The TOEFL, first developed in 1963, is used to assess the English proficiency of candidates whose native language is not English, and whose admission to institutions in the United States and Canada is dependent on the results of a TOEFL test. (ET I.S. 1968) The TOEFL test is administered by a group of institutions that are members of the College Board.

The purpose of this chapter is two-fold. First, I wish to share the insights I have gained from my experiences in developing and administering the TOEFL test. Second, I wish to describe the creation of the Test of English as a Foreign Language (TOEFL) test, which was developed by a group of institutions who are members of the College Board. (ET I.S. 1968)
The TOEFL Reading Comprehension section contains a number of multiple-choice items designed to assess a test taker's ability to understand and interpret written information in English. This section is part of the TOEFL test and is administered in a computer-based format. It is designed to evaluate a test taker's ability to read and comprehend reading passages, understand vocabulary, and interpret the main ideas and details of the text.

In the Reading Comprehension section, a test taker is presented with a reading passage and then asked to answer a series of multiple-choice questions based on the passage. The questions may ask about the main idea of the passage, the details of a particular paragraph, or the relationship between different parts of the text. The test taker is required to select the best answer from among several options provided.

The TOEFL Reading Comprehension section is an important part of the test because it evaluates a test taker's ability to read and understand English texts at a college or university level. It is also an important factor in determining a test taker's overall English proficiency and their ability to succeed in an English-speaking academic environment.
The Test of English as a Foreign Language (TOEFL) is designed to assess the English proficiency of non-native speakers who intend to pursue higher education or professional training in English-speaking countries. It aims to provide a fair and reliable measure of English language ability, enabling institutions to make informed decisions about the admission and placement of international students.

The test consists of four sections: Listening, Reading, Writing, and Speaking. Each section is scored on a scale of 0 to 30, and the total score ranges from 0 to 120. The Listening section tests comprehension skills through multiple-choice questions based on recorded conversations, lectures, and talks. The Reading section evaluates reading comprehension through a variety of text types. The Writing section assesses the ability to write coherently and effectively, with tasks focusing on argumentative and descriptive writing. The Speaking section assesses speaking skills through task-based conversations and presentations.

Preparing for the TOEFL involves a comprehensive study plan, including practice tests and resources to enhance vocabulary, reading, and listening skills. Effective test-taking strategies, such as time management and pattern recognition, are crucial to achieving a high score. Students are encouraged to take the test with confidence, knowing that their English language abilities will be accurately assessed and recognized.
The Review Process

To avoid the common mistake of overlooking key points, it is essential to develop an analytical approach to the article. This involves taking the time to carefully read and analyze the text, paying close attention to the main ideas and supporting details. By doing so, you can ensure that you fully understand the content and are able to recall it accurately later on.

Here are some tips for effectively reviewing an article:

1. Read the title and abstract. These sections provide a summary of the article's main findings and conclusions.
2. Skim the introduction. This section sets the stage for the rest of the article and introduces the main research question or hypothesis.
3. Look at the headings and subheadings. These divide the text into manageable sections, making it easier to follow along.
4. Take notes as you read. This will help you remember key points and facilitate further analysis.
5. Check the references. These provide additional sources of information that may be useful for further research.

By following these steps, you can effectively review an article and gain a deeper understanding of its content.
The TOEFL is a standardized test used for assessing the English language proficiency of non-native speakers of English. It is designed to measure a test-taker's ability to communicate effectively in academic settings. The test consists of four sections: Reading, Listening, Speaking, and Writing. The reading section assesses the ability to read and understand academic texts, while the listening section evaluates comprehension of spoken English. The speaking section tests the ability to express ideas coherently in an academic context, and the writing section assesses the ability to write in an academic context, including the ability to develop and support ideas in writing.

# A TOEFL Reading Comprehension Case Study

In a TOEFL reading test, the test-taker is presented with a reading passage followed by questions that require an understanding of the text. The passage may be a scientific article, a historical essay, or any other type of academic text. The questions are designed to test comprehension, critical thinking, and analytical skills. The test-taker must read the passage carefully, identify the main ideas, and understand the relationships between the ideas presented.

# The Passage

The text of the passage is not provided in the image. However, the task of recognizing and understanding the main ideas and analyzing the text is crucial for success on the TOEFL Reading section.
I am 72 years old and understand the use of metaphor in the T.S.R.'s Eyrie. The word 'wind' could be replaced by which of the following?

(A) Current
(B) Current
(C) Climate
(D) Climate

In the T.S.R.'s Eyrie, the term 'wind' could be replaced by which of the following?

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(B) Current
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This type of item is designed to assess the understanding of metaphor and metaphorical language.

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The TIU expressed concern that the information in the exam was more

The statement is true. The TIU expressed concern that the information in the exam was more difficult than expected.

The answer to the question is clearly indicated in lines 7/8 of the text.

Taste of English as a Foreign Language

From Testing to Assessment

The answer to the question is clearly indicated in lines 7/8 of the text.
The Test of English as a Foreign Language

From Failing to Assessment

The test of English as a foreign language is designed to assess the English language proficiency of non-native speakers. It is commonly used for admission to English-speaking universities and for immigration purposes. The test consists of four sections: Listening, Reading, Writing, and Speaking.

**Listening Section:**
- This section assesses the test taker's ability to understand spoken English and includes tasks such as listening to a conversation or lecture and answering questions or completing tasks.

**Reading Section:**
- This section evaluates the test taker's reading comprehension abilities and includes tasks such as understanding passages and answering questions on the content.

**Writing Section:**
- This section assesses the test taker's ability to write in English and may include tasks like writing an essay or letter.

**Speaking Section:**
- This section evaluates the test taker's ability to speak English in a conversational setting, often through a series of tasks that simulate real-life situations.

In order to determine whether a test taker has succeeded, the test is scored based on a combination of these four sections, with each section contributing to the overall score. The test taker's performance is compared to a set of standards to determine if they have achieved the necessary level of proficiency in English.

Overall, the TOEFL test is an important tool for assessing English language proficiency and is widely recognized by universities and employers around the world.
a) more probable  
(b) more likely  
(c) unlikely  
(d) impossible

b) strong evidence  
(c) moderate evidence  
(d) weak evidence

7. True

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Table 2. Responses to Item 7.

A key feature of the distribution of answers is the high number of responses indicating disagreement (22 out of 25 respondents, 88%). This suggests that the students were critical of the statement and found it difficult to agree with it. The distribution is skewed towards disagreement, with only a small number of respondents (5 out of 25, 20%) agreeing with the statement. This indicates that the students were not convinced by the argument presented in the statement, and instead were skeptical of its validity.
Appendix 2.1: A TEFOL Pretest Item

The Test of English as a Foreign Language

The test administrator provides the student with the following directions for the reading section of the test:

"Refer to the directions that follow. Then read each passage. As you read each passage, answer the questions that follow it."
Historical development

John F. Englund

Social and historical context

History of education and Japanese universities:

3 An entrance test to Japanese universities

Table of contents

Historical development

Trojan Horse

Metallic and wooden

Merchant

Doctor and patient

Community and family

Pragmatic Education

Note: From the Test of English

Provision of the ETSE, TOEFL

Test of English

Dietary and educational

In the 17th century, the Chinese and

China's cultural influence on

The Chinese were the first

Examination of war

In the 20th century, the

The Chinese were the first

Examination of war

In the 20th century, the