

INTRODUCTION

This teaching guide is meant to provide instructional advice and additional activities for TOEFL® instructors who are teaching from *The Michigan Guide to English for Academic Success and Better TOEFL® Test Scores*. It also contains updates about scoring for the TOEFL® Internet-based Test (iBT) and about a few changes made to the iBT since *The Michigan Guide* went to print. The iBT is oriented toward English for Academic Purposes (EAP), and this book offers many teaching strategies in EAP.

The Educational Testing Service (ETS) of Princeton, New Jersey, is the originator of, and administering authority for, the TOEFL® in all its forms. One of ETS's expressed aims for the iBT is to narrow the gap between the skills tested on the TOEFL® and the skills taught in pre-university classes in ESL or EFL. Many teachers are very excited to see the rational and ultimately beneficial change brought by the iBT. Now EAP classes are TOEFL-prep classes.

Colleges and universities are hopeful that the iBT will be a better predictor of success with college-level English than the current CBT is. The iBT concentrates on testing global comprehension skills. Does the test-taker understand the overall point(s) of an entire reading/lecture, or is his or her facility limited to sentence-level or paragraph-level understanding? The iBT also emphasizes production by (1) requiring two written responses to two different kinds of prompts and (2) introducing a speaking section for the first time in any version of the TOEFL®. Gone are discrete-point "structure" (grammar) questions. Grammatical facility is still important for both receptive and productive tasks, but it is now contextualized to serve as real of a communicative purpose as is possible on a test that is administered to large numbers of students worldwide.

These changes imply some new approaches to TOEFL preparation. Making these changes explicit is one of the main aims of *The Michigan Guide to Teaching EAP Skills*. Many highly skilled TOEFL-prep teachers have never before been required to apply an EAP approach in their classes. This book briefly describes such an approach and shows how to apply it to instruction in all four skills. For example, the iBT features readings of about 700 words and lectures as long as five minutes. *The Michigan Guide to Teaching EAP Skills* and *The Michigan Guide* (textbook) provide more than ample help in working with such relatively large chunks of input—after exercising some foundational skills (e.g., handling unfamiliar vocabulary, summarizing).

We are proud to offer authentically academic readings throughout this book. Most readings are lightly adapted from academic titles from various disciplines in the University of Michigan Press's wide-ranging catalog. Others are adapted, with permission, from writings by scholars who graciously offered their writings for this book. Since the iBT is so consistently academic, it is important for students to work with readings that are clearly in that style. It may be difficult at first, but students will eventually become accustomed to reading materials as challenging as those they will see on the test.

Teachers need to give multiple practice tests in any TOEFL-prep class. Not only do students expect such practice tests, but mental preparation for an important test like the iBT requires several dry runs. Included toward this end are: one practice test with an answer key in *The Michigan*

Guide, two other full-size practice tests in *The Michigan Guide to Teaching EAP Skills*, plus two mini-tests that can be completed in an hour or less (shorter versions of the iBT where all four skill areas are tested).

We hope *The Michigan Guide to Teaching EAP Skills* helps you plan and teach a realistic, EAP-oriented course in preparation for the iBT. We have worked hard to make it teacher-focused and more EAP-oriented than other iBT-prep books. If you can more easily construct an enjoyable and lively class, the work was worthwhile.

How to Use This Book

The Michigan Guide to Teaching EAP Skills can be used to:

- obtain basic information about the iBT's structure, scoring, etc.
- learn more about general EAP teaching
- learn about skill-specific aspects of EAP teaching (at the beginning of each skills chapter)
- plan a course by using or adapting a sample scope and sequence
- complete extra exercises to supplement those in *The Michigan Guide*
- give your students multiple practice tests

Most pages of exercises included may be photocopied so they can be distributed to your students.

In Chapter 3, a sample scope and sequence is offered. This is a good starting place to plan a course that lasts several weeks. It assumes a term of 14 to 16 weeks but can easily be altered to suit terms of different lengths.

Also included (see page 3) is a chart showing the differences between the old version of the TOEFL® (the Computer-based, or CBT) and the iBT. Teachers who have a lot of experience teaching TOEFL-prep may want to refer to this chart frequently to be reminded of the new directions taken by the iBT.

The skills chapters of this guide are divided into sections based on the Building Skills sections in *The Michigan Guide*. Teachers are free to use as many exercises as they want and to skip sections if they like. Each section begins with a quick-reference table that gives an overview of its contents. This table also contains an answer key for the exercises in that section.

The audio CDs accompanying this guide contain lectures and dialogues for completing the listening exercises, some writing exercises, and some speaking exercises. It also contains the lectures and dialogues necessary in taking the practice and mini-tests.

Finally, *The Michigan Guide to Teaching EAP Skills* offers two full-length practice tests and two practice mini-tests. Each full-length practice test takes approximately 3.5 to 4 hours to complete. Each mini-test takes about 1 hour. We recommend that some time be set aside for at least one full-length practice test during a term, probably at about mid-term and near the end of the term. Although you may want to use one practice test to mimic the testing situation as closely as possible, your students will find it helpful if one practice test is given in a modified setting that allows them to ask questions and allows for class discussion regarding questions and answer choices. Mini-tests can be taken at any point. It may be helpful to do a mini-test at the beginning of a term, so students have some appreciation of the structure of the iBT.