

Writing Topics

Topics in the following list may appear in your actual test. You should become familiar with this list before you take the computer-based TOEFL test. Remember that when you take the test you will **not** have a choice of topics. You must write only on the topic that is assigned to you.

People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do **you** think people attend college or university? Use specific reasons and examples to support your answer.

Do you agree or disagree with the following statement? Parents are the best teachers. Use specific reasons and examples to support your answer.

Nowadays, food has become easier to prepare. Has this change improved the way people live? Use specific reasons and examples to support your answer.

It has been said, "Not everything that is learned is contained in books." Compare and contrast knowledge gained from experience with knowledge gained from books. In your opinion, which source is more important? Why?

A company has announced that it wishes to build a large factory near your community. Discuss the advantages and disadvantages of this new influence on your community. Do you support or oppose the factory? Explain your position.

If you could change one important thing about your hometown, what would you change? Use reasons and specific examples to support your answer.

How do movies or television influence people's behavior? Use reasons and specific examples to support your answer.

Do you agree or disagree with the following statement? Television has destroyed communication among friends and family. Use specific reasons and examples to support your opinion.

Some people prefer to live in a small town. Others prefer to live in a big city. Which place would you prefer to live in? Use specific reasons and details to support your answer.

"When people succeed, it is because of hard work. Luck has nothing to do with success." Do you agree or disagree with the quotation above? Use specific reasons and examples to explain your position.

Do you agree or disagree with the following statement? Universities should give the same amount of money to their students' sports activities as they give to their university libraries. Use specific reasons and examples to support your opinion.

Many people visit museums when they travel to new places. Why do you think people visit museums? Use specific reasons and examples to support your answer.

Some people prefer to eat at food stands or restaurants. Other people prefer to prepare and eat food at home. Which do you prefer? Use specific reasons and examples to support your answer.

Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.

Neighbors are the people who live near us. In your opinion, what are the qualities of a good neighbor? Use specific details and examples in your answer.

It has recently been announced that a new restaurant may be built in your neighborhood. Do you support or oppose this plan? Why? Use specific reasons and details to support your answer.

Some people think that they can learn better by themselves than with a teacher. Others think that it is always better to have a teacher. Which do you prefer? Use specific reasons to develop your essay.

What are some important qualities of a good supervisor (boss)? Use specific details and examples to explain why these qualities are important.

Should governments spend more money on improving roads and highways, or should governments spend more money on improving public transportation (buses, trains, subways)? Why? Use specific reasons and details to develop your essay.

It is better for children to grow up in the countryside than in a big city. Do you agree or disagree? Use specific reasons and examples to develop your essay.

In general, people are living longer now. Discuss the causes of this phenomenon. Use specific reasons and details to develop your essay.

We all work or will work in our jobs with many different kinds of people. In your opinion, what are some important characteristics of a co-worker (someone you work closely with)? Use reasons and specific examples to explain why these characteristics are important.

In some countries, teenagers have jobs while they are still students. Do you think this is a good idea? Support your opinion by using specific reasons and details.

A person you know is planning to move to your town or city. What do you think this person would like and dislike about living in your town or city? Why? Use specific reasons and details to develop your essay.

It has recently been announced that a large shopping center may be built in your neighborhood. Do you support or oppose this plan? Why? Use specific reasons and details to support your answer.

It has recently been announced that a new movie theater may be built in your neighborhood. Do you support or oppose this plan? Why? Use specific reasons and details to support your answer.

Do you agree or disagree with the following statement? People should sometimes do things that they do **not** enjoy doing. Use specific reasons and examples to support your answer.

Do you agree or disagree with the following statement? Television, newspapers, magazines, and other media pay too much attention to the personal lives of famous people such as public figures and celebrities. Use specific reasons and details to explain your opinion.

Some people believe that the Earth is being harmed (damaged) by human activity. Others feel that human activity makes the Earth a better place to live. What is your opinion? Use specific reasons and examples to support your answer.

It has recently been announced that a new high school may be built in your community. Do you support or oppose this plan? Why? Use specific reasons and details in your answer.

