



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

Experts in Language Assessment

# Teaching Knowledge Test

## Module 2 Examination Report

2007

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# Teaching Knowledge Test

## Examination Report Module 2

2007

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### WEBSITE REFERENCE

This report can be downloaded from the Cambridge ESOL website at:  
[www.CambridgeESOL.org](http://www.CambridgeESOL.org)

## **INTRODUCTION**

TKT was first administered in May 2005, since when there have been over 35,000 entries from Centres in approximately 60 countries.

TKT is suitable for teachers of English in primary, secondary or adult teaching contexts and is intended for an international audience of non-first language or first language teachers of English.

Candidates taking TKT will normally have some experience of teaching English to speakers of other languages. TKT may also be taken by

- pre-service teachers
- teachers who wish to refresh their teaching knowledge
- teachers who are moving to teaching English after teaching another subject.

TKT has the following aims:

- to test candidates' knowledge of concepts related to language, language use and the background to and practice of language teaching and learning
- to provide an easily accessible test about teaching English to speakers of other languages, which is prepared and delivered to international standards, and could be used by candidates to access further training, and enhance career opportunities
- to encourage teachers in their professional development by providing a step in a developmental framework of awards for teachers of English.

## **Grading of TKT**

Grading takes place very soon after the answer sheets have been received in Cambridge. Each module is scored out of a total of 80 marks with each correct answer carrying one mark. Each module is graded separately and certificates are issued independently for each module.

The marks required to achieve each band are set according to the following information:

- statistics on the candidature
- statistics on overall candidate performance
- statistics on individual tasks and questions
- comparison with statistics from previous versions of TKT.

Results are reported in Bands 1-4, with Band 4 being the highest.

## **Special consideration**

Special Consideration can be given to candidates affected by adverse circumstances immediately before or during an examination. Examples of acceptable reasons for giving Special Consideration include illness and bereavement. All applications for Special Consideration must be made through the local Centre as soon as possible after the examination affected.

## **Irregular conduct**

Cases of candidates who are suspected of copying, collusion or breaking the examination regulations in some other way will be considered by the Cambridge ESOL Malpractice Committee. Results may be withheld because further investigation is needed or because of infringement of the regulations.

## **Notification of results**

Candidates' certificates are despatched from Cambridge to their local Centres approximately two weeks after their answer sheets have been received.

Requests for a check on results may be made through the local Centre, within one month of the issue of certificates.

Cambridge ESOL produces the following documents which may be of use in preparing candidates for TKT:

- TKT Glossary
- TKT Handbook
- Examination report
- Past Paper Pack
- TKT Teaching Resource. See [www.CambridgeESOL.org/teach/TKT](http://www.CambridgeESOL.org/teach/TKT)
- Teacher Portfolio. See [www.teacherportfolio.CambridgeESOL.org](http://www.teacherportfolio.CambridgeESOL.org)

Users of this Examination Report may find it useful to refer simultaneously to the relevant Past Paper Pack, which can be found on our website. In addition, the 2006 Exam Report is available from our website. The Past Paper Pack for the 2006 Exam Report can be purchased using the order form on-line at [www.cambridgeesol.org](http://www.cambridgeesol.org)

If you do not have access to the internet, you can obtain an order form by contacting:

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Feedback on this report is very welcome and should be sent to the Reports Co-ordinator, Cambridge ESOL at the above address. Please use the feedback form at the end of this report.

## Module 2 – Lesson planning and use of resources for language teaching

### General description and syllabus

#### Module format

Module 2 consists of two parts.

#### Timing

1 hour 20 minutes

#### Number of questions

80

#### Task types

Objective tasks, such as one-to-one matching; 3/4/5-option matching; sequencing; 3-option multiple choice and odd one out.

#### Answer format

For all parts of this module candidates indicate their answers by shading the correct lozenges on their answer sheets. Candidates should use a pencil and mark their answers firmly. Candidates should use an eraser to rub out any answer they wish to change.

