar, but do you know how to teach them effectively? This professional specialization course shows you how.

**60-Hour Certificate Course
Available Online or by Correspondence**



Teaching Grammar: A Certification Course for TESOL, TESL & TEFL Teachers

Course Overview:

Proficient knowledge of grammar is an essential part of language acquisition and communication. This comprehensive 60-hour Teaching Grammar course has been designed with two goals in mind. It will perfect your own grammar skills, and it will also give you an overall perspective on how to teach grammar in a conversational English classroom. Teachers around the globe have found great success in teaching grammar by implementing the methods taught in this course. This course supplies you with the theory behind teaching grammar, and includes grammar activities for you to use in your classroom. This course will be your key to becoming a confident and effective TESOL grammar teacher.

Course Content:

Teaching Grammar consists of three separate sections:

1. Parts of Speech and Self-Assessment Exercises

Topics covered include:
Nouns, articles, pronouns, adjectives, modal auxiliaries, present, past and future verbs, tag sentences, conditionals, and idioms.

2. Grammar Theory

Topics covered include:
The megamyth of grammar acquisition, universal grammar, Krashen's theory, nature vs. nurture, Vygotsky's zone of proximal development, Skinner's verbal behaviour theory, Piaget's view of language acquisition, cognitive theory, the speech act theory, short history of grammar, implicit vs. explicit grammar, and pedagogic grammar.

3. How to Teach Grammar

Topics covered include:
Aspects of teaching, learning structures, classroom hints, approaches to grammar, grammar games, and worksheets.

Course Requirements:

Several assignments are to be completed and submitted. These include three self-assessment units, four lesson plans dealing with grammar activities, grammar theory questions, and a final assessment test consisting of various grammar exercises.

Without proper training, teaching overseas is a daunting task. Public school systems in Canada and the US have drastically reduced the amount of time dedicated to teaching grammar, and as a result, students do not have a grasp of their own grammar rules. Teaching these rules, then, becomes almost impossible if the teacher does not truly understand the mechanics of grammar. Teaching Grammar breaks down the most common grammar rules taught at the beginner or intermediate level, so that the teacher is able to enter any classroom with confidence. It also goes further into the theory behind grammar so that each teacher can develop his or her own approach to grammar acquisition. Don't despair! Grammar, when broken down into individual lessons, can be enjoyable.

Teaching Grammar helps you, the teacher, to teach grammar with ease!

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Questions?

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Teaching Legal English

Globalization of International Business, Commerce, Trade, and Communication Demands that Legal Terms, Concepts, and Agreements Be Clearly Communicated in English.

Globalization requires that legal terms, concepts, and agreements be understood and communicated across borders – in English.

**60-Hour Certificate Course
Available Online or by Correspondence**



**Teaching Legal English:
A Certification Course for
TESOL, TESL & TEFL Teachers**

Course Overview:

Lawyers, law students, and international business people worldwide who do not speak English as their native language are filling up legal English classes. Schools, corporations, and government bodies are looking for teachers who specialize in teaching legal terminology, concepts, and attitudes to teach these people.

Teaching legal English is becoming an increasingly popular industry, with TESOL, TESL, and TEFL teachers in high demand.

Working with legal issues demands special skills, knowledge, and experience. It is also an area of teaching that can favour the legal-minded teacher. Students are highly motivated since the course has clear advantages for them personally, or within their company.

The teacher also needs to be highly flexible. Legal English needs vary from client to client and from business to business, as each client or company will have specific demands and needs for their individual desired results.

Course Content:

- An introduction and overview of what legal English is, who your target students are, and the process of teaching legal English
- Legal English terminology and how to teach legal English terminology acquisition skills
- Examination and evaluation of legal case studies
- Developing legal English material and courses
- Legal vocabulary and idioms



Course Requirements:

- Study and evaluate case studies
- Material development assignment
- Legal terminology task
- Legal concepts task
- Legal agreements task
- Various other legal English exercises



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Teaching Medical English

Millions of Medical Professionals Worldwide are Required to Know and Use English in their Work Environments. This Diverse Teaching Field Offers Lucrative Opportunities.

Medical English terms and procedures are commonly studied abroad as well as locally.

