

## Teaching English Through English (TETE)

Week 6

Module 0: Orientation

Module 1. Building Routines in English

### Welcome Message

Good morning Class,

We're happy you are participating in this Teaching English Through English class, or TETE, for short. Today, we will learn about classroom routines and how they can be beneficial in teaching English. We will learn a reading technique called jigsaw reading. We will learn how to do a Mingle and use a graphic organizer. We will create presentations about effective class routines. Finally, we will reflect in class and for homework to share our ideas about routines in our Telegram groups.

Objective:

- I can describe the purpose and process of good instructional routines using English
- I can learn how to maintain a well-managed and communicative learning environment.
- I can apply some of the new classroom routine expressions in the classroom
- I can share some of the effective instructional routines you want to use in your current classroom to increase the use of English

<b>MODULE 0: Orientation</b> <b>Module 1: BUILDING ROUTINES IN ENGLISH</b>		<b>Date:</b>  <b>Time : 4 hours (240 minutes)</b>
<b>By the end of the module, participants will be able to:</b> <ul style="list-style-type: none"><li>• describe the purpose and process of good instructional routines using English to maintain a well-managed and communicative learning environment.</li><li>• apply some of the new classroom routine expressions in the classroom</li><li>• share some of the effective instructional routines you want to use in your current classroom to increase the use of English</li><li>• explain the goals and outcomes for this course.</li><li>• describe what it means to be a reflective English language educator</li></ul>		
<b>Language Point:</b> Daily Routine Language		
<b>Skills:</b> Speaking, Listening , Writing <b>Material:</b> Videos, handouts, flipcharts		
<b>Stage/timing</b> <b>Interaction</b>	<b>Activity type</b>	<b>Procedure</b>

<p><b>60 min</b> <b>Pair work</b></p>	<p><b>Introduction to the course</b></p>	<p><b>Part 1. Orientation (20 minutes)</b></p> <ul style="list-style-type: none"> <li>● Ask participants to watch the following video to learn more about TETE course and how to make the most of the learning activities. <a href="https://www.youtube.com/watch?v=36DuNIwVZwI&amp;t=292s">https://www.youtube.com/watch?v=36DuNIwVZwI&amp;t=292s</a></li> <li>● Participants are given sticky notes to write one information from the video about “Teaching English Through English course” and post them on the flipchart.</li> <li>● Go through the points to review the introduction video.</li> </ul> <p><b>Bizz-Buzz activity (15 minutes)</b></p> <ul style="list-style-type: none"> <li>● Ask participants stand up and find a partner to discuss the first question. Give the first question and say ‘Bizz’ to start the discussion. Give two minutes to each question and say ‘Buzz’ to stop the participants. Participants discuss each question for two minutes.</li> </ul> <p><b>Pre-watching questions:</b></p> <ol style="list-style-type: none"> <li>1. What is reflection?</li> <li>2. Do you reflect on your teaching and on the decisions you make in your classroom?</li> <li>3. How often do you reflect? And when?</li> <li>4. What is the purpose of reflection?</li> </ol> <p><b>Video (10 minutes)</b></p> <ul style="list-style-type: none"> <li>● Participants watch the video “Improving Your Communicative Teaching Practice Through Reflection”.</li> <li>● Distribute handout 1 ‘Pyramid’ graphic organizer. Ask participants to take notes for the <i>levels of reflection</i> that can help them develop as <i>critically reflective English educators</i>.</li> <li>● Put the participants in small groups to share their notes.</li> </ul> <p><a href="https://www.youtube.com/watch?v=UaM8SgjnUVc&amp;t=286s">https://www.youtube.com/watch?v=UaM8SgjnUVc&amp;t=286s</a></p> <p><b>0.4. Turn and talk activity (10 minutes)</b></p> <ul style="list-style-type: none"> <li>● Ask participants to think of one impactful moment in their teaching that had a profound influence on them and their teaching.</li> </ul> <p><i>Describe that moment and reflect on why it was significant. Try to describe it and it’s influence on them.</i></p> <p><i>What questions did it raise for you? What is or will be the significance for you and your students? Were there any changes you made in your teaching as a result of this moment?</i></p> <p><i>Remind participants to take notes while listening to their peers.</i></p> <ul style="list-style-type: none"> <li>● Elicit random answers from participants. Ask pairs to speak about their partner’s impactful moment in their teaching.</li> </ul>
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<p><b>10 min</b> <b>Pair work</b></p>	<p><b>Preview</b></p>	<ul style="list-style-type: none"> <li>● <i>At the end of this part say that ‘Achieving deep reflection is an active and ongoing journey and the journey starts here.’</i></li> </ul> <hr/> <p><b>Module 1</b></p> <ul style="list-style-type: none"> <li>● Participants share their experience about routine activities they use in the classroom.</li> <li>● Tell the participants to discuss the questions with elbow partners:</li> </ul> <ol style="list-style-type: none"> <li>1. What is your favorite classroom routine that you regularly use when teaching?</li> <li>2. What part of the class do you use this routine - in the beginning, when transitioning, or at the end of a lesson? Why is it your favorite?</li> <li>3. What do you do to involve your students in the daily routines in your classroom?</li> </ol> <p>Elicit random answers.</p>
<p><b>15 min</b> <b>Pair work</b></p>	<p><b>Experience –</b> <b>Daily mingle activity</b></p>	<ul style="list-style-type: none"> <li>● Tell the participants to act the role of school students to practice one Daily Mingle activity.</li> <li>● Begin by explaining to students that the purpose of the daily mingle activity is to practice ways to say hello and goodbye and to ask and answer questions in English. Tell students that you will write the targeted language structures on the board and model what to say before each mingle.</li> <li>● Write the following on the board:</li> </ul> <p style="text-align: center;">Greetings: Hello and Hi Question and response: How are you? –I am fine.</p> <ul style="list-style-type: none"> <li>● Explain that you will play music and students should walk around until the music stops. When it stops, they should find a partner to practice the greetings with. Choose a student to model the greetings and question and response with you.</li> <li>● Once students understand how to interact with a partner, ask two additional students to come up and join you. Play (or mimic) music to show how students should move around and find a new partner each time the music stops.</li> <li>● Allow time for any questions from your students. Then, practice the procedure with the whole class by having everyone get out of their seats and move around. Play music and stop it periodically so that students can mingle with several different classmates to practice the language structures. Provide guidance or corrections as needed.</li> </ul>

