



Teaching English Through English

Module 0

Orientation

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Module 0: Start Here

"We do not learn from experience...we learn from reflecting on experience."

- John Dewey

"The more reflective you are, the more effective you are."

- Pete Hall and Alisa Simeral

In this orientation module, Module 0, you will be introduced to the Teaching English Through English online course that is designed to guide English language teachers to reflectively think about their instructional practices and consider various strategies to actively engage students in communicative language learning. The purpose of completing Module 0 prior to engaging with the 10 modules in this course is to prepare you for a successful start in this professional learning process. This module is a starting point from which you will become familiar with the course syllabus, goals, and learning platform (i.e., the Google site), while also understanding how to be a part of an online community of practice. Additionally, you will learn what it means to be a reflective English language educator by exploring the ways that purposeful reflection can be present in your practice. The goals of Module 0 are for you to learn how to navigate the Google site and begin to engage with the content, which is designed to extend your learning and begin to engage in reflective practices.

By the end of the module, you will be able to:

- explain the goals and outcomes for this course.
- navigate through the Teaching English Through English Google site
- get to know your colleagues in an online community of practice.
- describe what it means to be a reflective English language educator

Explore

0.1. Watch

Watch the following two videos to learn more about the course and how to make the most of the learning activities.

- **Video 1: TETE Welcome Video**
 - Click [here](#) for a PDF of the script for Video 1.
 - Link to YouTube: <https://youtu.be/f-j-CBYCLn4>



- **Video 2: Improving Your Communicative Teaching Practice Through Reflection**
 - Click [here](#) for a PDF of the script for Video 2.
 - Link to YouTube: <https://youtu.be/UaM8SgjnUVc>





Teaching English Through English
Module 0 Video 1 Script
Welcome Video

Greetings from George Mason University! And welcome to the Teaching English through English online course.

My name is Joan Kang Shin, and I am the academic coordinator of the Teaching Culturally and Linguistically Diverse and Exceptional Learners program in the College of Education and Human Development at George Mason University. I am here to introduce you to the Teaching English Through English online course. This course is sponsored by the US Embassy in Tashkent and administered by the American Councils for International Education.

Teaching English Through English is an exciting ten-module professional development course designed to enhance the English used by teachers in English language classrooms, particularly teachers in secondary school contexts. This course focuses on interactive and communicative approaches and will help you learn how to build a classroom environment that encourages real communication in English. Through engaging videos and practical readings, you can explore effective approaches for teaching English while enhancing your ability to use English to manage language learning activities in the classroom. We have also designed activities in each module that will promote deep and critical reflection on your teaching and your students' learning. If you are an English language teacher educator or professional development provider, you can use these modules with both pre-service and in-service English teachers in your context.

We built these modules on a Google Site for easy access and flexible use. All content has a Creative Commons license (CC BY 4.0), which allows you to use, share, and adapt these materials freely as long as you give appropriate credit to the source. We invite you to use our materials and adapt them to your teaching context, wherever you are in the world!

Although you could use our module content on your own, you will get the most out of them if you work through them with a partner or with a group of peers in a community of practice. In each module, you will find eight types of activities. In our Google Site, each activity is assigned a different icon.

First, we want you to Explore the module topic, and we encourage you to:

Watch assigned videos to deepen your knowledge and skills to teach English through English.

Read provided articles and texts to deepen your knowledge and skills.

Search additional resources through recommended websites and key words.



Then we want you to Do activities that will help you reflect on your teaching practice and try out new ideas! In the next part, we ask you to:

Think about the material by engaging in deep and critical reflection on your teaching practices related to module content.

Create English language activities that show your ability to develop effective language tasks in English that promote interaction and communication.

Share activities with your community of practice in a chat group with your peers that demonstrate understanding of key concepts and interact with other English teaching professionals in your context.

Apply approaches and techniques learned in each module in your classroom and share your reflections on the implementation of these activities with your designated community of practice.

Reflect on your past, current, and future teaching practice related to module content and interactions within your community of practice.

We hope that these online modules will be a helpful program for you to enhance your ability to Teach English Through English. As John Cotton Dana said: "Who dares to teach must never cease to learn." From all of us at George Mason University, we welcome all English language teachers who dare to teach and hope you will join us to keep learning together.



Teaching English Through English
Module 0 Video 2 Script
Improving Your Communicative Teaching Practice Through Reflection

Hello English Teachers! Welcome to Teaching English Through English! This is Module 0, which is designed to help you jumpstart the way you will use Reflection to power up your English class! Are you ready to deepen your teaching practice? Are you ready to think deeply about what you do in class, and why? Let's explore different types of reflection that will help English teachers like you improve your communicative teaching practice.

[Text on title screen: What is Reflection?]

What is reflection? Do you reflect on your teaching and on the decisions you make in your classroom? How often do you reflect? And when? What is the purpose of reflection?

Reflection is an important element of teaching that connects with increased learning and engagement. For English teachers, that means engaging our students in communication *in English*.

We know we need to be reflective teachers, but have you ever wondered what the purpose of your reflection is? Have you ever been told after a lesson to "reflect on it" but you weren't sure what you were supposed to reflect on?

