¿Qué es TKT Online?

- El Teaching Knowledge Test (TKT) es la prueba de habilidades que necesitas para ser exitoso en la enseñanza de inglés como segunda lengua. Es ideal para profesores de todas las edades y habilidades. Hay varios módulos disponibles.

¿Quiénes deben tomar este examen?

- TKT te da una calificación aceptada internacionalmente que prueba tus habilidades en la enseñanza del inglés. La calificación es ideal si sos un profesor nuevo o querés reforzar tus habilidades, o si sos un profesor con experiencia y deseás especializarte en un área en particular, o si estás empezando a enseñar inglés por primera vez.
- El TKT también te da buenas bases si deseas estudiar para una calificación más avanzada en enseñanza de inglés, como lo es el CELTA o el DELTA.
- No necesitas ninguna calificación formal en inglés para tomar el examen.

¿Cuáles son los módulos que están disponibles?

TKT Módulo 1: Lengua Inglesa y formación para el aprendizaje y la enseñanza de idiomas.
TKT Módulo 2: Planificación de clases y uso de recursos para la enseñanza de idiomas.
TKT Módulo 3: Manejo del proceso de enseñanza y aprendizaje, incluida la gestión del aula.

- **Características:**

  o **Tutorías:** el curso incluye la supervisión de un tutor para poder obtener una preparación óptima de cara a los exámenes.
  o **Tiempo de estudio:** 6 meses máximo – Los alumnos podrán trabajar a su propio ritmo, pudiendo finalizar la cursada en menos tiempo.
  o **Nivel necesario para poder cursar:** Desde B2

Syllabus for Module 1

This module tests candidates' knowledge of terms and concepts common in English language teaching. It also focuses on the factors underpinning the learning of English and knowledge of the range and functions of the pedagogic choices the teacher has at their disposal to cater for these learning factors.

Title	Areas of teaching knowledge
Describing language and language skills	• Concepts and terminology for describing language: grammar, lexis, phonology and functions • Concepts and terminology for describing language skills and subskills, e.g. reading for gist, scanning
Background to language learning	• Factors in the language learning process, e.g. • motivation • exposure to language and focus on form • the role of error • differences between L1 and L2 learning • learner characteristics, e.g. – learning styles– learning strategies– maturity– past language learning experience • learner needs
Background to language teaching	• The range of methods, tasks and activities available to the language teacher, e.g. • presentation techniques and introductory activities • practice activities and tasks for language and skills development • assessment types and tasks • appropriate terminology to describe the above

Describing language and language skills

This part of Module 1 tests candidates' knowledge of the terms and concepts common in English language teaching that are used to describe language and its use, and language skills.

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

Syllabus area	Example testing focus
grammar	• parts of speech • the forms and use of grammatical structures
lexis	• types of meaning • word formation, e.g. prefixes, suffixes, compounds • word groupings, e.g. synonyms, antonyms, lexical sets, homophones, collocation • register
phonology	• symbols from the International Phonetic Alphabet (IPA) • phonemes, word stress, sentence stress, intonation and connected speech
functions	• context • levels of formality • appropriacy • a range of functions and their typical exponents

| language skills | • reading, listening, speaking, writing and their subskills |
| | • features of spoken and written texts, e.g. layout, organisation, accuracy, fluency, authenticity |

Background to language learning

This part of Module 1 tests candidates' knowledge of factors underpinning the learning of English by speakers of other languages. It focuses on those learner characteristics which distinguish one learner or group of learners from another in terms of their learning and those which affect both what and how a teacher chooses to teach a class or an individual learner. It also tests candidates' knowledge of aspects of the language learning process and their impact on teaching.

Candidates need to demonstrate an understanding of concepts and terminology related to the following and their implications for the L2 classroom:

Syllabus area	Example testing focus
motivation	• influences on motivation
	• the importance of motivation
	• measures that can increase motivation
exposure to language and focus on form	• acquisition
	• silent period
	• L2 learners' need for interaction and focus on form as complements of exposure
the role of error	• errors and slips
	• interference and developmental errors
	• interlanguage
the differences between L1 and L2 learning	• differences in age
	• differences in the context of learning
	• differences in ways of learning
learner characteristics	• common learning styles and preferences
	• common learning strategies
	• maturity
	• past language learning experiences
	• how learner characteristics affect learning
learner needs	• the personal, learning and (future) professional needs of learners

Background to language teaching

This part of Module 1 tests candidates' knowledge of the pedagogic choices the teacher has at his/her disposal to cater for learner characteristics, learning processes and the differences between L1 and L2 learning. This part also tests knowledge of concepts and terms related to teaching and learning procedures and activities, including assessment.

