

Understanding and adapting to the changes to the TOEIC by Grant Trew

Trew first summarized the new test format of the TOEIC (Listening and Reading) introducing the main changes: the listening sections now use a variety of native speaker accents - Canadian, British, and Australian; most conversations are longer and comprised of natural language; and reading component are longer with double passages employed.

Then, the speaker summarized the implications for teaching: students need extensive and intensive listening practice; exposure to daily conversation; and to be taught specific test taking skills - predicting, skimming and scanning. For reading, teachers should provide students with various articles to teach the aforementioned skills in a written context. Additionally, students need to learn how to time themselves.

Next, Trew suggested that in perfect TOEIC course. The students should: (1) be taught test taking strategies, (2) build linguistic knowledge, (3) develop practical listening/reading skills, (4) practice a variety of questions, (5) use materials suitable for a range of abilities, (6) engage in interesting activities, and (7) be urged to study independently. Trew concluded by presenting examples of new tasks included on the speaking and writing test.

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