Let's start with your own understanding about reflection. How would you describe reflection? How would you describe "deep, or critical" reflection? I will give you 15 seconds to think about this and even jot down some quick thoughts. (timer)

Welcome back, everyone! If you need more time, just pause the video.

First, I'll bet that some of you said that reflection is *Thinking about your teaching*. You're right! However, when you "think about" your teaching, what are you focusing on? Do you have a goal in mind you'd like your reflection to help you accomplish?

Next, let's think about going deeper with reflection. In English, we can use the words, "deep reflection" or "critical reflection" to help us think below the surface about our teaching and about the classroom decisions we make. Let's give it a try:

Here is a reflection from a teacher after a lesson: *"I taught my class today, and it went well. I was prepared, I used the textbook, and my students had fun repeating the dialogue in small groups. I'm glad that the students had a good time in class today, and they memorized their vocabulary well. They could work independently in dialogue groups."*



Notice the teacher was thinking about her class, but how can she go deeper and engage in critical reflection?

Now let's see the same teacher going deeper in reflection: *"However, I wonder if there is more that I can do? I really want my students to talk with each other, I mean, have a real conversation. My lesson didn't seem to call them to ask their own questions or be creative in their answers. I wonder what I can do to change that? I want to make some changes because being able to communicate in a real way is a goal I have for my students, and I think they will see more of the benefits from their English learning if they can hold their own conversations."*

Do you see how the teacher went deeper by asking herself questions and identifying ways to make her classroom more communicative? And we can go even deeper! Let's get started and see how reflection might be folded into your teaching practice.

[Text on title screen: How To Move Toward Deeper Reflection]

Let's look at research that serves as a foundation for delving deeper into reflection.

First, current research indicates that the **most effective teachers** take a deeply reflective approach to their work. They also have their *students* reflect on *their* learning. Have you ever had your students reflect on their learning?

Second, research also has found that reflective teachers are more open to innovation and build better relationships with colleagues and students.

Third, reflective teachers show more heightened connections between theory and practice

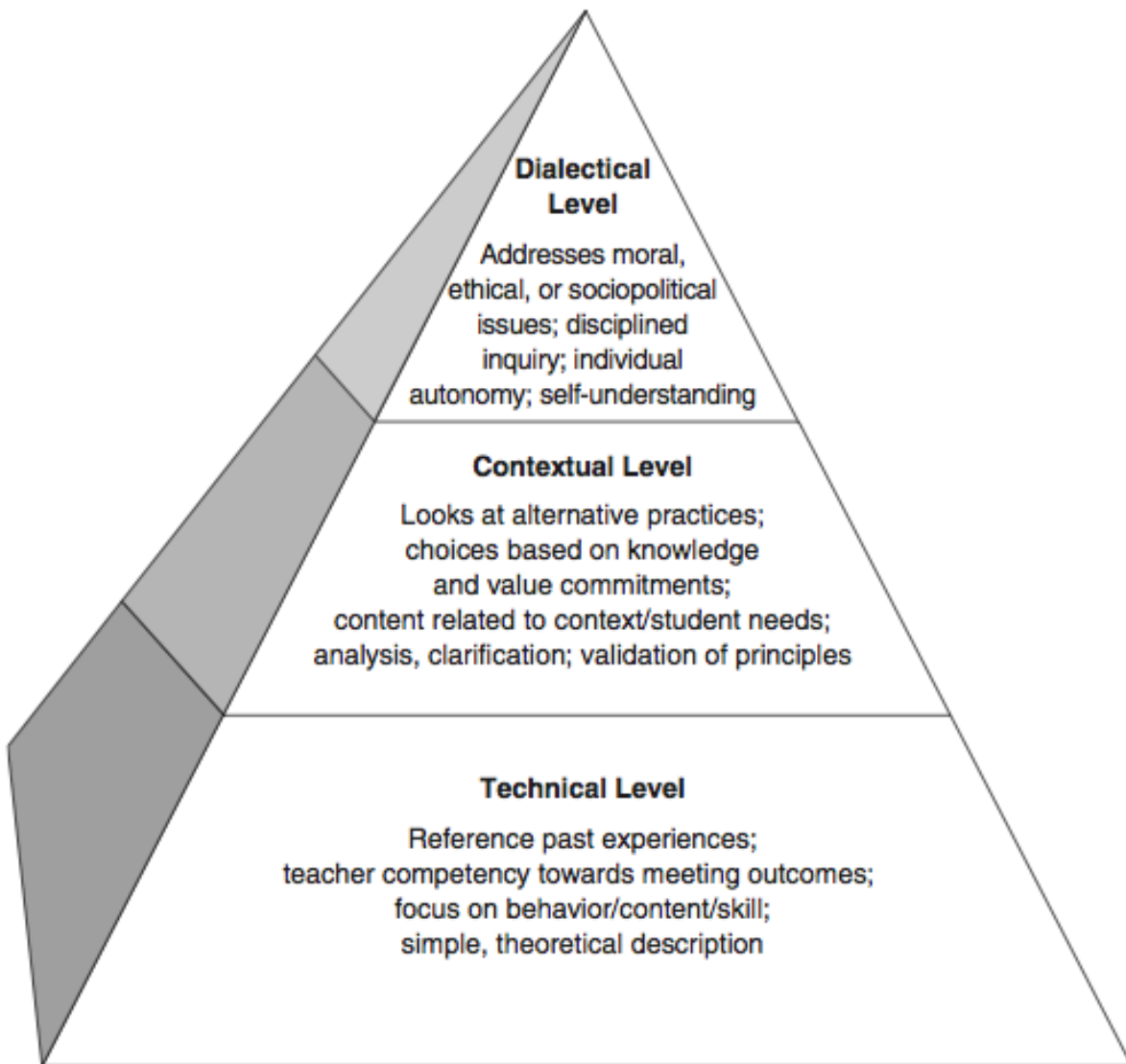
And, fourth, effective teaching is connected to levels of reflective practice.

