



Creative TOEFL Teaching

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Ideas for Creative TOEFL Teaching

TOEFL preparation classes can and should involve lively interaction to reinforce the language skills that appear regularly on the new version of the TOEFL, the TOEFL iBT (internet-Based TOEFL). A number of interactive teaching strategies and classroom activities can be used to enliven a TOEFL class, improve students' language skills in preparation for the test, and increase students' performance on the test.

It is important for a TOEFL teacher to understand that

- the iBT is composed of a number of *long tasks*
- the long tasks can be broken down into a number of *smaller skills*
- the *smaller skills can be reviewed* in TOEFL and non-TOEFL formats
- the *smaller skills can be combined* into the long tasks

The Longman products have a skills approach to TOEFL preparation.

BOOK

- * 48 language skills
- * 8 mini-tests
- * 2 complete tests

CD-ROM

- * 48 language skills
- * 8 mini-tests
- * 2 complete tests



Reading and Listening Skills

Language skills in Reading:

VOCABULARY AND REFERENCE

1. *Recognize referents*
2. *Understand vocabulary from context*

SENTENCES

3. *Simplify meanings of sentences*
4. *Insert sentences into passages*

DETAILS

5. *Find factual information*
6. *Understand negative facts*

INFERENCES

7. *Make inferences from stated facts*
8. *Infer rhetorical purpose*

READING TO LEARN

9. *Make inferences from stated facts*
10. *Complete schematic tables*

Language skills in Listening:

BASIC COMPREHENSION

1. *Understand the gist*
2. *Understand the details*

PRAGMATIC UNDERSTANDING

3. *Understand the function*
4. *Understand the speaker's stance*

CONNECTING INFORMATION

5. *Understand the organization*
6. *Understand the relationships*

Reading and Listening Activities

1. **Partial Diagramming (reading and listening):** Have the students fill out a partially completed diagram as they read or listen to an academic passage.
2. **Making Inferences (reading and listening):** Give the students a series of factual statements. Have them draw inferences from the statements.
3. **Determining Purpose (reading and listening):** Give the students a series of statements. Ask them what purpose these statements serve.
4. **Determining Stance (listening):** Give the students a series of statements. Ask them what stance the statements represent.
5. **Second meanings (reading):** Give the students words that have more than one meaning. Ask them what the words mean in specific contexts.



Writing and Speaking Skills

Language skills in Speaking:

INDEPENDENT FREE CHOICE

1. *Plan the free choice response*
2. *Make the free choice response*

INDEPENDENT PAIRED CHOICE RESPONSE

3. *Plan the paired choice response*
4. *Make the paired choice response*

INTEGRATED CAMPUS READING, LISTENING, SPEAKING TASK

5. *Note the main points as you read*
6. *Note the main points as you listen*
7. *Plan the response*
8. *Make the response*

INTEGRATED ACADEMIC READING, LISTENING, SPEAKING TASK

9. *Note the main points as you read*
10. *Note the main points as you listen*
11. *Plan the response*
12. *Make the response*

INTEGRATED CAMPUS LISTENING AND SPEAKING TASK

13. *Note the main points as you listen*
14. *Plan the response*
15. *Make the response*

INTEGRATED ACADEMIC LISTENING AND SPEAKING TASK

16. *Note the main points as you listen*
17. *Plan the response*
18. *Make the response*

Language skills in Writing:

INTEGRATED TASK

1. *Note the main points as you read*
2. *Note the main points as you listen*
3. *Plan before you write*
4. *Write a topic statement*
5. *Write unified supporting paragraphs*
6. *Review sentence structure*
7. *Review grammar*

INDEPENDENT TASK

8. *Plan before you write*
9. *Write the introduction*
10. *Write unified supporting paragraphs*
11. *Connect the supporting paragraphs*
12. *Write the conclusion*
13. *Review sentence structure*
14. *Review grammar*



Writing and Speaking Activities

1. ***Fluency Freewriting (writing)***: Give the students a topic and have them write for two minutes on that topic. Count the number of words rather than the number of errors.
2. ***Fluency Freespeaking (speaking)***: Give the students a topic and have them all speak for 45 seconds on the topic at the same time. Emphasize that the most important aspect of this activity is to keep speaking.
3. ***Fluency Lines or Circles (speaking)***: Place students in parallel lines facing each other or in concentric circles facing each other. Give them a topic, and have each pair discuss the topic for 30 seconds. Then, have the students move so that they face new partners. Give them 40 seconds to discuss the same topic. Continue this way until the students have talked with 4 to 6 students. With each new partner, the discussion should improve.
4. ***Class Mingle (writing and speaking)***: Give each student a different question. Have the students move around the room, find a partner, and answer the partner's question. After each partner has asked and answered a question, have the students find new partners and answer new questions.
5. ***Idea Synthesis (writing and speaking)***: Give the students two ideas. Have them create a sentence synthesizing the two ideas.