



Teaching English Through English

Module 1

Building Routines in English

Table of Contents

<i>Module 1: Start Here</i>	2
<i>Explore</i>	3
1.1. Watch.....	3
1.2. Read	14
1.3. Search	21
<i>Do</i>	22
1.4. Think	22
1.5. Create	22
1.6. Share	23
1.7. Apply	23
1.8. Reflect.....	24
<i>Module 1 Checklist</i>	25





Module 1: Start Here

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

- Benjamin Franklin

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.

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

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

Explore

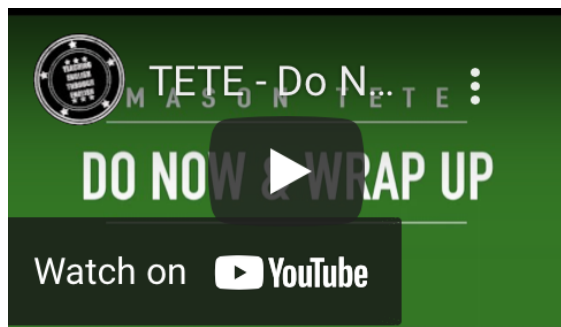
1.1. Watch

Explore ideas for building routines in English by watching two videos.

- **Video 1: “Start Up” Language Routines**
 - This video will introduce you some routines in English at the beginning of a lesson. Click [here](#) for the PDF of the script for Video 1.
 - Link to YouTube: https://youtu.be/juq_lPcyFfM



- **Video 2: Do Now & Wrap-Up**
 - This video will help you set up some language routines for your daily or weekly lesson activities. Click [here](#) for the PDF of the script for Video 2.
 - Link to YouTube: https://youtu.be/Ld0_3Ph8bRw



- Video 3: Daily Mingle

- This video introduces you some examples of how mingling activities can be your classroom routine. Click [here](#) for the PDF of the script for Video 3.
- Link to YouTube: https://youtu.be/Ld0_3Ph8bRw





Teaching English Through English Module 1 Video 1 Script “Start Up” Language Routines

Hello English teachers! Are you ready to power up your English class? Here are some tips for building routines with your students at the beginning of class.

Routines are important for promoting classroom management and establishing shared expectations with your students. Students learn with less stress in environments with structure and routines. Establishing routines can also develop students’ independent learning habits because they know what to do with confidence. For teachers, it provides a smooth transition from each stage of the lesson to the next. All of these benefits together make for a positive learning environment for both students and teachers!

Let’s brainstorm! I am going to give you 15 seconds to write down ideas on a piece of paper. What are some of your favorite classroom routines to start-up your class and why do you use them? (Post questions on the screen. Pause for video).

Welcome back! If you need more time, just pause the video. What kinds of classroom routines do you use to start-up your class? Here are some “Start Up” language routines for the beginning of your English class that we recommend.

Greetings

Let’s get started with greetings. When students enter your classroom, who are they most likely to see first? (pause) That’s right. You! You are most likely the first person your students see when they walk into your classroom. So, take the time to greet them in English as soon as they walk in the door.

As students enter your classroom, you can greet them by saying:

- “Good morning, students!” or “Good afternoon, students!”
- “How are you doing today?” or “How are you today?”

For a small class, you can ask each student:

- “How are you, Joseph?” If he responds with “I am fine”, “I am well”, or “I am tired.” Ask him a follow up question. For example, “Why are you tired today?”

For a large class, you can ask the students to greet their classmates by saying:

- “Take about 30 seconds to greet a classmate sitting near you.”
- “Ask each other, How are you doing?”



This is a simple greeting routine that will get you and your students speaking English from the very start of class!

Roll Call

Next, you can do a Roll Call. If you normally check students' attendance before starting instruction, try doing a roll call right after the greetings.

You can say:

- "Let's take attendance."
- "Let's see if everyone is here."
- "I am going to take attendance by calling out your names."
- "Please respond when you hear your name by raising your hand and saying *Here* or *Present*."

For a large class, you can have your students help you check attendance by seeing if anyone is missing. Then, your students can report to you if anyone is absent. For example:

- "Who is absent today?"
- "Please check if anyone around you is missing."
- "Let me know if someone is absent."

A student can volunteer and say, "Joseph is absent today" or "Joseph is not here today." If everyone is here, students can say, "Everyone is here today" or "No one is absent today."

Warm-up Routines

Before you move onto the main lesson, doing warm-up routines can help your students feel confident and ready for the classroom activities. A weather chart or daily schedule created on a poster paper or on the board can be useful resources for prompting the daily warm-up.

In American culture, people often talk about the weather after greeting each other. You may use the weekly weather chart with weather image cards as a visual aid to start chatting about the day's weather.

You can start by saying:

- "Now it is time to go over the daily weather chart. How is the weather today?"

If students respond by saying, "Today's weather is warm", or "It is warm but windy," you can also ask them to attach the correct weather image card for the day to the chart.



You can also ask a follow-up question such as:

- “How do you like this weather?” or “How do you like the windy weather?”

Students can respond by saying, “It’s cold,” or “I don’t like windy weather.” Once this routine is established, students can ask and answer each other questions about the day’s weather.

