



Cambridge Assessment
English

NEW DIRECTIONS, MEXICO 2019

MEASURING THE EFFECTIVENESS OF TEACHING KNOWLEDGE TEST (TKT) IN MEXICO

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The TKT research study

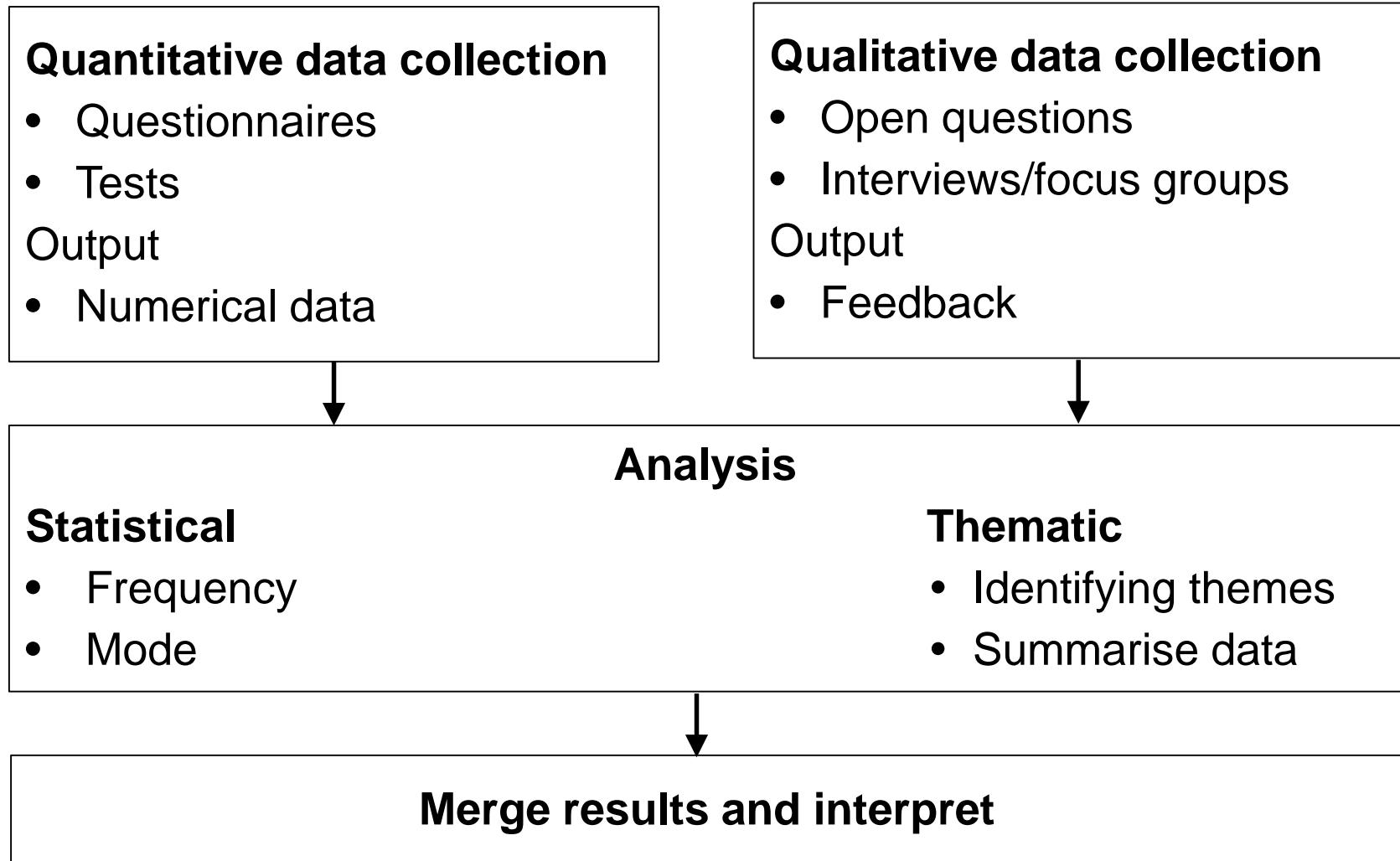
A long-term, multi-stakeholder research study

Steps involved:

1. Determine rationale for the study
2. Agree the research methodology
3. Undertake stakeholder analysis
4. Agree on research questions – e.g. does TKT satisfy your expectations?
5. Gather data - surveys and questionnaires
6. Analyse and interpret data - statistics, feedback
7. Produce report summarising findings
8. Disseminate results – e.g. via Cambridge Research Notes Issue 58



A mixed methods approach





Stakeholder groups and questions

First Group - 27 participants – government officials, higher education sector and private teacher training institutes.

Five interview questions:

- 1. What made your institution decide to adopt or require your academic staff to take TKT? What was your motivation?*
 - 2. What were your expectations when you decided to adopt or require teaching staff to take TKT? What was the impact on your institution, teaching staff, etc.?*
 - 3. What has been the impact of adopting TKT?*
 - 4. To what extent has TKT met your expectations? How?*
 - 5. If your expectations were not fulfilled, why not?*
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Stakeholder groups and questions

Second Group – 633 teachers from state/private primary and secondary schools, and state and private language institutes and universities who had taken *TKT*

Online questionnaire around 60 questions, Likert-scale-type responses to a series of statements presented for the whole group

Personal development statements (% agreement)

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I shall have more professional career opportunities in other countries in the future.					
2. I shall have more professional career opportunities in Mexico in the future.					



Stakeholder responses – Group 1

- TKT generally seen as a way of improving the quality of teaching and the ability level of the teaching staff – both of which have a positive impact on the institutional reputation and ability to deliver reform initiatives.
- Expectations met in terms of improvements in teaching practices and students' language proficiency together with an improved ability to measure existing teachers' knowledge and skills as a result of adopting TKT.
- Some expectations of this group were not met, especially when teachers had not taken the *TKT* qualification, either due to insufficient funding or lack of interest.

'We consider TKT to be a fundamental tool to certify that the teacher has the essential teaching skills to teach a second language.'

(Ivan Lenin Duran Alvarado, State Coordinator, SEP, Colima)



Stakeholder responses – Group 2

Professional development statements (% agreement)

Statement	Strongly agree/agree
1. I shall have more professional career opportunities in other countries in the future.	77%
2. I shall have more professional career opportunities in Mexico in the future.	86%
3. I can understand articles and books on TEFL more easily.	78%
4. I have developed a better understanding of the communicative approaches in current English Language Teaching methodology.	91%
5. I have developed a better understanding of the theoretical principles underlying my teaching.	92%



Stakeholder responses – Group 2

Personal development statements (% agreement)

Statement	Strongly agree/agree
1. I feel more motivated to continue developing as a professional teacher.	93%
2. I feel more confident to take part in discussions about teaching and learning.	84%
3. I feel more confident about my teaching skills.	89%
4. I have developed greater self-awareness of positive aspects of my teaching.	93%
5. I find teaching more enjoyable.	88%

Conclusion

How to learn more

As part of the University of Cambridge, we have expertise in the design of effective evaluation programmes to measure the impact of change and help guide developments.

We work closely with ministries of education, educational institutions and employers to investigate the effect of English language education initiatives.

We can help you establish where you are, determine where you want to go and evaluate when you get there.





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Thank you!

Questions?

