UNIVERSITY of CAMBRIDGE
ESOL Examinations

Experts in Language Assessment

Teaching Knowledge Test

Module 3

Examination Report

2007

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Examination Report Module 3

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WEBSITE REFERENCE

This report can be downloaded from the Cambridge ESOL website at: www.CambridgeESOL.org

INTRODUCTION TO TKT

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
- Teacher Portfolio. See 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

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

Marketing Resources
1 Hills Road
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Tel: +44 1223 553311
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Email: ESOLinfo@cambridgeESOL.org
Website: www.CambridgeESOL.org

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 3 – Managing the teaching and learning process

General description and syllabus

Module format
Module 3 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	Teachers' and learners' language in the classroom	Using language appropriately for a range of classroom functions, e.g. • instructing • prompting learners • eliciting • conveying meaning of new language Identifying the functions of learners' language Categorising learners' mistakes	5-6 tasks consisting of approximately 40 questions Tasks include one-to-one matching; 3/4/5-option matching; 3-option multiple choice; odd one out and sequencing
2	Classroom management	Options available to the teacher for managing learners and their classroom in order to promote learning, e.g. • teacher roles • grouping students • correcting learners • giving feedback appropriate to learners and aims	5-6 tasks consisting of approximately 40 questions Tasks include one-to-one matching; 3/4/5-option matching; 3-option multiple choice and odd one out.

Part 1

This part of Module 3 tests candidates' knowledge of the functions of classroom language, how to adapt teachers' language according to its audience and purpose, how to evaluate teachers' classroom language, how to analyse learners' language and categorise learners' errors.

Candidates need to demonstrate an understanding of concepts and terminology related to:

Syllabus area	Examples
the functions commonly used by the teacher in the classroom	• identification of a range of functions and typical exponents • appropriacy of use (degrees of simplicity of language, appropriateness of sequencing, degrees of formality)
identifying the functions of language used by learners in the classroom Tasks may involve analysis of language which is not completely accurate.	• identification of common functions and typical exponents • identification of communicative purpose • appropriacy of use
categorising learners' mistakes	• categorising types of mistakes

Part 2

This part of Module 3 tests candidates' knowledge of the function of strategies available to a teacher for effectively managing classes (e.g. interaction patterns, variety of activity and pace, techniques for correcting learners' oral mistakes) as well as the roles a teacher can fulfil at different stages of the lesson, in ways appropriate to learners and to teaching and learning aims.

Candidates need to demonstrate an understanding of concepts and terminology related to:

Syllabus area	Examples
the roles of the teacher	• common teacher roles and their functions (e.g. building rapport; managing the teaching space; planning to introduce variety; catering for learning factors; establishing systems for praise and reward; establishing rules, routines and procedures)
grouping learners	• common classroom interaction patterns and their uses • grouping of learners and reasons for this
correcting learners	• methods of oral and written correction, and their appropriacy of use
giving feedback	• the focus and purpose of feedback • ways of giving feedback

Module 3 Version 7

This report is intended to provide a general view of how candidates performed in Module 3 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. It also showed that the test provided a reliable assessment of candidates' abilities and that it discriminated well between weaker and stronger performance.

Tasks 1-5 focus on Module 3, Part 1 of the TKT syllabus, tasks 6 -10 on Module 3, Part 2.

Task 1, Questions 1 – 8

This task focused on identifying the purposes of extracts of classroom language spoken by teachers. Candidates were required to match teachers' language to classroom purposes. The task was handled well by stronger candidates but posed a few problems for weaker ones. These seemed to stem mainly from a lack of understanding of particular terms i.e. in B *eliciting*, in C *mingling*, in G *jigsaw task*, in I *concept checkin*g. While Part 1 of Module 3 focuses on the role of language in classroom management, candidates need to understand terms related to methodology, as much management is often concerned with the organisation and putting into practice of different aspects of methodology.

Task 2, Questions 9 – 16

This task focused on teacher's use of language, and particularly on its suitability and effectiveness for managing learning. Candidates needed to match a teacher trainer's comments on a teacher's instructions to examples of the teacher's instructions. The task was generally well answered, though weaker candidates struggled with Questions 10 and 11. Candidates need to remember that language may be unsuitable not just because it refers to actions that were unsuitable but also because it may itself be unsuitable or inappropriate. This is the case in these two questions where the language used is too technical for its audience of elementary learners in Question 10, and rude in Question 11. There was also evidence suggesting that weaker candidates may have based their answers on part of an option rather than ensuring that the whole option matched. This was the case for B and E, both wrongly matched to Question 15, for example.