Toefl Essay Topics 2009

CL Gary



TOEFL Essay Topics 2009:

Handbook of Second and Foreign Language Writing Rosa M. Manchón, Paul Kei Matsuda, 2016-09-12 The Handbook of Second and Foreign Language Writing is an authoritative reference compendium of the theory and research on second and foreign language writing that can be of value to researchers professionals and graduate students It is intended both as a retrospective critical reflection that can situate research on L2 writing in its historical context and provide a state of the art view of past achievements and as a prospective critical analysis of what lies ahead in terms of theory research and applications Accordingly the Handbook aims to provide i foundational information on the emergence and subsequent evolution of the field ii state of the art surveys of available theoretical and research basic and applied insights iii overviews of research methods in L2 writing research iv critical reflections on future developments and iv explorations of existing and emerging disciplinary interfaces with other fields of inquiry

Argumentative Writing in a Second Language Alan R. Hirvela, Diane Belcher, 2021-12-13 Argumentative Writing in a Second Language is a collection on teaching argumentative writing offering multiple vantage points drawn from the contributors own teaching and research experiences The value of learning how to compose argumentative texts cannot be overstated and yet very little attention has been allocated to the equally important topic of how argumentation is or can be taught in the L2 context Thus this volume shifts attention to teachers and argumentative writing instruction especially within increasingly common multimodal and digital literacy settings While doing so it provides a comprehensive wide ranging view of the L2 argumentative writing landscape within an instructional lens Part I of the volume is topic oriented and focuses on explorations of important issues and perspectives while Part II features several chapters reporting classroom based studies of a variety of instructional approaches that expand our understanding of how argumentative writing can be taught The book will be of value to pre service and in service teachers in varying instructional contexts as well as teacher educators and L2 writing scholars researchers

TOEFL Writing Task 1 - 2025-2026 Dr. Hikmet Sahiner, 2025-08-21 TOEFL Writing Task 1 2025 2026 TOEFL Writing Task 1 2025 2026 is designed to give test takers an edge in responding to the integrated task based on Reading and Listening on the TOEFL Writing Section This ebook features a total of 73 REAL Integrated Task questions and 1 2 sample responses for each of them In addition to 73 authentic practice tests it includes thorough review sections to walk test takers through everything they need to know to succeed on the Writing Section of the exam Test takers will learn how to construct effective responses based on four individual templates TOEFL Writing Task 1 2025 2026 Epub edition features Test taking strategies 2 Templates for high score responses and Grammar Points 73 full length practice

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Four-Year Colleges 2009 Peterson's, 2008-06 Complete and up to date information on academics faculty research tuition sports and campus life at four year colleges in the U S and Canada *Written and Spoken Language Development across the Lifespan* Joan Perera, Melina Aparici, Elisa Rosado, Naymé Salas, 2015-11-23 This multidisciplinary volume offers insights on oral and written language development and how it takes place in literate societies The volume covers topics from early to late language development its interaction with literacy practices including several languages monolingual and multilingual contexts different scripts as well as typical and atypical development Inspired by the work of Liliana Tolchinsky a leading expert in language and literacy development a group of internationally renowned scholars offers a state of the art overview of current thinking in language development in literate societies in its broadest sense Contributors offer a personal tribute to Liliana Tolchinsky in the opening section **Writing to Learn Academic Words** Breno B. Silva, 2022-08-22 This book highlights the importance of English academic vocabulary for success at university and explores written tasks as effective pedagogical tools to promote the acquisition of academic words The book reviews germane and recent SLA psycholinguistic corpus linguistics and L2 writing research to underscore the challenges associated with the learning of academic words Then it reports on three empirical studies conducted in the Polish context The first study develops a reliable tool to assess the knowledge of academic vocabulary of undergraduate learners The second and third studies investigate the learning of academic words after the writing of sentences and argumentative essays and discuss the role of cognition as a mediator of such learning The book also provides an accessible introduction to linear mixed effect models a powerful reliable and flexible statistical technique that has been gaining popularity among SLA and psycholinguistics researchers Defining and Assessing Lexical Proficiency Agnieszka Leńko-Szymańska, 2019-11-05 This comprehensive account of performance based assessment of L2 lexical proficiency analyzes and compares two of the primary methods of evaluation used in the field and unpacks the ways in which they tap into different dimensions of one model of lexical competence and proficiency This book builds on the latest research on performance based assessment which has most recently pointed to the application of more quantitative measures to L2 data to systematically explore the qualitative method of using human raters in assessment exercises and the quantitative method of using automatic computation of statistical measures of lexis and phraseology Supported by an up to date review of the existing literature both approaches unique features are highlighted but also compared to one another to provide a holistic overview of performance based assessment as it stands today at both the theoretical and empirical level These findings are exemplified in a concluding chapter which summarizes results from an empirical study looking at a range of lexical and phraseological features and human raters scores of over 150 essays written by both L2 learners of English and native speakers Taken together the volume challenges existing tendencies within the field which attempt to use one method to validate one another by demonstrating their capacity to indicate very different elements

of lexical proficiency thereby offering a means by which to better conceptualize performance based assessment of L2 vocabulary in the future This book will be of interest to students and researchers working in second language acquisition and applied linguistics research particularly those interested in issues around assessment vocabulary acquisition and language proficiency The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a CC BY NC ND 4.0 license