Another way to build warm-up routines is to use a daily schedule. As a visual aid, write the agenda for the day on the board for students to see using a numbered list or bullet points.

You can point to the board and ask your students:

- “What are we doing today?”
- “What will we learn today?”
- “What’s today’s agenda?”
- “What are the learning objectives for today?”

You can also read the learning objectives aloud, by saying:

- “Today, we will learn about asking and giving directions.”
- “Today’s learning objective is giving directions.”

Posting visual aids on the board is a clear transition for moving into the main lesson, while also sharing the daily learning objectives with students.

Thanks for watching and learning. Now, let’s go do it!

Reference

Adapted from Using a daily routine for language practice. *American English*. Retrieved from January 19, 2021, https://americanenglish.state.gov/files/ae/resource_files/sept_week_2_daily_routine_final.pdf



Teaching English Through English
Module 1 Video 2 Script
Do Now & Wrap-up

Hello English teachers! Are you ready to power up your English class? Here are some tips for using more English to build routines throughout your teaching.

Let's learn how to use Do-now routines for the beginning of a lesson, and Wrap-ups as a closing routine. These instructional routines do not require much teacher talk, so students can easily engage in the tasks while working independently in English.

Do Now

First, write out some "DO NOW" routines on the board for students to see at the beginning of a lesson. Some examples of Do-Nows are:

- 1) Turn to page 15 in your book and begin reading the passage.
- 2) Take out your homework and begin checking answers with a classmate.
- 3) Open to page 30 and begin exercise A.
- 4) Take out a piece of paper and write 2-3 questions you have about today's topic.

You can say to your students,

- "Let's take a look at the Do-nows for the day."
- "Sally, could you read the Do-nows for us?"

Then, you can check for students' understanding by asking and reviewing the instructions again:

- "What do you have to do right now?"
- "Do you understand what to do?"
- "Tell your elbow partner what you have to do right now."

Once students understand what to expect in these routines, students will engage in the lesson activities with more focus.

You can also set up a "do now" weekly schedule, such as:

- Monday, timed reading,
- Tuesday, vocabulary practice,
- Wednesday, Quote of the day questions, and so on.



This provides students with a structured routine for each daily “Do-now”, which means less preparation for you as the teacher!

Wrap-up

For the wrap up at the end of a lesson, you can set up instructional routines such as paired or group reflection for sharing. Your reflective wrap-up questions can be:

- What is one thing that you learned today?
- What is one question that you still wonder?
- What is one way someone helped you to learn?

For example, you can write on the board, and say:

- “Class, let’s read the wrap up questions on the board.”
- “Class, let’s take a look at the wrap up questions on the board.”
- “Class, let’s think about these reflection questions as our wrap-up.”
- “Can I have someone volunteer to read the wrap up questions?”

Generally, routines take time to establish and may not always work best during the first day or week of class. Continue to set a pattern by repeating and reinforcing these routines in order to make them work well in your class. Gradually, you will see that the routines help your students to focus on learning and save you preparation time.

If students become distracted or confused, these routines can help redirect them toward engaging in the task. For example, once the routine is well-established between the teacher and students, you can ask the distracted or confused student, “Do you remember our daily Do now/Wrap-up routine? Would you like for me to help you get started?”

Remember, setting up good routines and consistently practicing them with students can lead both teachers and students to effectively communicate while learning in a language classroom.

Thanks for watching and learning. Now, let’s go do it!

Reference

Adapted from Tichich, E. Using a daily routine for language practice. *American English*. Retrieved January 19, 2021 from https://americanenglish.state.gov/files/ae/resource_files/2.2_presentation_slides_-_final_version_for_website.pdf

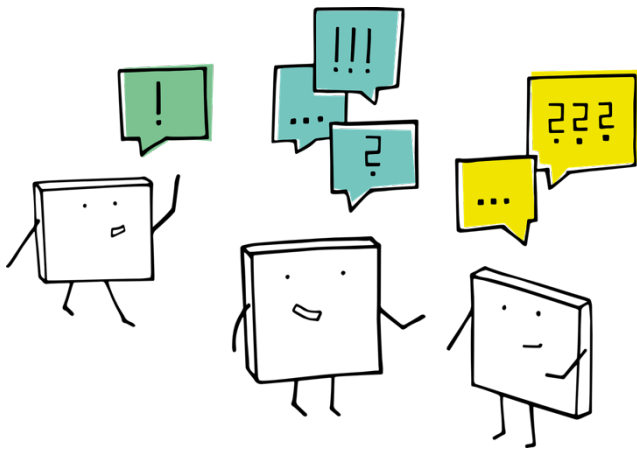
Teaching English Through English
Module 1 Video 3 Script
Building Routines: Daily Mingle

Hello English teachers! Are you ready to power up your English class? Here are some tips for using more English to build routines through the Daily Mingle!



"Sparrows" by Susanne Jutzeler, suju-foto from Pixabay

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 shyer students to speak to their peers without feeling pressured to speak in front of a large class.