#### Marks

Each question carries 1 mark.

| Part | Title  | Areas of teaching knowledge  | Task types and format  |
|------|--|--|--|
| 1    | Planning and preparing a lesson or sequence of lessons | <p>Lesson planning</p> <ul style="list-style-type: none"> <li>identifying and selecting aims appropriate to learners, stage of learning and lesson types</li> <li>identifying the different components of a lesson plan</li> <li>planning an individual lesson (or a sequence of lessons), choosing and sequencing activities appropriate to learners and aims</li> <li>choosing assessment activities appropriate to learners, aims and stages of learning</li> </ul> | <p>5-6 tasks consisting of approximately 40 questions</p> <p>Tasks include one-to-one matching; 3/4/5-option matching; 3-option multiple choice; odd one out and sequencing.</p> |
| 2    | Selection and use of resources and materials           | <p>Consulting reference resources to help in lesson preparation</p> <p>Selection and use of:</p> <ul style="list-style-type: none"> <li>coursebook materials</li> <li>supplementary materials and activities</li> <li>teaching aids</li> </ul> <p>appropriate to learners and aims</p>   | <p>5-7 tasks consisting of approximately 40 questions</p> <p>Tasks include one-to-one matching; 3/4/5-option matching; 3-option multiple choice and odd one out.</p>             |

## Part 1

This part of Module 2 tests candidates' knowledge of how to identify appropriate teaching aims and translate them into plans for lessons or a series of lessons, how to sequence activities within and across lessons in a manner appropriate to particular groups of students, and select appropriate assessment activities to build into (a series of) lessons.

| <b>Candidates need to demonstrate an understanding of concepts and terminology related to:</b> |  |
|--|--|
| <b>Syllabus area</b>   | <b>Examples</b>  |
| identifying and selecting lesson aims  | <ul style="list-style-type: none"><li>• main, subsidiary and personal aims</li><li>• specification of aims</li><li>• factors influencing the choice of aims</li></ul>                                      |
| identifying the different components of a lesson plan  | <ul style="list-style-type: none"><li>• the standard components of a lesson plan: aims, procedures, stages, timing, aids, anticipated problems, assumptions, interaction patterns, timetable fit</li></ul> |
| planning an individual lesson or sequence of lessons   | <ul style="list-style-type: none"><li>• common sequences, e.g. structural, skills, topic, project</li></ul>  |
| choosing assessment activities   | <ul style="list-style-type: none"><li>• informal or formal assessment and related tasks and activities</li></ul>   |

## Part 2

This part of Module 2 tests candidates' knowledge of how to make use of resources, materials and aids in their lesson planning.

| <b>Candidates need to demonstrate an understanding of concepts and terminology related to:</b> |   |
|--|---|
| <b>Syllabus area</b>   | <b>Examples</b>   |
| using reference resources for lesson preparation   | <ul style="list-style-type: none"><li>• the range of resources available and teachers' reasons for consulting them</li></ul>                                  |
| the selection and use of coursebook materials  | <ul style="list-style-type: none"><li>• criteria for selection</li><li>• ways of adapting materials</li></ul>   |
| the selection and use of supplementary materials and activities                                | <ul style="list-style-type: none"><li>• types of supplementary materials and activities</li><li>• reasons for use</li><li>• how to select and adapt</li></ul> |
| the selection and use of teaching aids   | <ul style="list-style-type: none"><li>• types of aids and their teaching functions</li></ul>  |

## **Module 2 Version 7**

This report is intended to provide a general view of how candidates performed in Module 2 of TKT Version 7, and to offer guidance on the preparation of candidates. It is based on a statistical analysis of candidates' answers.

This analysis showed that overall most candidates handled the questions in this module well, although there was some variation in how well candidates performed on different tasks across the module. It also showed that the test provided a reliable assessment of candidates' abilities and that it discriminated well between weaker and stronger performance.

Tasks 1-6 focus on Module 2, Part 1 of the TKT syllabus, tasks 7-12 on Module 2, Part 2.

### **Task 1, Questions 1 – 6**

This task focused on the teaching aims underlying textbook rubrics. Candidates were presented with a series of rubrics taken from textbooks and required to match them to one of three lesson aims. Generally, candidates coped well with the task. There was evidence in some of the wrong answers though that weaker candidates had been distracted by word associations in the questions and options, e.g. *words* in Question 2 with *vocabulary* in Option C, *read* in Question 5 with *reading* in Option B. There was also some evidence that candidates might not have read sentences through to the end before deciding on their answer. It is important to read questions in their entirety as the right answer depends on a match with all the information in a question, not just with part of it.