Task 3, Questions 17 – 23

This task looked at the functions of learner language. The language was set in an extract from a classroom exchange between a teacher and a learner. Candidates were asked to answer multiple-choice questions on words or phrases taken from the extract. This kind of task requires candidates to understand not just the word or phrase tested but their role and meaning within the extract, so it becomes very important for the candidate to read the whole extract carefully, especially those words and sentences around the tested items, as these give the context which shows their

full meaning in the stretch of language they are part of. This kind of task is not concerned so much with meaning in isolation, but with the meaning that words take on in discourse. While candidates generally coped well with the task, it was clear that many found it more difficult than other tasks. Answers suggest that some candidates may not have read the text and/or the options fully. As with matching tasks, every word in a multiple-choice task is there for a reason, and needs to be taken into consideration when answering. It would be useful for candidates preparing for this task to listen to extracts or watch videos of classroom language so as to see the role of context in making meaning, and focus on overall and discourse meaning rather than the meaning of individual words.

Task 4, Questions 24 – 30

This task focused on the area of teacher instructions. Candidates were required to match a teacher's instructions to the activities being carried out in class. Though some questions were well answered, this task generally proved more difficult than preceding ones while discriminating well between stronger and weaker candidates. The area of instructions is an important one in effective teaching, and when preparing for this task, it could help candidates to watch videos of teachers giving instructions. This could lead to discussion of why the instructions were given, whether they were effective, how they might be improved etc. In the case of this task, Question 25 proved most difficult with many candidates wrongly choosing Option D which contains a word spot with the question. Similarly for Question 24, which also proved difficult, many candidates opted (wrongly) for Option C which contained the word spot *read.* Candidates are advised to read both the questions and the options carefully to ensure a match between all parts of them. Detailed reading of Question 24, for example, makes it clear that there is no jigsaw reading taking place.

Task 5, Questions 31 – 40

This task focused on the mistakes made in a student's composition and tested candidates' ability to identify what kind of grammatical mistake they were. This was a four-option matching task in which options could be used more than once as answers. The task was generally well answered, particularly by stronger candidates. The reasons for the mistakes made by weaker candidates were not obvious e.g. D wrongly given as the answer to Question 31, C wrongly given as the answer to Question 33, or C wrongly given as the answer to Question 39. Candidates are advised to read the whole text through before answering any one question. This will give them the general meaning of the text and help them to understand what students are trying to say at any one point. They are also reminded that there will only be one mistake amongst the words circled. When preparing for this kind of task, candidates could usefully work with writing produced by their own students or those of colleagues. Being able to identify types of error is important to teachers not just for selecting which types of errors to correct but also for diagnosing students' difficulties.

Task 6, Questions 41 – 46

This task focused on general issues in classroom management. Candidates were required to match solutions to classroom management problems with the problems themselves. The problems, such as students working slowing, showing a lack of

interest, ignoring layout and presentation in their writing etc. are problems that regularly occur in the classroom and that teachers need to deal with on a daily basis. The task, which was well answered, showed that candidates recognised how the problems could be solved. Wrong answers showed evidence once again that candidates had not read or taken on board all the details in the questions or the options, only matching parts of questions and answers to one another e.g. C, wrongly given by some candidates as the answer to 42, or B as a (wrong) answer to Question 44. These wrong answers would not directly or fully address the problems identified.

When preparing for this part of TKT, candidates could be given sets of classroom management problems and discuss possible solutions to them, or talk about classroom management problems of their own. There are general strategies for classroom management, such as catering for all levels in a class, introducing different kinds of variety to keep students on task, grouping students in different ways, careful monitoring etc. which can be identified through such activities.

