



TOEFL iBT

Developed by
Educational Testing Service

Taiwan Representative
Chun-Shin Limited

*Listening.
Learning.
Leading.*



Next Generation *TOEFL* Overview

- Assesses all four language skills
 - Listening
 - Speaking *new*
 - Reading
 - Writing
- Next generation *TOEFL* = *TOEFL iBT*
- Internet-based test (iBT)
- Emphasizes *integrated* skills
- Measures ability *to communicate* in an academic setting



Why the Change?



TOEFL-iBT

Why the changes were made?

- **Higher Education needs**
- **High score & low capability**
- **Proficiency accuracy**
- **New technology available**
- **Redefined testing purposes**



TOEFL-iBT

What are the changes?

- Real communication
- Integrated tasks
- Information deduction
- Logic evaluation
- Production skills



TOEFL-iBT

How do the changes impact students?

- Study preparation
- Test taking strategy
- Computer skills



Five Main Skills

1. Paraphrasing
2. Summarizing
3. Synthesizing
4. Computer
5. Note - taking



From a Chinese Participant in the *TOEFL iBT* Field Study

“In Speaking and Writing, test-takers have to understand not only what is said, but also identify theme and logical argument before answering questions...”

...This may impose challenges to the test guide classes that aim to help achieve high scores in a few months.”



TOEFL iBT

Impact on learning

- Focus more on communication
- Focus on all **four** skills, especially speaking
- Focus on integrated tasks
- Focus on these additional skills:
 - Paraphrasing
 - Summarizing
 - Synthesizing



TOEFL iBT Listening Section

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TOEFL iBT Listening Section Overview

- 4 - 6 lectures; some with classroom discussion
 - 3-5 minutes long
 - Each has 6 questions
- 2 - 3 conversations of 2+ speakers
 - 3 minutes - 12 to 25 exchanges
 - Each has 5 questions
- A variety of English accents
- Time: 60 - 90 minutes
- Score scale: 0 - 30



TOEFL iBT Listening Section Question types

- Basic understanding questions
- Connecting information questions
- Pragmatic understanding questions

Title
Listening

Time
00 : 20 : 00 Hide

Test-Mode Tools
Help Section Exit Next

Testing Tools
Volume Help OK Next



Title	Question	Time	Test-Mode Tools			Testing Tools			
Listening	4 of 34	00 : 17 : 48 <small>Hide</small>	 Help	Section Exit	 Next	 Volume	 Help	 OK	 Next

Listen again to part of the conversation.
Then answer the question.

Title	Question	Time	Test-Mode Tools			Testing Tools			
Listening	4 of 34	00 : 17 : 46 <small>Hide</small>	 Help	Section Exit	 Next	 Volume	 Help	 OK	 Next

Why does the professor say this: 

- To indicate that he is not concerned about the woman's absence
- To assure the woman that her absence will not affect her grade
- To indicate that he has finished discussing the woman's absence
- To encourage the woman to explain why she was absent

Title
Listening

Time
00 : 19 : 51

Test-Mode Tools

Testing Tools



Title	Question	Time	Test-Mode Tools			Testing Tools			
Listening	24 of 34	00 : 18 : 47 <small>Hide</small>	Help	Section Exit	Next	Volume	Help	OK	Next

In the lecture, the professor describes the steps in AHP. Indicate whether each of the following is a step in the process.

Click in the correct box for each phrase.

	Yes	No
Establish the goal	✓	
List alternative courses of action		✓
Select key criteria and subcriteria	✓	
Make pairwise comparisons	✓	
Revise the goal based on choices		✓



TOEFL iBT Listening Section **What's different?**

- Longer, more authentic conversations and lectures
- Note taking allowed, but not necessary to do well on the test
- Introduction of additional native English accents
- Measuring pragmatic understanding
 - Speaker's attitude
 - Speaker's degree of certainty
 - Speaker's purpose or motivation
- Introduce asides and digressions



TOEFL iBT Speaking Section

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TOEFL iBT Speaking Section Overview

- 2 independent tasks about familiar topics
 - Responses based on personal experience
- 4 integrated tasks
 - 2 Reading/Listening/Speaking tasks
 - 2 Listening/Speaking tasks
 - Responses based on what was read and heard
 - Academic and campus-based material
 - Short listening and reading material, so note taking may not be necessary
- Time: 20 minutes



Question type 1

Independent Speaking Task

Describe a class you have taken in school and explain why the class was important to you. Include details and examples to support your explanation.

