



MCILWRAITH
EDUCATION

Teaching Knowledge Test (TKT) Preparatory Course

The Teaching Knowledge Test (which is designed and produced by the University of Cambridge ESOL Examinations) provides English language teachers with the opportunity to formally assess their professional knowledge and to gain an internationally recognised teaching qualification. In brief, the TKT aims *'to test candidates' knowledge of concepts related to language, language use and the background to and practice of language teaching and learning'* (Teaching Knowledge Test Handbook for Teachers, 2008) and comprises three modules:

Module 1: Language and background to language learning and teaching

Module 2: Lesson Planning and use of resources for language teaching

Module 3: Managing the teaching and learning process

For a more detailed overview of the TKT please visit the following website:

<http://www.cambridgeesol.org/exams/teaching-awards/tkt.html>

Our 'Teaching Knowledge Test (TKT) Preparatory Course' is aimed at in-service teachers with a minimum of two years teaching experience and with a level of English of at least Level B1 of the Council of Europe's Common European Framework of Reference for Languages.

The TKT preparatory course can either be delivered as an intensive 10 day course or as two separate 5-day courses with the first one preparing participants for Module 1, and the second for Modules 2 & 3. Please note: it is envisaged that at the end of the course the participants will sit the official Cambridge exam, the cost of which is not included in the course fee.

Preparatory courses for the optional TKT modules - Content & Language Integrated Learning (CLIL) and Knowledge about Language (KAL) - are also available upon request, as are TKT preparatory courses for pre-service teachers.

OBJECTIVES

By the end of the course, participants will:

- ▶ Have covered the areas of teaching knowledge that are tested in the TKT
- ▶ Be familiar with the terminology that is used in the TKT
- ▶ Be familiar with the test format & task types
- ▶ Have received test practice



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TOPICS

Module 1

- ▶ Part 1 – grammar; lexis; phonology; functions; reading; writing; listening; & speaking
- ▶ Part 2 – motivation; exposure to language and focus on form; the role of error; the differences between L1 & L2 learning; learner characteristics; & learner needs
- ▶ Part 3 – presentation techniques and introductory activities; types of activities and tasks for language and skills development; & assessment types and tasks

Module 2

- ▶ Part 1 – identifying and selecting lesson aims; identifying the different components of a lesson plan; planning an individual lesson or sequence of lessons; & choosing assessment activities
- ▶ Part 2 – using reference resources for lesson preparation; the selection and use of coursebook materials; the selection and use of supplementary materials and activities; & the selection and use of teaching aids

Module 3

- ▶ Part 1 – the functions commonly used by the teacher in the classroom; identifying the functions of language used by learners in the classroom; & categorising learners' mistakes
- ▶ Part 2 – the role of the teacher; grouping learners; correcting learners; & giving feedback

COURSE DELIVERY

Courses are delivered face-to-face in your country at a suitable venue of your choosing. Upon request we can arrange for training to be delivered in Edinburgh. In some cases, pre- and/or post-course work might be delivered online. Ideally, courses run for groups between 10-20 participants, but we can run courses for less or more if necessary.

COURSE TUTORS

The team is led Claire Whittaker who has prepared candidates for the TKT in Bosnia & Herzegovina and Kazakhstan.