Task 7, Questions 47 – 56

This task focused on the kinds of knowledge that teaching calls on and which can be put to use to help manage learning. The types of knowledge link with the roles that a teacher has to play in the classroom e.g. as an informant about language (A – linguistic), as a user of classroom machinery (E – technological), as someone who directs learning (B – pedagogical). The task was well handled with only one question posing some problems for stronger candidates. This was Question 48 where B was wrongly given as the right answer by a large number of both stronger and weaker candidates. Some weaker candidates also gave B as the wrong answer to other questions (49, 50, 55), indicating that they may have been unsure of its meaning.

Task 8, Questions 57 – 64

This task focused on the opportunities provided to the teacher by different ways of interacting with students in the class. Candidates were required to match ways of interacting with their features, which were in fact advantages. The task was generally answered well with candidates able to see how different interaction patterns could be used for different effects. This is useful knowledge for the teacher to have at their disposal when planning and delivering lessons. Some answers did indicate however that candidates may not have fully explored these interaction patterns in their own teaching e.g. some candidates wrongly gave A as the answer to Question 62 and 63. While interaction pattern A would indeed help the teacher in both cases, so would B. C thus becomes the answer. When preparing for this part of Module 3, it would be useful for candidates to watch and analyse videos of classrooms in action to identify and evaluate the interaction patterns used.

Task 9, Questions 65 – 70

This task focused on correction strategies, and in particular asked candidates to decide on the appropriacy of using particular strategies to correct mistakes in particular situations. When correcting in class a teacher often has to make snap judgements about the best correction strategy to employ for particular teaching/

learning situations. The task did not pose any particular problems for stronger candidates apart from Question 68 for which some of them selected Option B. There was evidence though that weaker candidates may not have read the rubric. It is essential that for odd-one-out tasks as with other tasks, candidates read the rubrics.

Task 10, Questions 71 – 80

This task focused on feedback. Candidates were asked to match learners' comments on different types of feedback with the type of feedback. The task was generally well handled by all candidates. It was clear from some of the wrong answers, however, that some weaker candidates had little idea of what *peer feedback* and *echo-correction* were. There was evidence too amongst this group of choosing answers on the basis of a partial matching e.g. *positive things* in Question 76 to Option E. Candidates are strongly advised once again to take on board all the details of both questions and options before answering.

RECOMMENDATIONS FOR CANDIDATE PREPARATION

The recommendations this year are similar to last year's as answers revealed similar patterns. Candidates are strongly advised to ensure they have covered all parts and aspects of the syllabus when preparing for the test.

They can find the syllabus on pages 25 and 26 of the TKT Handbook or on the TKT website: http://www.cambridgeesol.org/support/dloads/tkt/tkt_hb.pdf

Teacher trainers and candidates should note though 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 3 focuses strongly on the classroom, on what happens or develops as the lesson progresses e.g. instructions, correction, teacher's or learners' use of language. So it is very useful to root preparation for this module strongly in the classroom. This could take the form of watching videos or listening to recordings of the classroom, and evaluating them in terms of Module 3 syllabus areas, or observing others teaching or trying things out in one's own classroom and reflecting on the outcomes. Reading websites or books on this part of the syllabus can of course usefully guide experimentation and reflection.

The Cambridge ESOL Teacher Portfolio could help candidates with their reflection. This is available at www.teacherportfolio.cambridgeESOL.org

Candidates also need to make full use of the TKT Glossary when preparing for Module 3, by learning the meaning of words, discussing their implications and trying them out in class when they refer to activities.

DOs and DON'Ts for TKT Module 3

DO	bear in mind the context and who the audience is when answering questions on appropriacy of language use.
DO	read the whole text before answering individual questions when the task contains a text e.g. a transcript or a student composition.
DO	read and work with any gloss of terms that is supplied.
DO	read each word in the questions and options. Each word is included for a reason, and plays a role in pointing towards the right answer.
DO	try to visualise the actual classroom experience described in questions when selecting answers.
DO	make sure an option matches all the parts of a question before deciding it is the right one. Partial matches will not give the right answers.
DO	read rubrics fully, taking note of both the instructions on how to answer the task and the context it provides.
DON'T	word-spot answers. Identifying that a word occurs in both a question and an option certainly isn't a basis for matching the question and the option. Avoid matching words from the same lexical set too.
DON'T	select answers on the basis of a part match between a question and an option. Full matches are required.
DON'T	rely on personal associations between a question and an option. Look at the rubric to see what association it requires candidates to look for.

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