International Student Handbook 2009 College Entrance Examination Board, 2008-07-22 Provides information for international students on tests required TOEFL minimum and average application deadlines and fees student services and housing costs and financial aid at over 2,800 4 year and 2 year colleges in the U.S.

Handbook of Automated Essay Evaluation Mark D. Shermis, Jill Burstein, 2013-07-18 This comprehensive interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation AEE methods and technologies Highlights include the latest in the evaluation of performance based writing assessments and recent advances in the teaching of writing language testing cognitive psychology and computational linguistics This greatly expanded follow up to Automated Essay Scoring reflects the numerous advances that have taken place in the field since 2003 including automated essay scoring and diagnostic feedback Each chapter features a common structure including an introduction and a conclusion Ideas for diagnostic and evaluative feedback are sprinkled throughout the book Highlights of the book's coverage include The latest research on automated essay evaluation Descriptions of the major scoring engines including the E-rater the Intelligent Essay Assessor the Intellimetric™ Engine e-rater™ and LightSIDE Applications of the uses of the technology including a large scale system used in West Virginia A systematic framework for evaluating research and technological results Descriptions of AEE methods that can be replicated for languages other than English as seen in the example from China Chapters from key researchers in the field The book opens with an introduction to AEEs and a review of the best practices of teaching writing along with tips on the use of automated analysis in the classroom Next the book highlights the capabilities and applications of several scoring engines including the E-rater the Intelligent Essay Assessor the Intellimetric™ engine e-rater™ and LightSIDE Here readers will find an actual application of the use of an AEE in West Virginia psychometric issues related to AEEs such as validity reliability and scaling and the use of automated scoring to detect reader drift grammatical errors discourse coherence quality and the impact of human rating on AEEs A review of the cognitive foundations underlying methods used in AEE is also provided The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy Ideal for educators professionals curriculum specialists and administrators responsible for developing writing programs or distance learning curricula those who teach using AEE technologies policy makers and researchers in education writing psychometrics cognitive psychology and computational linguistics this book also serves as a reference for graduate courses on automated essay evaluation taught in education computer science language linguistics and cognitive psychology

Chinese-Speaking Learners of English Ryan

Damerow, Kathleen Bailey, 2019-12-05 A compendium of the latest developments in research regarding English language education for Chinese speaking learners this volume combines cutting edge research from multiple internationally known scholars The chapters offer unique insights into some of the most salient issues related to this broad topic The seventh volume in the Global Research on Teaching and Learning English series co published with The International Research Foundation for English Language Education TIRF this book features chapters with original research written by TIRF Doctoral Dissertation Grant awardees The volume addresses the crucial and growing need for research based conversations on the contexts environments goals and measures of success for Chinese speaking learners of English It includes sections on language assessment perceptions in university contexts and technology especially in relation to young learners in order to promote in depth discussion of the teaching and learning of English for native speakers of Chinese The volume s 13 research based chapters discuss topics such as the impact and implications of using emerging assessment tools the increase in English for Specific Purposes ESP courses academic speaking and writing and teaching in an online or hybrid environment Throughout the book the authors draw on their knowledge of their multiple contexts as well as their learners needs and goals This volume brings together innovative research for TESOL and TEFL students language teacher educators language policy specialists language assessment scholars and language teachers Readers will become familiar with how these issues related to Chinese speaking learners of English are being addressed in academic circles around the world *The Routledge Handbook of Second Language Acquisition and Language Testing* Paula Winke, Tineke Brunfaut, 2020-12-27 This Handbook with 45 chapters written by the world s leading scholars in second language acquisition SLA and language testing dives into the important interface between SLA and language testing shared ground where researchers seek to measure second language performance to better understand how people learn their second languages The Handbook also reviews how to best measure and evaluate the second language L2 learners personal characteristics backgrounds and learning contexts to better understand their L2 learning trajectories Taking a transdisciplinary approach to research the book builds upon recent theorizing and measurement principles from the fields of applied linguistics cognitive science psychology psycholinguistics psychometrics educational measurement and social psychology The Handbook is divided into six key sections 1 Assessment concepts for SLA researchers 2 Building instruments for SLA research 3 Measuring individual differences 4 Measuring language development 5 Testing specific populations and 6 Measurement principles for SLA researchers Perspectives on the L2 Phrasicon Sylviane Granger, 2021-07-08 This is the very first book to investigate the field of phraseology from a learner corpus perspective bringing together studies at the cutting edge of corpus based research into phraseology and language learners The chapters include learner corpus based studies of phraseological units in varieties of learner language differentiated in terms of task and or learner variables compared with each other or with one or more reference corpora mixed methods studies that combine learner corpus data with more experimental data types e g eyetracking and instruction

