

TKT Module 3: Grouping learners – teacher’s notes

Description

Participants explore different interaction patterns and ways of grouping learners. They consider the uses of different interaction patterns and discuss the advantages and disadvantages of a range of groupings, and how these can be used in the classroom. Grouping learners is assessed in TKT Module 3 Part 2.

Time required: 55 minutes

Materials required:

- One sheet of paper with two pieces of information about TKT
- Blank sheets of paper (one for each participant)
- Participant’s worksheet 1 (one for each participant)
- Participant’s worksheet 2 (one for each participant)
- Participant’s worksheet 3 (one for each pair of participants)
- Sample Task (one for each participant)

Aims:

- to introduce common classroom interaction patterns and their uses.
- to provide an opportunity to discuss grouping learners and reasons for grouping learners.
- to provide practice in completing tasks in which grouping learners is the testing focus.

Procedure

1. (10 minutes) Show participants a sheet of paper with two pieces of information about TKT on it, for example:
 - i. *There are three modules*
 - ii. *It has multiple choice tasks.*
2. Give participants a sheet of paper and ask them to write two things about TKT, for example: what they know, why they are doing it, what they like or they don't like. They can write anything they want to write and they don't have to write full sentences.
3. Collect in all of the sheets, crunch each one into a ball and put them on the teacher’s desk/chair. Ask participants to look again at your sheet and elicit the kinds of questions they could ask to get the answers on your sheet, e.g.
 - i. *How many modules are there in TKT?*
 - ii. *What kind of tasks are there?*
4. Participants take one of the balls of paper from the teacher’s desk/chair. They open up the sheet of paper, read the two sentences and think about what questions they could ask to get these answers. They then walk around the room asking their questions to the other participants until they find the

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person who wrote the sentences. When they have finished, elicit a few of the questions and answers from the whole class.

5. Ask participants:

- **What kind of activity was this?** (*a warmer and a whole class mingle activity*)
- **How would you describe the interaction pattern?** (*student to student; students walk around the room meeting and talking to different people*)
- **What do you think about your students working in this way?** (*allow participants to exchange views*)

Explain that grouping learners is a syllabus area tested in TKT Module 3 Part 2.

6. (15 minutes) Hand out **Participant's worksheets 1 and 2**. In pairs, participants match the diagrams of different classroom groupings on **Participant's worksheet 1** with the descriptions of the grouping and interaction patterns on **Participant's worksheet 2**. Check answers together (see key below).

7. (15 minutes) Hand out **Participant's worksheet 3**. Still in pairs, participants consider the different groupings and interaction patterns and discuss the following points:

- **the advantages and disadvantages of the different groupings and interaction patterns**
- **different classroom activities where the different groupings and interaction patterns could be used.**

They should complete the table on **Participants worksheet 3**. Feed back with the whole group for participants to share ideas.

8. (15 minutes) Give out **Sample Task**. Participants complete the sample task on their own then compare their answers with a partner. Check answers together (see key below).

9. (5 minutes) Round up to summarise points covered. Ask participants:

- **What is the TKT Module 3 syllabus area for this lesson?** (*common classroom interaction patterns and their uses, grouping of learners and reasons for this*)
- **What are candidates being tested on?** (*Candidates are tested on their knowledge of classroom management strategies for grouping learners and using different interaction patterns.*)
- **What did you think of the sample task? What might be difficult about this syllabus area?** (*Allow participants to share views.*)

