From TKT Online Self-study Guide © Cambridge University Press 2012 1
## TKT Online course structure

The course, like TKT itself, is divided into three modules:

**Module 1** Language and background to language learning and teaching  
Part 1: Describing language and language skills  
Part 2: Background to language learning  
Part 3: Background to language teaching  

**Module 2** Lesson planning and use of resources for language teaching  
Part 1: Planning and preparing a lesson or sequence of lessons  
Part 2: Selection and use of resources  

**Module 3** Managing the teaching and learning process  
Part 1: Teachers’ and learners’ language use in the classroom  
Part 2: Classroom management.

As with the TKT test, the modules are mutually independent and can be taken in any order. They vary in length and are further subdivided into units on individual topics such as grammar, presentation techniques, teacher roles, etc. Each module concludes with three TKT Practice tests.

The content of the units is easy to follow as each unit is organised as follows:

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is …?</td>
<td>* Definition of the key terms in the unit title</td>
<td>Reading</td>
</tr>
<tr>
<td>Key concepts</td>
<td>* An introduction of the main ideas of the topic and an explanation of the key ELT terms</td>
<td>Reading</td>
</tr>
<tr>
<td>Key concepts and the language teaching classroom</td>
<td>* A non-graded activity that offers the opportunity to think further about the information given in Key concepts and how they might relate to the trainees’ personal teaching</td>
<td>Personalised questions</td>
</tr>
<tr>
<td>Follow-up activities</td>
<td>* Graded, interactive activities which check understanding of the information given in Key concepts</td>
<td>A range of question types such as: categorising, gap fill, highlighting, matching, multiple choice, reordering</td>
</tr>
</tbody>
</table>
| Reflection                                          | * A non-graded activity that asks trainees to think about the Key concepts in relation to their own teaching experience and develop opinions on them  
* A video of one of the authors giving their expert views | Trainees fill in comments and save to the Cambridge ESOL Teacher portfolio (this is an optional feature). Trainees can also share their comments via the Course discussions forum. |
| Discovery activities                                | * Open activities that invite trainees to do practical research outside the course, usually based on their own teaching and learners | Trainees do the research tasks and can share their findings via the Course discussions forum. |
| TKT Practice task                                   | * A graded activity of the kind encountered in the TKT test                | Multiple choice tick boxes or gap-fill      |
| Glossary quiz                                       | * A graded activity to review the terms and concepts from the Cambridge ESOL Examinations TKT Glossary | Multiple choice tick boxes                  |

You are invited to read, do various types of exercises, and write and submit comments. These comments may then be copied to the Teacher portfolio or to the Course discussions forum. Non-graded activities are aimed primarily at stimulating thinking. These are usually introductory or reflection exercises, aimed at activating your prior knowledge, generating interest and allowing you to personalise the ideas by considering them in terms of your own contexts.

Longer reading texts can be downloaded so you can sit more comfortably elsewhere and enjoy the reading. It is important that there is a choice of ways in which to access the information, either at the computer or in print.
**TKT Online features**

**THE HOME PAGE**

- The home page is what you will see when you log in.
- The content is in the menu on the left-hand side. You can also find the unit you are looking for via the Content Navigation button highlighted above. In the same menu bar, there are links to the Practice tests and Glossary quizzes. You can see how well you are doing via Progress and communicate with peers by clicking on Forum.

**INPUT AND EXERCISES**

**What is/are ...? and Key concepts**

*TKT Online* introduces you to key concepts that underpin good teaching via ‘input’ sections. The course invites you to think about your own teaching practice and contexts after reading these sections. This approach attempts to activate pre-existing knowledge and to heighten awareness of the situation in which you will have to apply this knowledge during and after the course. By keeping your own students in mind, there is a concrete outcome to the reading, i.e. to better serve the needs of your real learners.

After reading the input sections, there are various tasks to complete that vary from simple comprehension to interpretative tasks that invite you to apply what you have read to your teaching situations. In this way, the learning experience is further personalised, making the information easier to retain and apply.
Key concepts and the language teaching classroom

Tick the statements that most closely reflect your feelings or experience of the topic. This is not graded.

Follow-up activities

These activities are graded and include drag and drop, multiple choice, matching and categorising exercises, among others. You can do these as many times as you like. Only the most recent score is recorded in Progress.
Reflection

This is your opportunity to think about what you’ve read in terms of your own experience. This activity is not recorded in Progress but is an important step in personalising the new knowledge and skills you have encountered throughout the course, which will make it easier to remember them and put them into practice. You can also refer to an alternative perspective by watching the author’s view in the video.