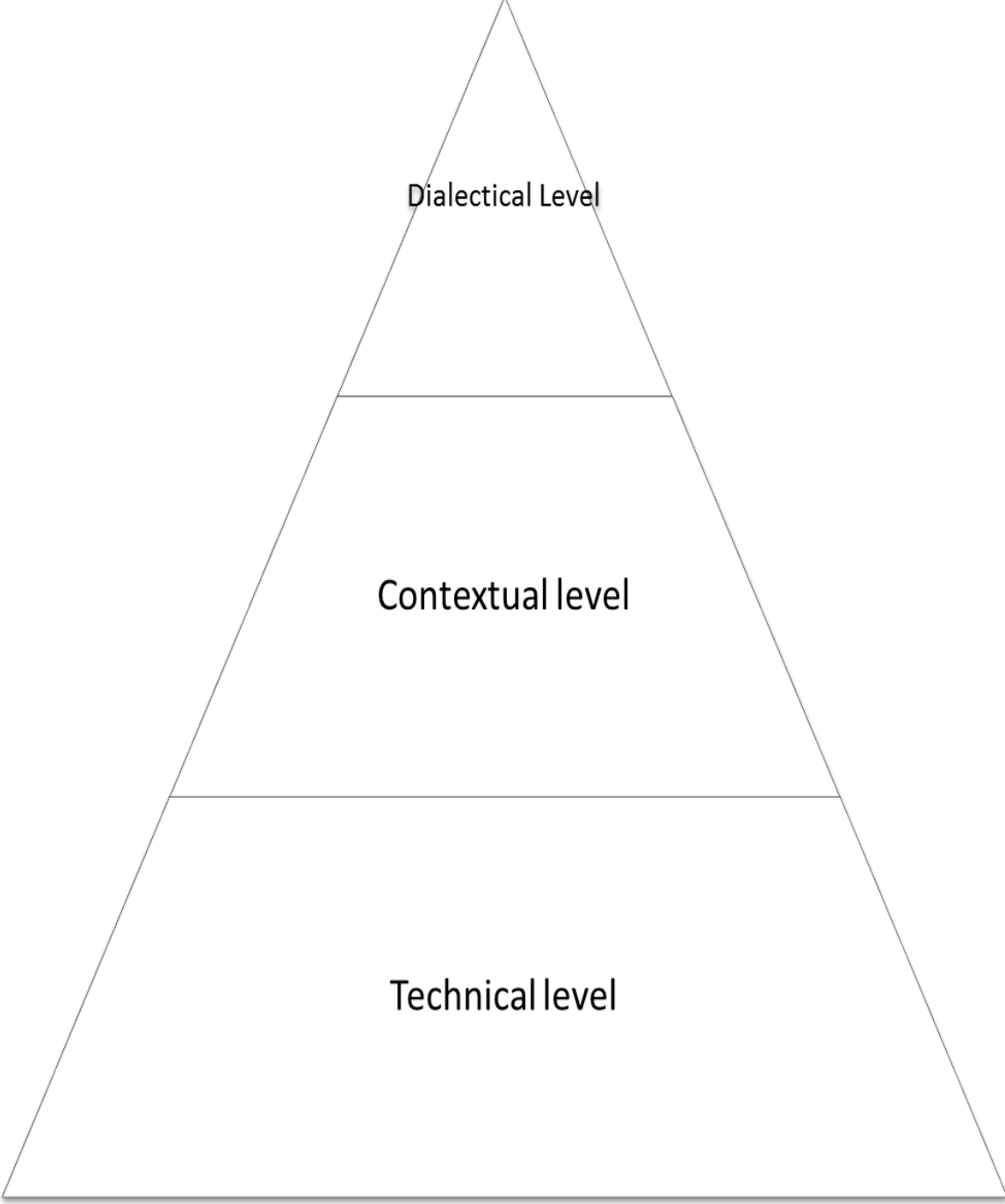
<p><i>10 min Individual work</i></p>	<p><b>Reflection</b></p>	<ul style="list-style-type: none"> <li>● Ask the participants to reflect on the sample activity they have experienced by answering the following questions:</li> </ul> <ol style="list-style-type: none"> <li>1. Did you like this activity? Why?</li> <li>2. How did you feel during the activity?</li> <li>3. What have you learned from the activity?</li> </ol> <ul style="list-style-type: none"> <li>● <i>State that this is an example of daily routine activity.</i></li> <li>● <i>Say that effective classroom routines have purpose and meaning far greater than simple management. As you strive to establish good routines toward a communicative language classroom environment, your students will increase in learning and use of the target language. This module will help you explore different classroom routines you can apply to your teaching context while using English. You will learn the purpose and examples of classroom routines to enhance the use of English in your communicative classroom.</i></li> </ul>
<p><i>25 minutes Group work</i></p>	<p><b>Conceptualize</b></p> <p><b>Video discussion</b></p>	<p>The participants will explore the ideas for building routines in English by watching two videos.</p> <p style="text-align: center;"><b>Video 1. "Start Up" Language Routines</b></p> <p>Tell the participants that this video will introduce some routines in English at the beginning of a lesson.</p> <p style="text-align: center;"><b>Link to YouTube: <a href="https://youtu.be/juq_IPcvFfM">https://youtu.be/juq_IPcvFfM</a></b></p> <p style="text-align: center;"><b>Video 2. Do Now &amp; Wrap-Up</b></p> <p>Tell the participants that this video will help set up some language routines for daily or weekly lesson activities.</p> <p style="text-align: center;">Link to YouTube: <a href="https://youtu.be/Ld0_3Ph8bRw">https://youtu.be/Ld0_3Ph8bRw</a></p> <p>Divide the participants into smaller groups and ask them to evaluate the two routines using the provided criteria. (<i>Handout 2</i>)</p>