Preparation Time: 15 Seconds
Response Time: 45 Seconds

PREPARATION TIME

00 : 00 : 14





Question type 2 Integrated Speaking

- Listening/speaking
 - 20 seconds to prepare; 60 seconds to respond
 - One task campus-based; one task classroom-based
 - ✓ Task 5: Problem/solution task
 - Task 6: Summary task



Integrated Speaking Task





Integrated Speaking Task

The students discuss two possible solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Preparation Time: 20 Seconds
Response Time: 60 Seconds

PREPARATION TIME

00 : 00 : 07



Question type 3 Integrated Speaking

- Reading/listening/speaking
 - 30 seconds to prepare; 60 seconds to respond
 - One task campus-based; one task classroom-based
 - Task 3: Fit and explain task
 - ✓ Task 4: General/specific task

Title	Question	Time	Test-Mode Tools			Testing Tools
Speaking	4 of 6	00 : 00 : 43 <input type="button" value="Hide"/>	 Help	Section Exit	 Next	 Volume

Reading Time: 45 seconds

Animal Domestication

For thousands of years, humans have been able to domesticate, or tame, many large mammals that in the wild live together in herds. Once tamed, these mammals are used for agricultural work and transportation. Yet some herd mammals are not easily domesticated. A good indicator of an animal's suitability for domestication is how protective the animal is of its territory. Non-territorial animals are more easily domesticated than territorial animals because they can live close together with animals from other herds. A second indicator is that animals with a hierarchical social structure, in which herd members follow a leader, are easy to domesticate, since a human can function as the "leader".

Title
Speaking

Question
4 of 6

Test-Mode Tools
Help Section Exit Next

Testing Tools
Volume



Title
Speaking

Question
4 of 6

Test-Mode Tools
Help Section Exit Next

Testing Tools
Volume

The professor describes the behavior of horses and antelope in herds. Explain how their behavior is related to their suitability for domestication.

Preparation Time: 30 Seconds
Response Time: 60 Seconds

RESPONSE TIME

00 : 00 : 57



How Speaking Responses are Evaluated

- Ratings are 0 - 4 from integrated speaking rubric
 - Converted to a score of 0 - 30 for speaking
- Test takers rated on:
 - Topic development (especially for integrated tasks)
 - Delivery
 - Language use
- ETS-trained human raters evaluate responses via ETS Online Scoring Network.



TOEFL iBT Reading Section

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TOEFL iBT Reading Section Overview

- 3 - 5 passages from academic texts
 - Approximately 700 words long
 - Followed by 12 to 14 questions for each reading passage
 - Time: 60 - 100 minutes
- 3 categories of readings based on author purpose
 - Exposition
 - Argumentation
 - Historical biographical narrative
- Score scale: 0 - 30

Title	Question	Time	Test-Mode Tools			Testing Tools				
Reading	12 of 40	00 : 54 : 03 <small>Hide</small>	 Help	Section Exit	 Next	View Question 	 Review	 Help	 Back	 Next

Beginning

Opportunists and Competitors

Growth, reproduction, and daily metabolism all require an organism to expend energy. The expenditure of energy is essentially a process of budgeting, just as finances are budgeted. If all of one's money is spent on clothes, there may be none left to buy food or go to the movies. Similarly, a plant or animal cannot squander all its energy on growing a big body if none would be left over for reproduction, for this is the surest way to extinction.

All organisms, therefore, allocate energy to growth, reproduction, maintenance, and storage. No choice is involved; this allocation comes as part of the genetic package from the parents. Maintenance for a given body design of an organism is relatively constant. Storage is important, but ultimately that energy will be used for maintenance, reproduction, or growth. Therefore the principal differences in energy allocation are likely to be between growth and reproduction.

Almost all of an organism's energy can be diverted to reproduction, with very little allocated to building the body. Organisms at this extreme are "opportunists." At the other extreme are "competitors," almost all of whose resources are invested in building a huge body, with a bare minimum allocated to reproduction.

Dandelions are good examples of opportunists. Their seedheads raised just high enough above the ground to catch the wind, the plants are no bigger than they need be, their stems are hollow, and all the rigidity comes from their water content. Thus, a minimum investment has been made in the body that becomes a platform for seed dispersal. These very short-lived plants reproduce prolifically; that is to say they provide a constant rain of seed in the neighborhood of parent plants. A new plant will spring up wherever a seed falls on a suitable soil surface, but because they do not build big bodies, they cannot compete with other plants for space, water, or sunlight. These plants are termed opportunists

Title	Question	Time	Test-Mode Tools			Testing Tools				
Reading	12 of 40	00 : 50 : 30 <small>Hide</small>	Help	Section Exit	Next	View Text	Review	Help	Back	Next

Directions: Select the appropriate phrases from the answer choices and match them to the type of organism to which they relate. TWO of the answer choices will NOT be used. ***This question is worth 4 points.***

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on **View Text**.