### **Task 2, Questions 7 – 15**

This task required candidates to match information from a lesson plan to the lesson plan heading it would come under, i.e. the type of information it provided. It was a matching task which candidates generally dealt well with, though weaker students had some difficulties. These centred particularly on the differences between lesson aims and lesson procedure, and between lesson aims and personal aims of the teacher. Lesson aims are wider than procedure and indicate not so much what students will do at any stage of the lesson, but what the teacher intends them to achieve by the end of the lesson. Procedure focuses on students' or a teacher's activities at a given stage of the lesson. The difference between lesson aims and personal aims is that the former refer to aims that the teacher hopes the students will achieve as a result of the lesson. The personal aims of the teacher refer to professional development aims that the teacher sets herself in order to improve her own teaching. There was evidence in weaker answers of merely matching words that appeared in the question and the options, e.g. *dictionary* in Questions 9 and 10 with Option D. Candidates are strongly advised to read questions through to the end before deciding on their answers to ensure a complete match between the question and the option.

### **Task 3, Questions 16 – 22**

This task focused on identifying the aims of stages in an integrated lesson. Overall, the task was handled well with only Question 18 seeming particularly demanding.

Answers to this question indicate that some candidates may not have understood Option C, *understanding how texts develop* with its focus on textual cohesion. In Question 21, weaker answers indicate that some candidates may not fully understand the range of skills involved in independent learning. There is also evidence that some weaker students may not have read the task rubric fully and not taken advantage of the guidance it offers on how to approach the task. It is important that candidates realise that the rubrics are an integral part of TKT tasks.

#### **Task 4, Questions 23 – 29**

This task focused on ordering stages in a writing skills lesson plan. Candidates were required to put stages into the right order for the lesson. Candidates coped well with the task with only two questions, 27 and 28, causing particular problems for some candidates; Stage C provides input for Stage H, so it precedes it. Candidates are advised to read through all the options to get the bigger picture before deciding on their answers.

#### **Task 5, Questions 30 – 35**

This task tested candidates' ability to recognise what areas of grammar were assessed by a series of assessment tasks. They were required to match the tasks with their grammatical focus. They did so competently, showing an ability to identify the grammatical focus of these kinds of classroom task. Weaker answers showed that some candidates may have based their answers on too little evidence, e.g. giving answer C wrongly for Question 33 possibly because of the word *present*, and wrong answer C for Question 34, again possibly because of matching *ing* with *present*. Candidates are once again reminded of the importance of reading and taking account of all words in the questions and options.

#### **Task 6, Questions 36 – 40**

This task tested candidates' ability to recognise appropriate ways of testing particular areas of English language use. It did so by means of an odd-one-out task in which candidates needed to select the method that was not suitable. Candidates showed that doing the task was well within their ability. No questions posed particular difficulties.

#### **Task 7, Questions 41 – 47**

This task focused on candidates' ability to match books on language teaching to a topic area. Candidates needed to match book titles to topics representing a teacher's interests. Candidates coped well with the task overall. There was some evidence that weaker candidates chose answers based on an association between words in the questions and words in the options, e.g. the distractor D was sometimes wrongly given as the answer to 43.

#### **Task 8, Questions 48 – 55**

This task focused on the section of the syllabus that tests candidates' ability to consult reference resources to help in lesson preparation. In this case, the reference

resource was a dictionary. Candidates were required to match extracts from a dictionary entry to the information they provide. The task was handled well, showing that these candidates could generally work competently with the conventions of dictionary entries. Certain points about the answers stood out however: it was clear from the pattern of wrong answers that many candidates did not know what *register* is (Option C and the distractor) as it was chosen wrongly as the answer to various questions. It was also clear that some candidates did not know the meaning of the dictionary conventions: [C], *n* and [I]. These are important and common conventions in dictionary entries, and knowing them will help teachers in their preparation and in the classroom.

### **Task 9, Questions 56 – 61**

This task focused on a methodology book, and required candidates to match the contents of units from the book to unit headings. Candidates needed to recognise what aspects of a range of methodology topics were exemplified in the questions. The task was generally handled well, though answers indicated that *connected speech* was not something that all candidates were familiar with.

### **Task 10, Questions 62 – 67**

This task focused on ways of adapting materials. It required candidates to match teaching purposes to the ways a teacher can adapt a text to achieve these purposes. Candidates found this task harder than they found some of the preceding tasks although stronger students had few problems with it, with the exception of Question 67. In this question, they were not all clear of the reasons why a teacher might *jumble paragraphs in a text and ask learners to order them correctly*. Weaker candidates' answers to all questions tended to be spread across all the options when they got the answer wrong, indicating that they may not have had a real understanding of the area tested. This is an area of the syllabus which teachers need to be able to understand if they are to be able to work creatively or effectively with materials which in their original form do not fully meet their students' needs.