What do you think? Do you think this addition to your own practice will be important? Let's pause for 15 seconds to think about how you are already reflecting and about where you might add reflection into your teaching. (show timer)

Welcome back! If you need more time, just pause the video. Did you determine some ways that you are already using reflection? Did you find some new directions for reflection on your teaching?

Let's examine a helpful model to guide your reflection! There is a researcher by the name of Taggart who created a model to display three levels, or modes of reflection. I have used this with teachers in the U.S., and they have found it very helpful. Take a look at the pyramid here with

the three modes. I'll explain these modes, one at a time, and you should begin to see the differences. Starting from the bottom, they are: Technical, Contextual, and Dialectical.



Taggart, G. (2005). *Promoting reflective thinking in teachers: 50 action strategies*. Thousand Oaks, CA: Corwin Press.

The large area at the bottom of the pyramid is called the Technical Level, or Mode. Reflection at the Technical level describes, labels, or explains observations. At this level, you might talk about student behavior or describe your lesson. You could reflect by listing activities or talking about your skills or competencies. As you can see, this mode of reflection is simple and descriptive.



The middle level is called the Contextual Level, or Mode. Reflection at the Contextual level connects activities or classroom practices to theory. At this level, you might look at alternative activities and choose them based on the needs of students. These choices are validated and supported by principles and research.

The top level is called the Dialectical Level, or Mode. Reflection at the Dialectical level questions existing practices and seeks to learn why certain actions were taken. At this level, you might ask yourself about whether your activities and practices meet students' needs and try to find out why or why not. You seek change to reach better language learning results and impact student learning. Here, your purpose is the betterment of instructional practice, and reflection at this level helps you "see" your practice through the *results* of your teaching. This level also helps teachers move toward actions for change.

That's a lot of information, but we want you to see that there are ways reflection can help you understand your teaching and your students' language learning better. Our reflection can be *in the classroom while we are teaching* OR it can be *after we have taught a lesson*. These two types of reflection can be thought of as "*reflection IN action*" and "*reflection ON action*."

We can think of it this way. When we "reflect ON action" by connecting the results of our teaching to research, we can improve our decisions and our reflective actions in the classroom as we "reflect IN action." In other words, reflection should be part of our lives as educators all the time--before, during, and after class!

Remember, deep and critical reflection will help you greet new teaching ideas and consider their impact on you and your students. Engaging in reflection is necessary for your growth and change as an English teaching professional. And most importantly, It has the potential to positively impact your students' English language learning. This is just the beginning! Through reflective practice, you can power up your English class to become a space for real, meaningful communication. As a reflective English teaching professional, you are embarking on a journey to explore the impact of new practices on yourself, your classroom environment, and on your students' learning.

Thanks for watching and learning. Now, let's get started on your journey toward Deep Reflective Practice!



0.2. Read

Explore what this course is about by doing these two readings.

- **Reading 1:** [Teaching English Through English Syllabus](#)
 - This is the syllabus for this course. It will give you an overview of the structure of this course and what you can expect to do through the ten modules.

- **Reading 2:** [What is Reflection?](#) by Rebecca Fox and Kelley Webb
 - This is a short slide deck about reflection that will give you an understand about critical reflective practice. It will start you on your journey toward deep and critical reflection.

 - Source: Fox, R., & Webb, K. (2021). What is reflection? [PowerPoint slides]. *Teaching English through English: English Speaking Nation for Uzbekistan Program*. <https://drive.google.com/file/d/1-db814ozOrfFVViXyCwp3pzk0SLoHsa1/view?usp=sharing>



GEORGE MASON UNIVERSITY
TEACHING ENGLISH THROUGH ENGLISH (TETE)
SYLLABUS

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Course Description

Teaching English through English (TETE) is an exciting ten-module professional development (PD) course designed to enhance the English used by teachers in English language classrooms. This course will focus on interactive and communicative approaches and help you learn how to build a classroom environment that encourages real communication in English. Through engaging videos and practical readings, you will explore effective approaches for teaching English while enhancing your ability to use English to manage language learning activities in the classroom. By participating in this course, you will have the opportunity to share ideas with peers in a community of practice (CoP), apply course content to your teaching context, and practice using English for a variety of instructional purposes.

Learning Objectives and Learner Outcomes

By the end of this course, you will be able to:

1. explain and use various interactive and communicative approaches for teaching English to secondary students.
2. identify the language needed to carry out various instructional tasks in the classroom.
3. prepare classroom language needed for various types of lessons and activities.
4. practice and improve ability to manage your classroom and develop effective language tasks in English.
5. develop lesson plans and teaching materials that reflect accurate English.
6. create a reflective teaching portfolio for continuous improvement in teaching English through English.
7. engage in deep, critical reflection within a CoP of English language teaching professionals in your country.