Share your reflections

Here you are asked to share your thoughts with your peers. Communicating your impressions clearly will help you consolidate the ideas in your mind as well as give you access to the perspectives of others who may be teaching in very different contexts. For every Share your reflections activity there is a corresponding thread already set up in the Course discussions forum.
**Discovery activities**

In this section, you are invited to do activities that can feed into planning your own teaching. This includes looking at specific items you are going to be teaching in addition to externally published resources that will help you explore the concepts further and put them into practice immediately. This will help you develop good lesson-planning habits and familiarise you with resources that are widely available.

When sharing you ideas about the Discovery activities on the Course discussions forum, make sure you consider things you have personally researched or experimented with and how successful you (and potentially your students) felt it was.

**TKT practice task**

This is a chance for you to demonstrate your understanding via a TKT-style, multiple-choice task. You can do this as many times as you like. Only the most recent score is recorded in Progress.
To find these, click Practice tests on the top menu bar and see a list of available tests. There are three complete model TKT Practice tests per module to enable you to become familiar with the format and question types.

You can do each test as many times as you like. Click Summary to see your results and Restart Test if you wish to try again.
PROGRESS

Click Progress to see how you are doing. Click each unit to see the individual score for each graded activity within it.

In the example below, you can see your scores for each unit and each activity. Only graded activities are included here so there are no scores for Key concepts or What is…? These progress reports can be printed out.

COMMUNICATION

Profile

To communicate effectively with others enrolled on your course, you should update your profile. Click your name at the top right of the page to see and edit it. In this section, you can fill in more details about yourself and upload a photo.
Forum

At various points in each unit, you are invited to use the Course discussions forum to talk to others doing the course at the same time and explore other perspectives on the issues you are reading and thinking about. The more communication you have with each other, the more you can enrich your own and each other’s learning experiences.

Click on Forum to find multiple threads for each unit that specifically encourage you to share your thoughts with peers. To respond to a thread, click on the title, fill in the Reply box and click Post reply.

To begin a new discussion, click New thread at the bottom of the Thread title list, give your message a meaningful title and write your message. When you click Create thread, your message will now appear in the Thread title and other trainees (or trainers) can respond to you. Anyone enrolled in the course can do this.

This community of trainees can be of great support if you are having difficulties with the technology, the course content or the stresses of studying. The more active you are in the community, the more you can get out of it.
Network

The main way of communicating with others is via the forum. These are public arenas, open to anyone else who is enrolled on the course. To communicate privately with someone using the system, you will have to invite them to join your network. To do this, click on their name within a discussion. This will bring up their profile page. Click Add as contact to invite them to join your network.

Alternatively, click My network under Network at the top of the page. Search for a user name and switch to the People tab. In the list, click Add as Contact. This will send an invitation email to the person. When they accept it, they will appear on your network page.

HELP

If experiencing difficulty with a part of the course or the content, click Help in the top right of the screen and find a list of help topics. If a solution cannot be found, post the issue on the Course discussions forum.

DICTIONARY

If you do not understand a word in any of the course content, double-click it. By then clicking Define this word, you get the definition from Cambridge Dictionaries Online.

Getting the most out of the self-study course

It isn’t always easy to motivate yourself to study alone so it is important that you look realistically at your schedule and set aside time when you can access the material without being disturbed. For example, if you set aside two hours on Wednesday evening and three hours on Saturday morning and stick to that, if you are not studying on Friday night, there is no need to feel guilty. You can therefore relax and enjoy your time off properly, leaving you fresh, willing and able at the times you have committed to study.

Set achievable targets for each week of study. It is hard to constantly work towards the same end goal, i.e. passing the TKT test. You work hard and sometimes it may seem that you are no closer to achieving this goal. If you set yourself smaller targets that you can work towards and achieve every week, you will feel more successful knowing that you are taking little steps every week towards your final objective.

Make time for the more reflective aspects of the course. It is easy to track your progress for the multiple-choice activities but you also need to think about your own learning in a more general way. By taking advantage of the Reflection activities and articulating your thoughts in the forums, you will be more aware of your growing understanding of the concepts you are reading about. This will contribute to your confidence and motivation to continue. You could keep a learner diary or blog to keep track of this kind of progress. At the end of each module, read back through your entries to see how much more deeply you engage with the topics to see how your knowledge has developed since you began.

Take advantage of all the communicative opportunities provided in the online course. Get to know other people doing the course. They can be a great source of support and inspiration. It is very motivating to know that you can contribute to their learning as well as use their ideas to broaden your understanding of the new ideas you encounter in your reading.
Contact

If you are experiencing difficulty or have comments or suggestions please contact:

● Your local CUP representative
● TKT support: L2support@cambridge.org