### **Task 11, Questions 68 – 73**

This task on the area of learning aids required candidates to match students' activities to learning aids. The task posed few difficulties for stronger candidates though answers from weaker candidates indicate that they may not have fully understood the meaning of *authentic printed materials* or *overhead transparencies*, nor the meaning or use of *flashcards*. When preparing for this section of Module 2, candidates are advised not just to learn terms but also to try using aids in their classrooms to see what uses they can be put to and how to manage them.

### **Task 12, Questions 74 – 80**

This odd-one-out task focused on the uses of supplementary materials. It required candidates to look at a piece of supplementary material and decide on the suitability of various uses. The task was generally well within the candidates' range of knowledge though, as with task 10, they found it more difficult than some of the preceding tasks. Both this task and task 10 focus on the use of materials. It may be that candidates need to focus on how materials can be used in ways that go beyond

those indicated on the materials themselves. The stronger candidates managed all questions well with the exception of Questions 76, where several strong candidates chose B, and 79, where several chose C. These answers were also chosen by a substantial number of the weaker group. The task required careful reading and processing of the supplementary material provided. It may be that weaker candidates found it hard to fully understand what the materials required students to do.

## **RECOMMENDATIONS FOR CANDIDATE PREPARATION**

The recommendations for Module 2 this year echo those given in last year's exam report as many similar tendencies are apparent in the answers to both versions of the exam.

Some areas of the test seemed to pose candidates with greater problems than others. These related particularly to the uses and adaptation of coursebook and supplementary materials, to particular features of lesson planning (procedures vs aims, personal aims vs lesson aims), to the full range of common dictionary conventions and to understanding the practical implications of cohesion and independent learning.

Teacher trainers and candidates should, however, note that no single TKT paper includes all possible tasks, task focuses or ELT terms. The TKT Handbook lists the task types, task focuses and terminology that may appear on the paper.

Module 2 is essentially concerned with lesson planning and the use of different kinds of material to aid lesson planning and delivery. Candidates are advised to spend their preparation time not just reading books or learning terms in the TKT Glossary, but analysing and discussing coursebooks, reference materials, supplementary materials and aids, trying them out in class and then reflecting on their uses and how to make the most of them. Similarly, it would be useful for candidates to look at a range of lesson plans (their own, those of colleagues, from websites), analyse, discuss them, try them out and reflect on them. Module 2 focuses on the practical skill of lesson planning, so preparing for it through practice as well as theory is beneficial.

Candidates could find the Cambridge ESOL Teacher Portfolio ([www.teacherportfolio.CambridgeESOL.org](http://www.teacherportfolio.CambridgeESOL.org)) helpful in aiding their reflection.

There are many books and articles on methodology and lesson planning which can provide useful input to this part of the syllabus and guide reflection.

## DOs and DON'Ts for TKT Module 2

|       |  |
|-------|--|
| DO    | study the TKT Glossary while preparing for the test to familiarise yourself with English language teaching terminology.  |
| DO    | think about what effects and implications any item of terminology may have for the classroom.  |
| DO    | try to visualise the actual classroom experience described in questions when selecting answers.  |
| DO    | read every word in options and questions. Each word is included for a reason and needs to be borne in mind when choosing answers.  |
| DO    | look at questions as part of a whole task rather than just as single questions. This is particularly important for tasks containing texts.                                       |
| DO    | read rubrics and headings carefully. They provide the perspective through which to carry out the task. They are integral to the task.  |
| DON'T | rely on word-spotting for selecting your answers. Just because there is the same word in an option and a question, this does not mean the two necessarily match one another.     |
| DON'T | just read part of an option or a question and base your answer on that partial reading. You need to be sure that all the contents of an option and a question fit well together. |

## FEEDBACK FORM

### TKT Examination Report 2007

We are interested in hearing your views on how useful this report has been.

We would be most grateful if you could briefly answer the following questions and return a photocopy of this page to the following address:

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1. Please describe your situation: (e.g. EFL/ESOL teacher, teacher trainer, Director of Studies, Examinations Officer, Local Secretary, etc.)
2. Have you prepared candidates for TKT? YES/NO
3. Do you plan to prepare candidates for TKT in the future? YES/NO
4. How have you used this report? (e.g. to provide feedback to other teachers, for examination practice)
5. Which parts of this report did you find most useful?
6. Which parts are not so useful?
7. What extra information would you like to see included in this report?
8. Your name (optional) .....

Centre/School .....

Thank you