Course Site and Licensing

This course has been built on a Google Site for easy access and flexible use. To promote the use and dissemination of these modules, all content has a Creative Commons license (CC BY 4.0),

which allows you to use, share, and adapt these materials freely as long as you give appropriate credit to the source. See the licensing information below for more details.

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Course Requirements

In each module (except Module 0), you will be required to engage in eight types of activities. In the course Google Site, each activity is assigned a different icon.



Watch assigned videos to deepen knowledge and skills to teach English through English.



Read provided articles and texts to deepen your knowledge and skills.



Search additional digital resources through recommended websites and key words.



Think about by material by engaging in deep and critical reflection on your teaching practices related to module content.



Create English language activities that show your ability to develop effective language tasks in English that promote interaction and communication.



Share activities with your CoP in a chat group (i.e., Telegram) that demonstrate understanding of key concepts and interact with other English teaching professionals in your country.



Apply approaches and techniques learned in each module in your classroom and share your reflections on the implementation of these activities with your designated CoP.



Reflect on your past, current, and future teaching practice related to module content and interactions within your CoP.

Module Topics & Activities

This course consists of ten modules, plus an Orientation module to introduce participants to the Google site and course activities. Below are the module topics, learning objectives, activities and assignments, and the approximate time per activity.

| Module Topics | Learning Objectives | Activities and Assignments | Time |
|--------------------------|--|---|------------|
| Module 0: Orientation | <ul style="list-style-type: none"> To explain the goals and outcomes for this course To navigate through the Teaching English Through English Google site To get to know your colleagues in an online community of practice To describe what it means to be a reflective English language educator | 0.1 Watch 2 videos: <ul style="list-style-type: none"> Introduction to TETE Improving Your Communicative Teaching Practice Through Reflection | 30 minutes |
| | | 0.2 Read 2 documents: <ul style="list-style-type: none"> TETE Syllabus PPT slide deck | 1 hour |
| | | 0.3 Search <ul style="list-style-type: none"> Explore the TETE Google Site through a Scavenger Hunt | 30 minutes |
| | | 0.4 Create <ul style="list-style-type: none"> Create a list of ideas for areas of reflection | 30 minutes |
| | | 0.5 Share | 1 hour |