TKT Module 3: Grouping learners – answer keys

Key to Participant's worksheets 1 and 2

1 B 2 C 3 E 4 H 5 A
6 G 7 D 8 F 9 I

Key to Sample Task

1 A 2 B 3 A 4 C 5 B 6 B 7 C 8 A



TKT Module 3: Grouping learners – participant’s worksheet 1

<p>1</p> <p>S S S S S S ↓ ↓ ↓ ↓ ↓ ↓</p> <p>S S S S S S ↓ ↓ ↓ ↓ ↓ ↓</p> <p>↑</p> <p>π</p>	<p>2</p> <p>S S S S</p> <p>S S ↔ S S</p> <p>S S S S</p> <p>S S S S</p> <p>S S S S</p> <p>π</p>	<p>3</p> <p>π S ↔ S</p> <p>↑ ↓ ↑ ↓</p> <p>S ↔ S</p>	<p>S ↔ S</p> <p>↑ ↓ ↑ ↓</p> <p>S ↔ S</p>
<p>4</p> <p>S S S S S S ↓ ↓ ↓ ↓ ↓ ↓</p> <p>S S S S S S ↓ ↓ ↓ ↓ ↓ ↓</p> <p>π ↑</p> <p>S S</p>	<p>5</p> <p>S ↔ S S ↔ S</p> <p>S ↔ S S ↔ S</p> <p>S ↔ S π S ↔ S</p> <p>S ↔ S S ↔ S</p> <p>S ↔ S S ↔ S</p>	<p>6</p> <p>π</p> <p>S S S S S S S S</p> <p>↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓</p> <p>S S S S S S S S</p>	
<p>7</p> <p>S S S S</p> <p>S S S S</p> <p>S S π S S</p> <p>S S S S</p>	<p>8</p> <p>π SSS</p> <p>SSSSS</p> <p>SSSS</p> <p>SSSS</p> <p>SSSS</p> <p>SSS</p>	<p>9</p> <p>S ↓ S ↷ S S ↓</p> <p>↑ ↓ S S ↷ S ↑ ↓</p> <p>S ↑ π S ↓ S ↔ S S ↑</p> <p>S ↷ S ↑ ↓ S</p> <p>S ↔ S ↔ S S ↑ S ↷ S</p>	

TKT Module 3: Grouping learners – participant's worksheet 2

Exercise 1

Work with a partner match the interaction patterns described below with the diagrams on worksheet 1

A. Students working in closed pairs: students work with a partner doing pairwork (not in front of the class).
B. Students work with the teacher in open class or whole class: the teacher leads the class and all of the students are focusing on the teacher, rather than working alone or in groups.
C. Students working in open pairs: one pair of students does a pairwork activity from their seats for the rest of the class, perhaps to demonstrate an activity.
D. Students working individually: students work alone.
E. Students working in groups: students work in small groups talking together (not in front of the class).
F. Students working in teams: students work in two teams or two groups for a competition or a discussion.
G. Students working face-to-face: students sit in rows working in pairs, sitting face-to-face or back-to-back, not in front of the whole class.
H. Students work together in open class: students work in open class, with some students leading from the front, perhaps doing a presentation or showing their work.
I. Students mingle: students walk around the room, meeting and talking to different people.

TKT Module 3: Grouping learners – participant’s worksheet 3

Discuss the advantages and disadvantages of the different groupings and interaction patterns on Worksheet

2. Give examples of activities that could be done using these interaction patterns.

	Advantages	Disadvantages	Classroom activity/situation
A. Closed pairs			
B. Open class – teacher led			
C. Open pairs			
D. Individual work			
E. Group work			
F. Team work			
G. Face to face/ back to back			
H. Open class - student led			
I. Mingle			

TKT Module 3: Grouping learners – sample task

For questions 1–8 match the classroom management strategies with the problems of group or pair work listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B**, or **C**) on your answer sheet.

You need to use some options more than once.

Problems of group or pair work

- A** some students get bored
- B** some students use L1 too much
- C** some students always dominate

Classroom management strategies

- 1** Plan extra activities for students who may finish before the others.
- 2** Make sure students know the language they need to complete the tasks.
- 3** Introduce more challenge into the activities.
- 4** Arrange groups carefully, and re-group students whenever necessary.
- 5** Create a purpose for doing group or pairwork in English.
- 6** Teach the language needed for frequent classroom activities.
- 7** Raise awareness of the importance of giving everyone a chance to take part.
- 8** Select topics and tasks that motivate the learners.