Candidates need to demonstrate an understanding of methods, tasks, activities and terminology related to:

Syllabus area	Example testing focus
presentation techniques and introductory activities	• introductory activities such as warmers and lead-ins • common ways of presenting language
types of activities and tasks for language and skills development	• the design and purpose of a range of common comprehension and production tasks and activities • teaching terms, e.g. prompting, eliciting, drilling • frameworks for activities and tasks– Presentation, Practice and Production (PPP)– Task-based Learning (TBL)– Total Physical Response (TPR)– the Lexical Approach– Grammar-Translation– test–teach–test– guided discovery
assessment types and tasks	• purposes for assessment, e.g. diagnostic, placement, achievement, formative, progress, proficiency • methods of assessment, e.g. self, peer, portfolio, informal and formal • the design and purpose of a range of assessment tasks and activities

Syllabus for Module 2

This module focuses on what teachers consider and do while planning their teaching of a lesson or series of lessons. Teaching in this context is intended also to refer to assessment. It focuses too on the linguistic and methodological reference resources that are available to guide teachers in their lesson planning as well as on the range and function of materials and teaching aids that teachers could consider making use of in their lessons. Knowledge of any particular book is not required.

Title	Areas of teaching knowledge
Planning and preparing a lesson or sequence of lessons	• Lesson planning • identifying and selecting aims appropriate to learners,the stage of learning and lesson types • identifying the different components of a lesson plan • planning an individual lesson (or a sequence of lessons) by choosing and sequencing activities appropriate to learners and aims • choosing assessment activities appropriate to learners, aims and stages of learning
Selection and use of resources	• Consulting reference resources to help in lesson preparation • Selection and use of: • coursebook materials • supplementary materials and activities • teaching aids • appropriate to learners and aims

Planning and preparing a lesson or sequence of lessons

This part of Module 2 tests candidates' knowledge of the relationship between activities and aims. It also tests knowledge of ways of sequencing activities within and across lessons in a manner appropriate to particular groups of learners, and of selecting appropriate assessment activities to build into (a series of) lessons.

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

Syllabus area	Example testing focus
identifying and selecting lesson aims	main, subsidiary and personal aims specification of aims factors influencing the choice of aims
identifying the different components of a lesson plan	the standard components of a lesson plan: aims, procedures, stages, timing, aids, anticipated problems, assumptions, interaction patterns, timetable fit
planning an individual lesson or sequence of lessons	common sequences, e.g. structures, skills, topic, project
choosing assessment activities	informal or formal assessment and related tasks and activities

Selection and use of resources

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

Candidates need to demonstrate an understanding of concepts and terminology related to the following and their implications for the L2 classroom:

Syllabus area	Example testing focus
using reference resources for lesson preparation	the range of resources available and teachers' reasons for consulting them
the selection and use of teaching aids	types of aids and their teaching functions
the selection and use of coursebook materials	criteria for selection ways of adapting materials
the selection and use of supplementary materials and activities	types of supplementary materials and activities reasons for use how to select and adapt

Syllabus for Module 3

This module tests candidates' knowledge of what happens in the classroom in terms of the language used by the teacher or learners, the roles the teacher can fulfil and the ways in which the teacher can manage and exploit classroom events and interaction.

Title	Areas of teaching knowledge
Teachers' and learners' language in the classroom	- using language appropriately, including use of L1/L2, for a range of classroom functions, e.g. instructing, prompting learners, eliciting, conveying meaning of new language - sequencing of instructions - identifying the functions of learners' language - categorising learners' mistakes
Classroom management	- Options available to the teacher for managing learners and their classroom in order to promote learning, e.g. - classroom management - teacher roles - grouping learners - correcting learners - giving feedback - appropriate to the learners and aims

Teachers' and learners' language in the classroom

This part of Module 3 tests candidates' knowledge of the functions of classroom language, and how to adapt teacher language according to its audience and purpose. It also tests candidates' knowledge of the appropriacy of 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	Example testing focus
the functions commonly used by the teacher in the classroom	identification of a range of classroom functions and typical exponents appropriacy of use, e.g. degrees of simplicity of language, appropriateness of sequencing, degrees of formality, use of L1
identifying the functions of language used by learners in the classroom (tasks may involve analysis of learner 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, e.g. spelling, wrong verb form, subject–verb agreement

Classroom management

This part of Module 3 tests candidates' knowledge of the range and function of strategies available to a teacher for managing classes in ways appropriate to learners and to teaching and learning aims. These include variety of activity and pace, ways of grouping learners, techniques for correcting learners' mistakes and the roles a teacher can fulfil at different stages of the lesson.

Candidates need to demonstrate an understanding of concepts and terminology related to the following and their implications for the L2 classroom:

Syllabus area	Example testing focus
the roles of the teacher	common teacher roles, e.g. manager, diagnostician, planner
classroom management	managing the teaching space, establishing systems for praise and reward, establishing rules, routines and procedures; analysing learners' needs; building variety into lessons, planning lessons to meet learners' needs
grouping learners	common classroom interaction patterns and their uses grouping of learners and reasons for this
correcting learners	methods of correction and their appropriacy of use
giving feedback	the focus and purpose of feedback ways of giving feedback