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| | | <ul style="list-style-type: none"> Introduce yourselves in group chat <p>0.6 Reflect</p> <ul style="list-style-type: none"> Write a reflection about reflection | 1 hour & 30 minutes |
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| Module 1: Building Routines in English | <ul style="list-style-type: none"> To describe the purpose and process of good instructional routines using English to maintain a well-managed and communicative learning environment To apply some of the new classroom routine expressions in the classroom To share some of the effective instructional routines you want to use in your current classroom to increase the use of English | <p>1.1 Watch 3 videos:</p> <ul style="list-style-type: none"> “Start-up” Language Routines Do Now & Wrap-up Daily Mingle <p>1.2 Read 2 articles:</p> <ul style="list-style-type: none"> Routines for Everyday Language Involving Students in Classroom Routines <p>1.3 Search</p> <ul style="list-style-type: none"> Explore more teaching resources on classroom routines <p>1.4 Think</p> <ul style="list-style-type: none"> Consider your classroom routines <p>1.5 Create</p> <ul style="list-style-type: none"> Create or adapt a new routine <p>1.6 Share</p> <ul style="list-style-type: none"> Share newly created/adapted classroom routine in group chat <p>1.7 Apply</p> <ul style="list-style-type: none"> Choose from shared routines from the group chat and consider how you will apply <p>1.8 Reflect</p> <ul style="list-style-type: none"> Write a reflection on classroom routines | <p>30 minutes</p> <p>2 hours & 30 minutes</p> <p>1 hour & 30 minutes</p> <p>30 minutes</p> <p>1-2 hours</p> <p>1-2 hours</p> <p>1 hour</p> <p>2 hours</p> |
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| <p>Module 2: Giving Clear Instructions</p> | <ul style="list-style-type: none"> To describe the features of good teacher talk To use several modeling strategies To write and practice speaking effective teacher talk for your lessons To reflect on how to prepare a teacher talk and share a sample teacher talk using an activity | <p>2.1 Watch 3 videos:</p> <ul style="list-style-type: none"> Teacher Talk for Giving Clear Instruction Teacher Talk for Forming Groups and Using Textbook Exercise Teacher Talk for Managing Activities <p>2.2 Read 3 articles:</p> <ul style="list-style-type: none"> Common Mistakes in Teacher Talk Giving Effective Instructions: Using Think Aloud The Movable Class: How to Class-Manage for More Active and Healthful Lessons <p>2.3 Search</p> <ul style="list-style-type: none"> Explore more teaching resources on giving clear instructions <p>2.4 Think</p> <ul style="list-style-type: none"> Consider your ways of giving instructions <p>2.5 Create</p> <ul style="list-style-type: none"> Create a short video of you giving clear instructions <p>2.6 Share</p> <ul style="list-style-type: none"> Share your video in group chat <p>2.7 Apply</p> <ul style="list-style-type: none"> Choose from shared videos about giving clear instructions from the group chat and consider how you will apply <p>2.8 Reflect</p> <ul style="list-style-type: none"> Write a reflection on giving clear instructions | <p>30 minutes</p> <p>2 hours & 30 minutes</p> <p>1 hour & 30 minutes</p> <p>30 minutes</p> <p>1-2 hours</p> <p>1-2 hours</p> <p>1 hour</p> <p>2 hours</p> |
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| <p>Module 3:</p> | <ul style="list-style-type: none"> To understand how different types of | <p>3.1 Watch 2 videos:</p> <ul style="list-style-type: none"> Asking Questions during Listening Tasks | <p>30 minutes</p> |
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| <p>Effective Question and Answer</p> | <p>questions are used in teacher talk</p> <ul style="list-style-type: none"> To form beginner friendly questions To scaffold students' response in more comfortable and effective ways To practice basic question forms and answers with students | <ul style="list-style-type: none"> Practicing Wh-Questions using Information Gap Activity <p>3.2 Read 2 articles:</p> <ul style="list-style-type: none"> Question and Responses Display Questions vs. Referential Questions <p>3.3 Search</p> <ul style="list-style-type: none"> Explore more teaching resources on effective questioning and responding <p>3.4 Think</p> <ul style="list-style-type: none"> Consider your ways of asking questions and responding to your students during instruction <p>3.5 Create</p> <ul style="list-style-type: none"> Create a set of questions and answers you would use in your learning context <p>3.6 Share</p> <ul style="list-style-type: none"> Share your questions and responses in group chat <p>3.7 Apply</p> <ul style="list-style-type: none"> Choose from shared questions and responses from the group chat and consider how you will apply <p>3.8 Reflect</p> <ul style="list-style-type: none"> Write a reflection on effective questions and answers | <p>2 hours & 30 minutes</p> <p>1 hour & 30 minutes</p> <p>30 minutes</p> <p>1-2 hours</p> <p>1-2 hours</p> <p>1 hour</p> <p>2 hours</p> |
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| <p>Module 4: Checking Comprehension and Providing Feedback</p> | <ul style="list-style-type: none"> To understand what to do after tasks or lessons to check comprehension and increase students' learning To use appropriate teacher talk for feedback depending on different learning goals | <p>4.1 Watch 3 videos:</p> <ul style="list-style-type: none"> Formative Feedback Beyond Error Correction Anxiety-Free Corrective Feedback <p>4.2 Read 2 articles:</p> <ul style="list-style-type: none"> Progress Check | <p>30 minutes</p> |
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| | <ul style="list-style-type: none"> To correct students' errors with different feedback strategies. | <ul style="list-style-type: none"> The Importance of Feedback <p>4.3 Search</p> <ul style="list-style-type: none"> Explore more teaching resources on checking comprehension and providing feedback <p>4.4 Think</p> <ul style="list-style-type: none"> Consider your ways of giving feedback <p>4.5 Create</p> <ul style="list-style-type: none"> Create new or adapt a feedback strategy <p>4.6 Share</p> <ul style="list-style-type: none"> Share your feedback strategy in group chat <p>4.7 Apply</p> <ul style="list-style-type: none"> Choose from shared feedback strategies from the group chat and consider how you will apply <p>4.8 Reflect</p> <ul style="list-style-type: none"> Write a reflection on providing feedback to your students | <p>2 hours & 30 minutes</p> <p>1 hour & 30 minutes</p> <p>30 minutes</p> <p>1-2 hours</p> <p>1-2 hours</p> <p>1 hour</p> <p>2 hours</p> |
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| Module 5: Increasing Classroom Interaction | <ul style="list-style-type: none"> To describe the importance of student-to-student interaction in a language classroom To examine and use a variety of effective activities that promote meaningful interaction in a classroom To share different communicative activities that are effective for English learners | <p>5.1 Watch 3 videos:</p> <ul style="list-style-type: none"> Increasing Student-to-Student Interaction Find Someone Who Bingo Guiding the Artist <p>5.2 Read 2 articles:</p> <ul style="list-style-type: none"> Reconceptualizing Interactional Groups: Grouping Schemes for Maximizing Language Learning Incorporating Opportunities for Interaction and Sharing | <p>30 minutes</p> <p>2 hours & 30 minutes</p> |
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| | | <p>5.3 Search</p> <ul style="list-style-type: none"> Explore more teaching resources on increasing classroom interaction <p>5.4 Think</p> <ul style="list-style-type: none"> Consider your ways of using an activity to foster classroom interaction <p>5.5 Create</p> <ul style="list-style-type: none"> Create new or adapt an activity that promotes classroom interaction <p>5.6 Share</p> <ul style="list-style-type: none"> Share your activity in group chat <p>5.7 Apply</p> <ul style="list-style-type: none"> Choose from shared activities from the group chat and consider how you will apply <p>5.8 Reflect</p> <ul style="list-style-type: none"> Write a reflection on increasing classroom interaction | <p>1 hour & 30 minutes</p> <p>30 minutes</p> <p>1-2 hours</p> <p>1-2 hours</p> <p>1 hour</p> <p>2 hours</p> |
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| <p>Module 6: PTRA – Plan, Teach, Reflect, Adjust</p> | <ul style="list-style-type: none"> To plan, teach, reflect, and adjust lesson plans to promote effective communicative language practice in their classrooms To develop an effective lesson plan for English learners that teaches language through meaningful context and promotes communicative interaction using engaging activities To design effective lesson plans for English learners using the following steps: warm up, presentation, practice, application, and wrap up | <p>6.1 Watch 3 videos:</p> <ul style="list-style-type: none"> Writing Good Objectives Sequencing Activities Activating Your Reflective Teaching <p>6.2 Read 2 articles:</p> <ul style="list-style-type: none"> Developing Dynamic Units for EFL PTRA: Plan, Teach Reflect, Adjust <p>6.3 Search</p> <ul style="list-style-type: none"> Explore more teaching resources | <p>30 minutes</p> <p>2 hours & 30 minutes</p> <p>1 hour & 30 minutes</p> |
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| | | <p>on effective lesson planning</p> <p>6.4 Think</p> <ul style="list-style-type: none"> Consider your ways of lesson planning <p>6.5 Create</p> <ul style="list-style-type: none"> Create new or adapt a lesson plan <p>6.6 Share</p> <ul style="list-style-type: none"> Share your lesson plan in group chat <p>6.7 Apply</p> <ul style="list-style-type: none"> Choose from shared lesson plans from the group chat and consider how you will apply <p>6.8 Reflect</p> <ul style="list-style-type: none"> Write a reflection on providing effective lesson planning | <p>30 minutes</p> <p>1-2 hours</p> <p>1-2 hours</p> <p>1 hour</p> <p>2 hours</p> |
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| <p>Module 7: Extending Textbook Activities</p> | <ul style="list-style-type: none"> To analyze textbook lessons/activities and adapt content for appropriate and meaningful use to meet the learner needs and enhance classroom interactions To use textbook, ancillary materials, and other relevant sources to develop an effective communicative lesson/activities appropriate for your learning environment | <p>7.1 Watch 2 videos:</p> <ul style="list-style-type: none"> Adapting Textbook Activities Considerations for Adapting Materials to Meet Learner Needs <p>7.2 Read 2 articles:</p> <ul style="list-style-type: none"> Adapting Textbook Activities for Communicative Teaching and Cooperative Learning Considerations for Adapting Materials to Meet Learner Needs <p>7.3 Search</p> | <p>30 minutes</p> <p>2 hours & 30 minutes</p> <p>1 hour & 30 minutes</p> <p>30 minutes</p> |
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| | | <ul style="list-style-type: none"> Explore more teaching resources on extending textbook activities | 1-2 hours |
| | | 7.4 Think | 1-2 hours |
| | | <ul style="list-style-type: none"> Consider your ways of adapting textbook activities | 1 hour |
| | | 7.5 Create | |
| | | <ul style="list-style-type: none"> Adapt a lesson or an activity from your textbook | 2 hours |
| | | 7.6 Share | |
| | | <ul style="list-style-type: none"> Share your adapted lesson/activity in group chat | |
| | | 7.7 Apply | |
| | | <ul style="list-style-type: none"> Choose from shared lessons/activities from the group chat and consider how you will apply | |
| | | 7.8 Reflect | |
| | | <ul style="list-style-type: none"> Write a reflection on extending textbook activities | |