oriented studies that show how learner corpus based insights can be used to inform second language L2 teaching and testing The detailed analysis of a wide range of multiword units collocations lexical bundles lexico grammatical patterns and extensive learner corpus data provide the reader with a comprehensive theoretical methodological and applied perspective onto L2 use in a wide range of situations The knowledge gained from these learner corpus studies has major implications for L2 theory and practice and will help to inform pedagogical assessment and practice

Handbook of Test Security James A. Wollack, John J. Fremer, 2013-09-02 High stakes tests are the gatekeepers to many educational and professional goals As such the incentive to cheat is high This Handbook is the first to offer insights from experts within the testing community psychometricians and policymakers to identify and develop best practice guidelines for the design of test security systems for a variety of testing genres Until now this information was scattered and often resided inside testing companies As a result rather than being able to learn from each other's experiences each testing entity was left to re create their own test security wheel As a whole the book provides invaluable insight into the prevalence of cheating and best practices for designing security plans training personnel and detecting and investigating misconduct to help develop more secure testing systems and reduce the likelihood of future security breaches Actual case studies from a variety of settings bring to life how security systems really work Examples from both domestic and international programs are provided Highlights of coverage include Best practices for designing secure tests Analysis of security vulnerabilities for all genres of testing Practical cheating prevention and detection strategies Lessons learned in actual security violations in high profile testing programs Part I focuses on how tests are delivered for paper and pencil technology based and classroom testing and writing assessment Each chapter addresses the prevalence of the problem and threats to security prevention and detection Part II addresses issues essential to maintaining a secure testing program such as planning and monitoring physical security the detection of group based cheating investigating misconduct and communicating about security related issues Part III examines actual examples of cheating how the cheating was done how it was detected and the lessons learned Part III provides insight into security issues within each of the Association of Test Publishers four divisions certification licensure clinical educational and industrial organizational testing Part III's conclusion revisits the issues addressed in the case studies and identifies common themes Intended for organizations professionals educators policy makers researchers and advanced students that design develop or use high stakes tests this book is also ideal for graduate level courses on test development educational measurement or educational policy

L2 Writing Assessment Anthony Green, 2022-12-07 This book tackles three choices that face developers of L2 writing assessments defining L2 writing abilities collecting evidence of those abilities usually by getting L2 writers to write something and judging their performance usually by assigning a score or grade to it It takes a historical view of how assessment developers have made those choices how contemporary practices emerged and of alternative techniques that have risen and fallen over time The three sections each tackle one of these choices The first

considers the social functions that define L2 writing and assessment the second relates how assessment tasks have adapted to changing conceptions of languages writing and assessment and the third explores how scoring systems have evolved Each section brings the reader up to date with current issues confronting writing assessment both in large scale testing and in language classrooms before considering the new opportunities and challenges of the digital age This book will be of interest to students scholars and practitioners in language assessment language education and applied linguistics

Understanding, Evaluating, and Conducting Second Language Writing Research Charlene Polio, Debra Friedman, 2016-11-18 Understanding Evaluating and Conducting Second Language Writing Research speaks to the rapidly growing area of second language writing by providing a uniquely balanced approach to L2 writing research While other books favor either a qualitative or quantitative approach to second language acquisition SLA research this text is comprehensive in scope and does not privilege one approach over the other illuminating the strengths of each and the ways in which they might complement each other It also provides equal weight to the cognitive and socio cultural approaches to SLA Containing an array of focal studies and suggestions for further reading this text is the ideal resource for students beginning to conduct L2 writing research as well as for more experienced researchers who wish to expand their approach to conducting research *Studies and Essays on Learning, Teaching and Assessing L2 Writing in Honour of Alister Cumming*