<p><i>40 min</i> <i>Group work</i></p>	<p><b>Conceptualize</b></p> <p><b>Jig-saw Reading</b></p>	<p><i>Home group - Guest Group – Home group.</i></p> <p>Group 1. ESL classroom routines</p> <p>Group 2. <a href="#">Involving students in classroom routines and processes</a></p> <p>Group 3. <a href="#">Routines for everyday language</a></p> <ul style="list-style-type: none"> <li>● Divide the participants into three groups. Tell them that this is their Home group. They will read the assigned article and discuss it in their groups. They should take notes in the table. (15 minutes)</li> <li>● Number the participants from 1 to ... . tell them to show their number with fingers and keep their fingers up to find their group. All the participants who are number one will form one group, all the twos will form group two, so on.</li> <li>● When group members meet in the guest group (new group) they share the information they discussed in their host groups. Tell the participants to take notes in the table. (10 minutes) (<i>Handout 3</i>)</li> <li>● Ask the participants to go back to their home groups with their notes and share their findings. (10 min)</li> <li>● Ask the groups to share what they have learned about routine activities. Elicit random responses. (5min)</li> </ul>
<p><i>15 min</i> <i>Pair work</i></p>	<p><b>Reflect/ Experience</b></p> <p><b>Mingle around activity</b></p>	<p>Ask the participants to discuss the following questions by referring to the videos and articles they discussed. Read the questions and tell them to write the answer in their notebooks. (1 minute)</p> <ul style="list-style-type: none"> <li>● Which of the suggested routines do you think can be adaptable to your teaching context? Why and why not?</li> <li>● How do you plan to apply them into your daily instructional routine?</li> </ul> <p style="text-align: center;">When you see the participants are ready, tell them:</p> <ul style="list-style-type: none"> <li>● “Now, walk around the room to find a partner to share what you wrote. Please, talk at least to two peers”</li> <li>● “As you listen, write down what your partner said in your notebook.”</li> </ul> <p>As you mingle around the room and listen to their conversations, you can check for participants’ understanding of the session videos and articles.</p> <ul style="list-style-type: none"> <li>● <i>State that a mingling is a short activity where learners walk around the classroom and talk to each other. It is an excellent activity routine to help everyone use more English in the classroom. Mingling is one of the most popular activities for language teachers and students because they are flexible. Mingling also provides more student talk time, while reducing teacher talk time. Plus, mingling allows shy students to speak to their peers without feeling pressured to speak in front of a large class.</i></li> </ul>