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| Module 8: Creating and Facilitating Visually Stimulating Tasks | <ul style="list-style-type: none"> To understand the importance and positive effects of making learning visually stimulating for language learners To identify visual tools that work best for your instructional context To examine how visually stimulating tasks can lead learners through the critical thinking process To discuss how a creating a visually stimulating task can | <p>8.1 Watch 3 videos:</p> <ul style="list-style-type: none"> Visual Tools for Language Learning Strategies for Making Learning Visually Stimulating KWLQ Chart <p>8.2 Read 2 articles:</p> <ul style="list-style-type: none"> Collaborative Mind Mapping How Many Words Is a Picture Worth? Integrating Visual Literacy in Language | <p>30 minutes</p> <p>2 hours & 30 minutes</p> <p>1 hour & 30 minutes</p> |
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| | <p>be used to enhance a language activity (e.g., infographics, images, movie/video clips)</p> <ul style="list-style-type: none"> To create or reconstruct a language task to become a visually stimulating task | <p>Learning with Photography</p> <p>8.3 Search</p> <ul style="list-style-type: none"> Explore more teaching resources on creating and facilitating visually stimulating tasks <p>8.4 Think</p> <ul style="list-style-type: none"> Consider your ways of using visual tools <p>8.5 Create</p> <ul style="list-style-type: none"> Create new or adapt an existing activity using a visual tool <p>8.6 Share</p> <ul style="list-style-type: none"> Share your new/adapted visually rich activity in group chat <p>8.7 Apply</p> <ul style="list-style-type: none"> Choose from shared visually rich activities from the group chat and consider how you will apply <p>8.8 Reflect</p> <ul style="list-style-type: none"> Write a reflection on creating and facilitating visually stimulating tasks | <p>30 minutes</p> <p>1-2 hours</p> <p>1-2 hours</p> <p>1 hour</p> <p>2 hours</p> |
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| <p>Module 9: Facilitating Discussions and Debates</p> | <ul style="list-style-type: none"> To describe the benefits of communicative language teaching through discussions and debates and how to use them in the EFL classroom To explore various cooperative learning and interactive language tasks and strategies that build language proficiency and a | <p>9. 1 Watch 3 videos:</p> <ul style="list-style-type: none"> Discussion Activities Debates in the Language Classroom Higher Order Thinking Questions <p>9.2 Read 3 articles:</p> <ul style="list-style-type: none"> Navigating Discussion and Debates in the EFL Classroom Critiquing Questions | <p>30 minutes</p> <p>2 hours & 30 minutes</p> |
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| | <p>classroom discourse community</p> <ul style="list-style-type: none"> To develop higher order thinking questions that encourage critical thinking in the classroom To design ways you plan to integrate and manage learning activities that support a communicative approach for language learning in your classroom | <ul style="list-style-type: none"> Bring it On: How to Get Students Fired Up about English with ESL Debates <p>9.3 Search</p> <ul style="list-style-type: none"> Explore more teaching resources on facilitating discussions and debates <p>9.4 Think</p> <ul style="list-style-type: none"> Consider your ways of facilitating discussions <p>9.5 Create</p> <ul style="list-style-type: none"> Create new or adapt a discussion/debate activity <p>9.6 Share</p> <ul style="list-style-type: none"> Share your discussion/debate activity in group chat <p>9.7 Apply</p> <ul style="list-style-type: none"> Choose from shared discussion/debate activities from the group chat and consider how you will apply <p>9.8 Reflect</p> <ul style="list-style-type: none"> Write a reflection on facilitating discussions and debates | <p>1 hour & 30 minutes</p> <p>30 minutes</p> <p>1-2 hours</p> <p>1-2 hours</p> <p>1 hour</p> <p>2 hours</p> |
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| <p>Module 10: Managing Cooperative Activities</p> | <ul style="list-style-type: none"> To describe the purpose and benefits of project work and cooperative activities in the language classroom To explore various ways to develop and present project work and cooperative activities to and for all students To exchange ideas for project work and cooperative activities that work well for all learners | <p>10.1 Watch 2 videos:</p> <ul style="list-style-type: none"> Grouping Students and Establishing Expectations Strategies for Managing Projects and Activities <p>10.2 Read 3 articles:</p> <ul style="list-style-type: none"> Thinking Through Collaborative Projects in the Language Classroom | <p>30 minutes</p> <p>2 hours & 30 minutes</p> |
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| | <ul style="list-style-type: none"> To develop project ideas and cooperative activities that can be modified for multiple units of study using checklists, rubrics, collaborative work guidelines/expectations To reflect on ways to adapt and differentiate project work and cooperative activities for all learners | <ul style="list-style-type: none"> Toward Better Group Work: Seeing the Difference between Cooperation and Collaboration Minimizing the Chaos through Cooperative Classroom Management <p>10.3 Search</p> <ul style="list-style-type: none"> Explore more teaching resources on managing cooperative activities <p>10.4 Think</p> <ul style="list-style-type: none"> Consider your ways of integrating cooperative activities <p>10.5 Create</p> <ul style="list-style-type: none"> Create new or adapt a cooperative activity or project <p>10.6 Share</p> <ul style="list-style-type: none"> Share your activity or project in group chat <p>10.7 Apply</p> <ul style="list-style-type: none"> Choose from shared activities or projects from the group chat and consider how you will apply <p>10.8 Reflect</p> <ul style="list-style-type: none"> Write a reflection on managing cooperative activities | <p>1 hour & 30 minutes</p> <p>30 minutes</p> <p>1-2 hours</p> <p>1-2 hours</p> <p>1 hour</p> <p>2 hours</p> |
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What is Reflection? By Rebecca Fox and Kelley Webb