**60-Hour Certificate Course
Available Online or by Correspondence**



**Teaching Medical English:
A Certification Course for
TESOL, TESL & TEFL Teachers**

Course Overview:

Nurses, doctors, and other foreign and immigrant medical professionals must be proficient in medical terminology, procedures, and concepts in order to work in an English-speaking country, or to advance in their present position at home. Become certified to teach the necessary language skills to ensure they succeed.

Doctors, nurses, medical students, and international health-care workers worldwide who do not speak English as their native language are filling up medical English classes. Schools, health-care centres, and government bodies are looking for teachers who specialize in teaching medical terminology, concepts, and attitudes to teach these people. Teaching medical English is becoming an increasingly popular industry, with TESOL, TESL, and TEFL teachers in high demand.

Working with medical issues demands special skills, knowledge, and experience. It is also an area of teaching that best suits someone with previous experience in a medical profession; however, newcomers to this field are also successful, with this course as a guide. Students are highly motivated since the course has clear advantages for them personally, or within their medical institution.

The teacher also needs to be highly flexible. Medical English needs vary from student to student, as each person will have specific demands and needs for their individual desired results.

Course Content:

- An introduction and overview of what medical English is, who your target students are, and the process of teaching medical English
- Methods and approaches to teaching medical English
- Medical English terminology and how to teach medical English terminology acquisition skills
- Examination and evaluation of medical case studies
- Developing medical English materials and courses
- Medical vocabulary



Course Requirements:

- Study and evaluate case studies
- Material development assignment
- Medical terminology task
- Medical concepts task
- Flash card assignments
- Various other medical English exercises



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Questions?

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Teaching TOEFL Preparation

The TOEFL Exam is Studied by Millions of ESL Students Worldwide. Become Certified to Help Your Students to Pass this Exam. Your Skills Will Be in High Demand!

The TOEFL is studied by millions of ESL students worldwide for university entrance or job advancement.

60-Hour Certificate Course
Available Online or by Correspondence



Teaching TOEFL Preparation (Test of English as a Foreign Language): A Certification Course for TESOL, TESL & TEFL Teachers

Course Overview:

Passing the TOEFL is an essential pre-requisite for international students who wish to study in a North American post-secondary institution, or for employees who are striving for a new job or job promotion in Japan, Korea, and other countries. This comprehensive 60-hour TOEFL preparation course has been designed to provide you with a review of the four language acquisition skills (listening, speaking, reading and writing) and applies them to the three kinds of TOEFL exams. This course also provides you with the skills to enable you to effectively and successfully help students pass this all-encompassing exam.

Course Content:

- The three test types
- Preparing to teach TOEFL content
- Suggested teaching materials
- Preparing your students for the tests
- How to use diagnostic exams
- The parts of the paper-based test (PBT)
- The parts of the computer-based test (CBT)
- The parts of the new Internet-based test (iBT)
- Creating and using a course syllabus
- Designing a TOEFL syllabus
- Sample syllabus and lesson plan
- Strategies for the test
- How to teach the skills
- Sample diagnostic test
- Teaching integrated tasks
- Error recognition and sentence completion

Course Requirements:

- Short answer questions
- Lesson planning assignments
- Comparison question
- Short essay question
- Timed sample diagnostic exam

The course covers all three types of TOEFL exams and how to prepare your students for all of the tests.

When preparing students to take the TOEFL or any other language examination, it is very important to review the language skills for each section of the examination and to provide an opportunity to take model tests that are similar to the actual examination.

Reviewing will help students to recall some of the language skills previously studied. Writing model tests will give them the experience of taking the TOEFL before the actual examination.

The new Internet-based test (iBT) has been available to students in North America and certain parts of Europe since September 2006. By 2008, it will be worldwide.

Remember that the TOEFL can be the most important test students can take. The outcome of this exam will reflect on their future schooling, studying abroad, promotions, and raises!



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Teaching Tourism English

Millions of Professionals in the Global Tourism Industry Require Specialized English Skills. Enter this Exciting Field by Becoming Certified to Teach Tourism English Today!

**The fastest growing industry in the world
is in desperate need of Specialized
English teachers.**

**60-Hour Certificate Course
Available Online or by Correspondence**



**Teaching Tourism English:
A Certification Course for
TESOL, TESL & TEFL Teachers**

Course Overview:

Do you enjoy travelling or have experience in the tourism industry? This specialization course offers the best of both worlds – get paid to work in this fun and exciting TESOL field, almost anywhere.