<p><i>15 minutes Individual work</i></p> <p><i>Think- Pair- Share</i></p>	<p><b>Conceptualize</b></p>	<ul style="list-style-type: none"> <li>● Invite the teachers to watch the video that introduces some examples of how mingling activities can be their classroom routine.</li> </ul> <p style="text-align: center;">Link to YouTube: <a href="https://youtu.be/Ld0_3Ph8bRw">https://youtu.be/Ld0_3Ph8bRw</a></p> <ul style="list-style-type: none"> <li>● After they watch the video ask them to analyze the activity they had in the previous stage.             <ol style="list-style-type: none"> <li>1. What was the purpose the activity?</li> <li>2. Do you think that interacting with your partner has helped you understand the concept better?</li> </ol> </li> </ul> <p style="text-align: center;">Elicit random answers using random name calling protocol such as picking random names written on a small sheets of paper or <a href="#">wheel of names</a>.</p>
<p><i>35 min Group work</i></p>	<p><b>Apply</b></p>	<ul style="list-style-type: none"> <li>● Put the participants in small groups of three. Tell them that this module introduced several different classroom routine ideas. Based on what you learned, create a new or adapt an existing classroom routine you would like to use regularly in your current teaching context. On the poster briefly describe who your learners are, when would you use this instructional routine, and why you believe it would be effective. (20 minutes)</li> <li>● Share the routine that you have created. You may use the following message as a template while presenting your poster. (3 minutes for each group)</li> </ul> <p style="text-align: center;"><i>Example</i></p> <p style="text-align: center;"><i>Hello, Colleagues! The (activity/video/routine/ instructions) we want to share is called _____ (activity title). This activity is effective because _____</i></p> <p style="text-align: center;"><i>_____.</i></p>
<p><i>10 min Pair or group work</i></p>	<p><b>Wrap-up</b></p>	<p>For the wrap up at the end of the session, you can set up instructional routines such as paired or group reflection for sharing. Your reflective wrap-up questions can be:</p> <ul style="list-style-type: none"> <li>• What is one thing that you learned today?</li> <li>• What is one question that you still wonder?</li> <li>• What is one way someone helped you to learn?</li> </ul>

<p><i>5 min</i></p> <p><i>Homework</i></p>	<p><b>Telegram group discussion</b></p>	<p>Write 1-2 paragraphs to reflect on Module 1 (300-500 words). You may use what you have created, shared, and applied in the previous tasks. You may also use the following as a template and fill in the blanks. (<i>Handout 4</i>)</p> <p>Post your reflection in the Telegram group. Read your peers' posts and comment at least to two posts by using 'reply' function in the Telegram chat.</p>
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Handouts  
Handout 1



Dialectical Level

Contextual level

Technical level



## Handout 2

<b>Criteria</b>	<b>Start Up" Language Routines</b>	<b>Do Now &amp; Wrap-Up</b>
Goals		
Teacher's role		
Nature of student-teacher and student-student interaction		
Role of the native language		

Handout 3

Articles	Key points from the articles
ESL classroom routines	
Involving students in classroom routines and processes	
Routines for everyday language	

Handout 4

Write 1-2 paragraphs to reflect on Module 1 (300-500 words). You may use what you have created, shared, and applied in the previous tasks. You may also use the following as a template and fill in the blanks.

- Before this module about classroom routines, I used to (think/believe/use) \_\_\_\_\_  
\_\_\_\_\_
- Now I (think/believe/plan to use) \_\_\_\_\_  
\_\_\_\_\_
- This is important because \_\_\_\_\_  
\_\_\_\_\_
- I (created/found) a classroom routine in Module 1 that I could use in my class to increase the use of English in the classroom. It is called (activity/routine title) \_\_\_\_\_  
\_\_\_\_\_ and I could use this during \_\_\_\_\_  
\_\_\_\_\_ (when?/how?/why?).
- I like it because (apply Module 1 content) \_\_\_\_\_  
\_\_\_\_\_
  
- I might need to modify the (activity/routine) for my classroom because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_