TEACHING ENGLISH THROUGH ENGLISH
 MODULE 0 – WHAT IS REFLECTION?
 By Rebecca Fox and Kelley Webb

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TETE MODULE 0 - ORIENTATION

Improving Your Communicative Teaching Practice Through Reflection

What is reflection?

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TETE MODULE 0 - ORIENTATION

As a result of an in depth look at reflection, teachers will be able to...

- Consider what reflection and deep reflection are for English teaching professionals
- Learn how reflection might be used to support your communicative English classroom
- Demonstrate an understanding about why teachers should *reflect systematically and deeply* about their teaching practice
- Articulate the value of the reflective process and its role in improving communicative English teaching practices in your classrooms

TETE MODULE 0 - ORIENTATION

Current research indicates that the **most effective teachers** take a **deeply reflective approach** to their work.

TETE MODULE 0 - ORIENTATION

STOP & REFLECT

What does this mean...
 ...to teachers and other educators?
 ...to the students in our classrooms?

Is there a difference between reflection...
 ...and **deep or critical** reflection?

How do I reflect on my educational practice on a daily basis?

TETE MODULE 0 - ORIENTATION

Why is it important to reflect?

Reflective teachers...

- are more open to **innovation** and build more **favorable relationships** with colleagues and students (Bolin, 1988; Munby & Russell, 1989)
- exhibit more **heightened connections** between theory and practice (Cruikshank, 1985)
- demonstrate **effective teaching** that correlates with levels of reflective dispositions (Giovannelli, 2003)

Taggart, G. (2005). Promoting reflective thinking in teachers: 50 action strategies. Thousand Oaks, CA: Corwin Press.