A. Mehdi Riazi, Ling Shi, Khaled Barkaoui, 2020-04-14 This volume highlights some of the main issues and questions surrounding the field of second language L2 writing and includes 14 chapters authored by contributors from a wide variety of geographical regions including but not limited to North America Europe Australia and Asia The authors are all experienced L2 writing researchers and their contributions will enhance the reader's understanding of issues related to L2 writing Considering the breadth and the depth of the issues raised and discussed the book will appeal to a wide readership including postgraduate students of Teaching English to Speakers of Other Languages TESOL and Applied Linguistics AL and both early career and experienced TESOL AL researchers

INVESTIGATING COMPARABILITY OF WRITING TASKS WITH PICTURE PROMPTS IN AN IN-HOUSE ENGLISH PROFICIENCY TEST YALI SHI, 2022-04-28 For security reasons using parallel writing tasks within or across different test administrations is common practice in large scale language testing Lack of task comparability would result in unjustified variance in test performance and consequently jeopardize test validity and fairness Thus it is crucial for test developers to gather empirical evidence from different aspects to substantiate the fairness argument that scores are consistent and score based decisions are impartial across parallel tasks Despite many studies hitherto on writing task comparability those addressing picture prompt writing tasks in an integrated manner have remained quite underexplored Therefore this book investigates the comparability of five writing tasks with picture prompts randomly assigned across testing occasions in an in house English proficiency test EPT of a comprehensive university from three perspectives the scores the texts and the raters and test takers Results show that task difficulty is not comparable either in

terms of some lexical syntactic and content features elicited or as judged by raters and test takers which could be related with topic familiarity and conceptual clarity of the picture prompt Yet overall task comparability is achieved in not only final scores but also score distribution and classification accuracy The findings support the fairness argument for EPT writing and provide theoretical practical and methodological implications

Handbook of Test Development Suzanne Lane, Mark R. Raymond, Thomas M. Haladyna, 2015-10-08 The second edition of the Handbook of Test Development provides graduate students and professionals with an up to date research oriented guide to the latest developments in the field Including thirty two chapters by well known scholars and practitioners it is divided into five sections covering the foundations of test development content definition item development test design and form assembly and the processes of test administration documentation and evaluation Keenly aware of developments in the field since the publication of the first edition including changes in technology the evolution of psychometric theory and the increased demands for effective tests via educational policy the editors of this edition include new chapters on assessing noncognitive skills measuring growth and learning progressions automated item generation and test assembly and computerized scoring of constructed responses The volume also includes expanded coverage of performance testing validity fairness and numerous other topics Edited by Suzanne Lane Mark R Raymond and Thomas M Haladyna The Handbook of Test Development 2nd edition is based on the revised Standards for Educational and Psychological Testing and is appropriate for graduate courses and seminars that deal with test development and usage professional testing services and credentialing agencies state and local boards of education and academic libraries serving these groups

Assessing the English Language Writing of Chinese Learners of English Liz Hamp-Lyons, Yan Jin, 2022-05-24 This book focuses on the assessment of English language writing in China mainland the territories of Hong Kong and Macau and Taiwan The first part of the book describes how writing in English has been assessed in Chinese contexts in the past 25 years and how it continues to be assessed at present The second part of the book presents reports of work such as formative classroom based assessment feedback based or feedback led approaches learning oriented assessment portfolios as well as the important issue of teacher professional development in writing assessment This two part division relates to and reflects what has been happening in writing assessment internationally in the UK from the 1940s and in the US in the past 25 years The use of English for international business communication for international political negotiations and its rapidly increasing use as a medium of instruction in some subject areas has led to a rapid increase in the numbers of Chinese L1 speakers who are learning and being assessed in English This is often done with an emphasis on reading and writing The vast majority of assessments of English language writing are done through large scale direct testing that uses simple prompts tasks and short writing samples This book explores best practices in assessing the writing in English of native speakers of Chinese *Assessing the English Language Writing of Chinese Learners of English* edited by long time experts Liz Hamp Lyons and Yan Jin clearly demonstrates the authors collective years of writing and

teaching about writing assessment The book's 13 chapters written by recognized experts in assessment of Chinese speakers learning English represent a wide array of important topics written in reader friendly language and offering evidence for pedagogical practices as well as high stakes testing of writing Teachers researchers administrators of writing programs in China and test developers who seek counsel about this population need look no further than to add Assessing the English Language Writing of Chinese Learners of English to their reading list Deborah Crusan Wright State University USA

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