Tourism is an industry that continues to grow annually. Millions of non-native English speakers worldwide are planning to or already work in this industry, but lack the skills to effectively communicate with English-speaking tourists. The students are store clerks, hotel staff, or tour guides – actually, anyone involved in the tourism industry. As a result, numerous job possibilities are available to TESOL graduates of this course. Job opportunities are divided into different areas: hotel agents, travel planners and suppliers, spa and resort staff, B&Bs, airlines, cruise lines, entertainment, etc. Advanced job opportunities are open to people with tourism, sales/marketing, managerial, PR, and other related backgrounds.

In order for foreign students to achieve their professional goals, they must acquire the proper education and be fluent in English.

This industry offers hospitality and tourism programs at the college level. Programs – such as accommodation, event and meeting management, bartending, culinary training, restaurant and catering studies, tourism and travel, cooking classes and workshops, etc. – offer certificates in the “tourism” category.

Advanced training programs include certified travel agent and counselor programs. Students need to learn how to work in these fields, as well as to communicate in English as they work within the tourism industry.

Course Content:

- History of the tourism industry
- Tourism English subject matter and knowledge
- Specific vocabulary units
- Related idioms
- Methods that are tailored to this subject
- Classroom teaching
- Grammatical structures to be incorporated into course materials
- Tools and practical examples
- A touch of humour
- Case studies

Course Requirements:

- Marketing assignment
- History task
- Geography task
- Customs and traditions assignment
- Jobs in tourism assignment
- Job search task
- Write your resume task
- City tour task
- Where to stay task
- Dining out assignment
- “Tourism Changes Culture” assignment
- Medical issues assignment



Visit our website for more information on this course and our other courses for:

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Questions?

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TESOL for Non-Native English Teachers

Helping Non-Native English Speakers become English Teachers by Giving You the Terminology and Resources You Need for Teaching English with Confidence.

You can successfully teach others English, even if it's not your first language. Let us show you how!

**60-Hour Certificate Course
Available Online or by Correspondence**



**TESOL for Non-Native
English Teachers:
A Certification Course for
TESOL, TESL & TEFL Teachers**

Course Overview:

There are many qualified and talented English instructors working in the field of ESL/EFL for whom English is not their first language. Our TESOL for Non-Native English Teachers course was written for non-native English speakers who would like to teach English. This is a content-based course that goes over all relevant information regarding ESL/EFL instruction in a comprehensible and simplified way. You will learn more about second language acquisition theories and techniques, then find out how to apply them in practical and effective activities and lessons.



Course Content:

TESOL for Non-Native English teachers will first introduce you to the history, philosophies, methods, and techniques of teaching languages. The course then moves on to the parts of communication including phonetics and semantics as well as linguistic transference. As the experience of a non-native English teacher might be different than that of a native English speaker, the final chapter covers various issues that non-native teachers may encounter during their career.

This will help you gain a greater understanding of how to apply second language acquisition theories and methods to real classroom situations, giving you greater confidence in your English teaching abilities.

Course Requirements:

- TESOL theory assignment
- Phonetic production assignments
- Articulation assignment
- Using tongue twisters as pronunciation aides
- The practical application of TESOL methods and approaches to lesson planning
- Using TESOL methods in group work
- Applying personal second language learning experience to teaching techniques
- Teacher's mission statement assignment



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Questions?

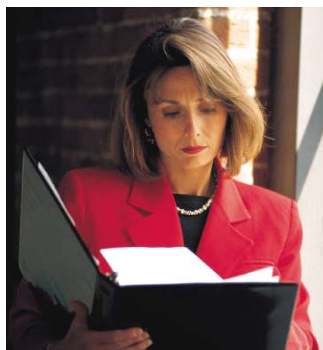
E-mail: tesol@globaltesol.com

TESOL Practicum

There is No Substitute for Experience, especially in the Dynamic Field of Teaching Conversational English. A Practicum Will Strengthen Your Teaching Effectiveness!

Build your confidence, skills, and credentials by completing our TESOL Practicum program!

**60-Hour Certificate Course
Available Online or by Correspondence**



TESOL Practicum: A Certification Course for TESOL, TESL & TEFL Teachers

Course Overview:

Teaching, like any other skill, requires practice. Teaching under the guidance of qualified and experienced teachers helps to create new teachers who are confident and well trained.