TETE MODULE 0 - ORIENTATION

TAGGART'S PYRAMID AND MODES OF REFLECTION

Disjunctive Level
 Addresses moral, ethical, or sociopolitical issues; reciprocal inquiry; individual autonomy; self-understanding.

Contextual Level
 Looks at alternative practices; choice based on knowledge and value commitments; content related to contextualized needs; analysis, clarification, validation of principles.

Technical Level
 Behavioral skill experiences; teacher competency towards meeting outcomes; focus on behavior/competencies; simple, theoretical description.

Taggart, G. (2005). Promoting reflective thinking in teachers: 50 action strategies. Thousand Oaks, CA: Corwin Press.

TETE MODULE 0 - ORIENTATION

Technical Level of Reflection

- Descriptions or observations
- Focus on describing behaviors, content, and skills from past experiences or observations
- Task oriented; presents teaching as a set of skills or competencies to meet

Taggart, G. (2005). Promoting reflective thinking in teachers: 50 action strategies. Thousand Oaks, CA: Corwin Press.

Contextual Level of Reflection

- Reflects on teaching practices; considers how they affect student's learning
- Reflects on decisions within the context of the situation – did something work?
- Relates theory to practice – connects actions to research and theory
- Looks for approaches to teaching that are based on knowledge (communicative classroom activities to promote student learning)
- Analyzes, clarifies, and validates teaching decisions based on educational theory

Taggart, G. (2005). *Promoting reflective thinking in teachers: 50 action strategies*. Thousand Oaks, CA: Corwin Press.
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Dialectical Mode or Level

- Systematically questions existing practices and seeks why
- Suggests alternatives and competing theories to result in new results
- Reflects on decisions made and resulting consequences that happen during the course of the action
- Brings moral, ethical, and student learning results to bear on educational practices
- Expresses ideas verbally and in writing with sureness, efficacy, and self-confidence
- Looks for change to promote desired results

Taggart, G. (2005). *Promoting reflective thinking in teachers: 50 action strategies*. Thousand Oaks, CA: Corwin Press.
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STOP & REFLECT

What is your thinking with regard to the three levels of reflection?

Where does your own reflective practice currently fall within these three levels?

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More on reflection!

In the 1970s, **Donald Schön** added to earlier research on reflection:

Reflection-in-action, or how teachers think on their feet. This involves examining our beliefs & experiences, and how they connect to our theories in use

Reflection-on-action, evolves from making connections between our subconscious actions and our knowledge about content/teaching theory/learning and making them visible to ourselves

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Reflection: The Bottom Line

Reflective teaching is evidence based.

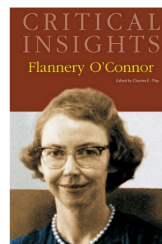
Educators collect data or evidence about their work.

Educators reflect on evidence to make informed decisions.

Changes emerge as a result of analysis of concrete evidence and not merely impulse, tradition, or random/quick thought.

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I WRITE BECAUSE I DON'T KNOW WHAT I THINK UNTIL I READ WHAT I SAY.

~ FLANNERY O'CONNOR

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Try this out!

Self-reflection on your classroom

Think of one impactful moment in your teaching that had a profound influence on you and your teaching. Describe that moment and reflect on why it was significant. Try to describe it and its influence on you. 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?

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Achieving deep reflection is an active and ongoing journey.



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0.3. Search

Explore the TETE Google Site through a Scavenger Hunt! Answer as many questions as possible. Click [here](#) to complete the Scavenger Hunt activity.

Take notes here:

Do



0.4. Create

Write a list of ideas for areas of reflection from *your* classroom context. Think about aspects of teaching English through English that you would like to explore and enhance. For each idea on your list, think about how you might begin to "answer" these questions.

Note: *This will be added to your Portfolio.*

Take notes here:



0.5. Share

Introduce yourself in your group chat and share your list of ideas for areas of reflection.

Introduction Activity: *My Typical Day*

- Start by introducing yourself. Include your name, where you live, where your work, and your position. If you are a teacher include the subject and grades you teach.
- Next, describe your typical day. Describe your typical day from start to finish, between waking up and going to bed. If you are a teacher, include your typical day in class by describing some activities. You can start with: "*On a typical day, I do many things. First, I wake up and...*"
- Last, share your list of ideas for areas of reflection. "*Some areas for reflection from my teaching context are...*"



0.6. Reflect

Write 1-2 paragraphs to reflect on Module 0 (300-500 words) responding to:

Write a reflection about reflection! In what ways do you think this course will help you reflect on your teaching practice and “see” new ideas for teaching English through English? How do you think that engaging in a community of practice (CoP) in your Telegram chat group will affect your reflection and teaching practice?

Note: This will be added to your Portfolio.

Take notes here:



Module 0 Checklist:

- I watched two videos.
- I read two readings.
- I explored the TETE Google Site through a Scavenger Hunt.
- I created a list of ideas for areas of reflection for my classroom to enhance my teaching.
- I shared about myself, my typical day, and my ideas for reflections with my colleagues on Telegram.
- I wrote 1-2 paragraphs to reflect on my learning in Module 0.