

Contents

**** Before you begin ****

Download your course notes at:

www.TEFLeBooks.com/TOEFLnotes.doc

I. Introduction - page 5

Reasons for taking this course
Goals of the course

II. Standardized Testing - page 6

A. What is it? Why is it done? What do the tests predict?

B. Basic Introduction to Test Development

Validity - Face, Content, and more

Reliability - how measured

Internal consistency of tests and items

How items (questions) are developed

C. Basic Statistical Concepts

Normal Curve

"Norming" a test - and statistical curve smoothing

Standard Deviation and Standard Error of Tests

III. TOEFL - Page 12

[significantly more time is spent here than with the other tests as many basics will be covered that will then take much less time when studying the other tests]

A. Overview of the test - what it is used for.

Different forms of the test: paper, cBT, iBT

B. How to select a study book for your students

Things to look for

Currency

Baselines

Scoring

Progress Tests

C. How to use a study book

Baseline

Strategy building

Build Skills

Practice Skills

Progress Testing



Contents - 2

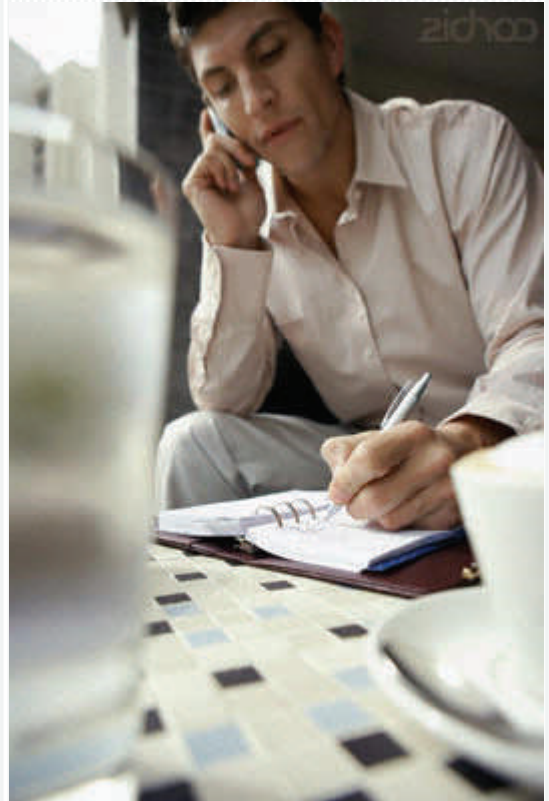
- D. What taking the test is like.
- E. Skills tested
 - Types of Questions:
 - Reading
 - Listening
 - Writing
 - Speaking
- F. Practice Testing and recalibrating goals.

IV. IELTS - Page 16

- A. Overview of the test and what it is used for
- B. What taking the test is like
- C. Skills testing
 - Type of Questions
 - Listening
 - Reading
 - Writing
 - Speaking
- D. Progress testing and recalibration of goals

V. TOEIC - Page 17

- A. Overview of the test and what it is used for
- B. What taking the test is like
- C. Skills testing and how
 - Types of questions and strategies
 - Listening
 - Reading
 - Speaking
 - Writing
- D. Progress testing and recalibration of goals



Contents - 3

VI. Grammar - Page 19

Structure and Analysis
Fast Track Grammar Review
Instructional methods for tutorial students

VII. Teaching Study and Examination Skills—Page 26

Planning and Realistic Goal Setting
Setting the environment
Gathering materials
Distributed practice
SQ3R
Homework and assignments (for students)

VIII. Teaching Reading Skills - Page 36

Selecting texts and materials
Survey
Skimming
Scanning
Comprehension
Discrimination Training
Building reading speed
Building vocabulary

IX. Teaching Writing Skills - Page 43

Selecting texts and materials
Organization of writing

X. Teaching Listening Skills - Page 44

Selecting texts and materials
Reductions
Linking
Sound changes
Content and function words and stress
Contractions
Word endings and beginnings
Grammar challenges in listening
Outlining