Preparation for the Teaching Knowledge Test Module 1 – Sample Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
0900 - 1030	<p>Formal welcome, course aims, introductions</p> <p>An overview of the Teaching Knowledge Test (TKT)</p>	<p>Functions</p> <p>Context; Levels of formality; Appropriacy; A range of functions and their typical exponents</p>	<p>Speaking</p> <p>Features of spoken language; Types of speaking activities</p>	<p>The differences between L1 & L2 Learning</p> <p>Differences in age, in the context of learning & in ways of learning</p>	<p>Types of activities and tasks for language and skills development</p> <p>Frameworks for activities and tasks, e.g. PPP, TBL, TPR, the Lexical Approach etc.</p>
1030 - 1045	Break	Break	Break	Break	Break
1045 - 1215	<p>Grammar</p> <p>Parts of speech; The forms and use of grammatical structures</p>	<p>Reading</p> <p>Ways of reading; Types of text; Reasons for reading; Subskills</p>	<p>Motivation</p> <p>Influences on motivation; The importance of motivation; Measures that can increase motivation</p>	<p>Learner characteristics</p> <p>Common learning styles, preferences, & learning strategies; Maturity; Past learning experiences</p>	<p>Assessment types and tasks</p> <p>Purposes for assessment; Methods of assessment; The design and purpose of a range of assessment tasks and activities</p>
1215 - 1315	Lunch	Lunch	Lunch	Lunch	Lunch
1315 - 1430	<p>Lexis</p> <p>Types of meaning; Word formation; Word groupings</p>	<p>Writing</p> <p>Subskills; Stages of writing; Features of written texts</p>	<p>Exposure and focus on form</p> <p>Acquisition; the Silent period; Interlanguage</p>	<p>Learner needs</p> <p>The personal, learning and (future) professional needs of learners</p>	<p>Mock TKT Module 1 Exam</p>
1430 - 1445	Break	Break	Break	Break	Break
1445 - 1600	<p>Phonology</p> <p>International Phonetic Alphabet; Phonemes, word stress, sentence stress, intonation and connected speech</p>	<p>Listening</p> <p>Reasons for listening; Subskills</p>	<p>The role of error</p> <p>Errors and slips; Interference and developmental errors; Interlanguage</p>	<p>Presentation techniques and introductory activities</p> <p>Warmers, lead-ins; Common ways of presenting language</p>	<p>Mock results / discussion</p> <p>Formal farewells and awarding of certificates</p>

Preparation for the Teaching Knowledge Test Modules 2 & 3 – Sample timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
0900 - 1030	<p>Formal welcome, course aims, introductions</p> <p>An overview of the Teaching Knowledge Test (TKT)</p>	<p>Choosing assessment activities</p> <p>Informal or formal assessment and related tasks and activities</p>	<p>The selection and use of teaching aids</p> <p>Types of aids and their teaching functions</p>	<p>The roles of the teacher</p> <p>Common teacher roles; Function of teacher roles</p>	<p>Terminology Review / Revision</p>
1030 - 1045	Break	Break	Break	Break	Break
1045 - 1215	<p>Module 2: Identifying and selecting lesson aims</p> <p>Main, subsidiary and personal aims; Specification of aims; Factors influencing the choice of aims</p>	<p>Using reference resources for lesson preparation</p> <p>The range of resources available and teachers' reasons for consulting them</p>	<p>Module 3: Using language appropriately for a range of classroom functions</p> <p>Identification of a range of classroom functions and typical exponents; Appropriacy of use</p>	<p>Grouping learners</p> <p>Common classroom interaction patterns and their uses; Grouping learners and reasons for this</p>	<p>Mock TKT Module 2 Exam</p>
1215 - 1315	Lunch	Lunch	Lunch	Lunch	Lunch
1315 - 1430	<p>Identifying the different components of a lesson plan</p> <p>The standard components of a lesson</p>	<p>The selection and use of coursebook materials</p> <p>Criteria for selection; Ways of adapting materials</p>	<p>Identifying the functions of learners' language</p> <p>Identification of common functions, typical exponents & communicative purpose; Appropriacy of use</p>	<p>Correcting learners</p> <p>Methods of oral and written communication and their appropriacy of use</p>	<p>Mock TKT Module 3 Exam</p>
1430 - 1445	Break	Break	Break	Break	Break
1445 - 1600	<p>Planning an individual or a sequence of lessons</p> <p>Common sequences</p>	<p>The selection and use of supplementary materials and activities</p> <p>Types of supplementary materials and activities; Reasons for use; How to select and adapt</p>	<p>Categorizing learners' mistakes</p> <p>Categorising types of mistakes</p>	<p>Giving feedback</p> <p>The focus and purpose of feedback; Ways of giving feedback</p>	<p>Mock Results / discussion</p> <p>Formal farewells and awarding of certificates</p>