Global TESOL College is proud to offer a unique self-directed TESOL Practicum program. The practicum is designed for those seeking the experience of teaching without committing to a contract.

The practicum program allows inexperienced teachers a chance to gain hands-on experience in a real classroom environment while using the skills and methods addressed in the Global TESOL Foundation and Specialization courses. The practicum also gives experienced teachers a chance to experiment with new classroom situations and new program ideas in an environment where they can consult with others.

Course Content:

Participants will undertake a process of guided in-depth learning about their own teaching. They will reflect on and analyze their own teaching methods and approaches, experiment with and apply new techniques, and document their experiences.

During this time, practicum participants will deepen their understanding of pedagogical development and learning related theories.

Course components include various readings, a reflective journal, and self-evaluation of practicum teaching, as well as a supervised evaluation of teaching. The practicum can be completed locally or abroad.

Ultimately, upon completion of the practicum, graduates will have made a valuable contribution to their future teaching success in the academic community.

Course Requirements:

- Classroom observation and assessment (3 hours)
- Team-teaching participation and assessment (5 hours)
- Solo teaching and assessment (7 hours)
- Supervised teaching and assessment (5 hours)
- Readings
- Self-reflective journal
- Teaching dossier
- Video self-analysis



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Tutoring English

Tutoring English Overseas or Locally is a Great Way to Earn Supplemental or Full-Time Income. Learn to Tutor English with Confidence!

Supplement your income or learn how to specialize in smaller classes.

**60-Hour Certificate Course
Available Online or by Correspondence**



Tutoring English: A Certification Course for TESOL, TESL & TEFL Teachers

Course Overview:

Teaching vs. Tutoring

The difference between the two is the individualized attention given to students during tutorials. Tutoring is, therefore, teaching with the added 'bonus' of having the teacher's undivided attention. You will take on several roles, including that of a 'facilitator'; always in search of ways to get students interacting and learning, ultimately acquiring the language.

Students with a specific goal will often hire a tutor to help them attain it. Tutoring sessions may consist of one individual, small groups of two to five, or even entire families.

Course Content:

Tutoring English is divided into two parts. The first section deals with assessing and analyzing your students' English abilities and understanding their individual needs.

The second section shows you how to take a lesson plan designed for a classroom and adapt it to a one-on-one situation. Tutoring individual students forces teachers to be very creative in order to foster student-talk-time (STT).

Course Requirements:

- Four needs assessment tasks
- Seven individual needs assignments
- Four lesson plans dealing with individual needs
- One course development assignment
- Final assessment guide

Tutors working overseas must be aware of cultural conduct, both during teaching sessions and outside of them. For example, in many countries, teachers represent authority, and students simply do not participate in class discussions. As a tutor of ESL, where communication is crucial, you must be aware of such realities and find ways to create an environment that will slowly encourage student participation. The more you know about your students and their world, the better equipped you will be to facilitate the learning process.

Understanding your students' first language is not of primary importance when tutoring since instruction is given in English. Learning about the culture and language is beneficial to you as a tutor for personal growth. It will also make your transition to living in a new country easier and more enjoyable. Students who take pride in their country demonstrate and appreciate it when a foreign teacher/tutor takes a genuine interest in their world. Take advantage of the cultural lessons you experience, whether they are language lessons or social conduct 'tips.'



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Questions?

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Franchise Opportunities and Contact Information



FRANCHISE INQUIRIES

Global TESOL College franchises are available worldwide. E-mail or call us for more details.

MARKETING AGENTS

To become a marketing agent in your area, contact us for more details.

CUSTOM PROGRAMS

If your educational institution, corporation or government department would like to have a short- or long-term in-house English teacher training program, please contact us for a free consultation.

IN-CLASS IN YOUR AREA

If you have a group of people interested in taking our program, or you would like to organize a program in your area, contact us. We offer our world-renowned in-class (5-day) TESOL Certification Program worldwide for classes of 15 or more.

HOW TO CONTACT US

If you have questions about any of the above opportunities, or have any other inquiries, contact us at:

International Head Office in North America:

(780) 438-5704 (International Direct) or
1-888-270-2941 (Toll-free in North America)

E-mail: tesol@globaltesol.com

Or Visit our International Website: www.globaltesol.com

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