Answer Choices

- Vary frequently the amount of energy they spend in body maintenance
- Have mechanisms for protecting themselves from predation

- Have relatively short life spans

- Have populations that are unstable in response to climate conditions
- Can rarely find suitable soil for reproduction

Opportunists

- Succeed in locations where other organisms have been removed
- Reproduce in large numbers
-
-

Competitors

- Invest energy in the growth of large, strong structures
- Produce individuals that can withstand changes in the environmental conditions
-



TOEFL iBT Reading Section

What's different?

- Longer passages
 - Includes multiple-focus passages (e.g., cause/effect, compare/contrast)
- New question types
 - Categorize information by filling in chart or completing summary
 - Paraphrasing
- Glossary feature to define low-frequency words
- Easy-to-use review feature



TOEFL iBT Writing Section

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TOEFL iBT Writing Section Overview

- Two tasks
 - Integrated writing task
 - Independent writing task



Integrated Writing Task

- Read a short essay (230 - 300) words - 3 minutes
- Listen to speaker discussing the same topic - 2 minutes
- Write a response of 150 - 225 words or more
- 20 minutes to respond



Title	Question	Time	Test-Mode Tools			Testing Tools		
Writing	1 of 2	00 : 04 : 58 <small>Hide</small>	Help	Section Exit	Next	Volume	Help	Next

In many organizations, perhaps the best way to approach certain new projects is to assemble a group of people into a team. Having a team of people attack a project offers several advantages. First of all, a group of people has a wider range of knowledge, expertise, and skills than any single individual is likely to possess. Also, because of the numbers of people involved and the greater resources they possess, a group can work more quickly in response to the task assigned to it and can come up with highly creative solutions to problems and issues. Sometimes these creative solutions come about because a group is more likely to make risky decisions that an individual might not undertake. This is because the group spreads responsibility for a decision to all the members and thus no single individual can be held accountable if the decision turns out to be wrong.

Taking part in a group process can be very rewarding for members of the team. Team members who have a voice in making a decision will no doubt feel better about carrying out the work that is entailed by that decision than they might doing work that is imposed on them by others. Also, the individual team member has a much better chance to "shine," to get his or her contributions and ideas not only recognized but recognized as highly significant, because a team's overall results can be more far-reaching and have greater impact than what might have otherwise been possible for the person to accomplish or contribute working alone.

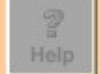
Title




Question

Writing

1 of 2

Testing Tools







Title	Question	Time	Test-Mode Tools			Testing Tools		
Writing	1 of 2	00 : 19 : 42 <small>Hide</small>	 Help	Section Exit	 Next	 Volume	 Help	 Next

Directions: You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

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 Cut	 Paste	 Undo	 Hide	WordCount	4
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I think that



Independent Writing Task

- Write essay that states, explains and supports an opinion on an issue
- Effective essay approx. 300 words
- 30 minutes to prepare, write and revise



How Writing Responses are Evaluated

- Independent writing rubric
 - Development of ideas
 - Organization
 - Quality and accuracy of language used
- Integrated writing rubric
 - Quality of writing
 - Completeness and accuracy of response
- ETS-trained human raters evaluate responses via ETS Online Scoring Network (no e-rater for official test, only used on practice test)
- Ratings are 0 - 5 from independent writing rubric
 - Converted to a score of 0 - 30 for writing



TOEFL iBT Scores

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TOEFL iBT Scores

The score report will contain:

- Four skill scores
 - Reading 0 - 30
 - Listening 0 - 30
 - Speaking 0 - 30
 - Writing 0 - 30
- A total score: 0 – 120
 $30 + 30 + 30 + 30 = 120$



TOEFL iBT

Improved score reporting

- Online score reporting for test takers and institutions
 - Scores viewable 15 business days after test
 - Paper score reports also mailed
- Performance feedback on test taker score reports
 - Suggestions for improvement provided in the future to support learning



TOEFL iBT Summary

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Comparing the TOEFL iBT and TOEFL ITP

	TOEFL ITP	TOEFL iBT
Skills tested	Reading Listening N/A N/A	Reading Listening Speaking Writing
Note-taking allowed	No	Yes
Integrated tasks	No	Yes
Total time	2 hours	4.0 hours
Total score scales	310 – 677	0 - 120