"Pixel Cells" by Manfred Steger from Pixabay

Review Mingle as a Wrap-up Activity

A mingling activity can be used daily as an effective wrap up routine. First, write down some reflective questions about the day's learning on the board while saying,

- “What is one thing that you learned today?”
- “What is one question that you still wonder?”
- “Please write down your thoughts in your notebook for five minutes.”

When you see your students are ready, tell them:

- “Now, find a partner to share what you wrote.”
- “Work together with a person next to you.”
- “As you listen, write down what your partner said in your notebook.”

As you mingle around the room and listen to their conversations, you can check for students’ understanding of the day’s lesson.

At this point, you may be wondering, “But what if I have a very large class size?” Indeed, teachers might feel that it is hard to allow students to move around the classroom, form small groups or pairs with other students to talk, laugh, and have fun while learning. However, teachers can always find ways to begin using new strategies to improve student learning, right? If so, what do the teachers need to consider when preparing for a mingling activity?



“Classroom Activity” by jordandreyer from Pixabay

First, find a better time and space to mingle. In terms of time, mingling activities can work well toward the end of your lesson, especially to practice speaking. In terms of space, ask your students to clear the spaces on the classroom floor so they can move around better. Or, students can simply change their seats to find new partners. Sometimes you might have to ask other teachers in the classroom next door to understand if your class is noisy. Perhaps you can arrange a lesson outside if the weather is nice. After school English clubs can also be a good place where you can try a new mingle.



“Untitled” by Unknown Author is licensed under [CC BY-NC-ND](#)

Second, students need clear directions. Ineffective mingling activities are often caused by the teacher’s unclear instructions at the beginning. Give clear instructions to your students on how to find their pairs or groups. Rather than saying “talk about your travel with somebody”, it’s better to say,

- “Find a partner near you and talk about your favorite place to visit.”
- “Work with the person next to you.”
- “Does everyone have a partner?”
- “Who does not have a partner?”

It is also good scaffolding to provide students a list of questions ahead of time to support their speaking practice. (show a handout)

Clock Partners: A Pairing Strategy

Now, here’s one strategy I want to share with you to facilitate pair work during the Daily Mingle! Teachers can assign “Clock partners”, using a handout with a clock like this.

Based on the clock, each person will have twelve different partners to meet. Their names will be on each hour of the clock.



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The teacher can say,

“For today’s speaking practice, pair up with your 2 o’clock partner.”

Then, students can move around the room to meet up with their partner. If you have a large class, the clock sheet can be expanded to have an AM time and PM time.

Remember that you know your students the best! So, imagine how these mingling activities will be carried out in your classroom. Consider your classroom context and then try out a few of these ideas to determine the best ways to deliver more communicative language instruction.

Thanks for watching and learning. Now, let’s go do it!



1.2. Read

Explore ideas for building routines in English by reading at least two articles.

- **Article 1:** [Routines for Everyday Language](#)
 - This article describes few simple interactive activities you can use daily to help your students learn and use essential basic language structures and vocabulary.
 - Source: U.S. Department of State, American English. (n.d.). *Routines for everyday language*.
https://americanenglish.state.gov/files/ae/resource_files/september_teachers_corner_week_1_final.pdf

- **Article 2:** [Involving Students in Classroom Routines](#)
 - This article shows how to involve your students in the process of establishing and maintaining good classroom routines to promote effective classroom management.
 - Source: U.S. Department of State, American English. (n.d.). *Involving students in classroom routines and processes*.
https://americanenglish.state.gov/files/ae/resource_files/topic_1_-_students_class_routines_final.pdf

ROUTINES FOR EVERYDAY LANGUAGE

All students need multiple opportunities to practice English in the classroom, but providing opportunities to practice is especially important for beginner-level students who need to grow their confidence with the language. Incorporating a few simple, interactive activities into your daily lessons can help your beginner level students to learn and use essential basic language structures and vocabulary.

DISCUSSING DAYS AND DATES WITH A DAILY CALENDAR ACTIVITY

Understanding and communicating information related to dates and days of the week are important basic language skills. A classroom calendar can be used to teach these concepts as well as provide an opportunity for students to interact with the information at the beginning of each school day or class meeting.

Educational supply stores often sell calendars, or you can make one yourself. For information about materials to create your own calendar, see [Using a Daily Routine for Language Practice](#) from the September 2016 Teacher’s Corner. Additionally, posters that show the months of the year and days of the week can help students interact with and remember this information. Below are ideas for how to utilize the calendar and accompanying posters.

Concept/Vocabulary	Items Used	Actions
Months of the year	Poster listing months of the year, calendar, song/chant	Teacher or student leader points to the months as students chant the names. (Search YouTube for many songs or chants that can be adapted for any age.)
Days of the week	Poster listing days of the week, calendar, song/chant	Teacher or student leader points to the days as students chant the names.
Discussing the date and days of the week	Calendar, sentence frames: The date is [month] [day], [year]. Today is [day of the week]. Yesterday was [day of the week]. Tomorrow will be [day of the week].	Teacher or student leader adds the number for the current date to the calendar grid. Teacher or student leader can call on students to complete the sentence frames using the calendar. Then, class can repeat the sentences together to practice the structures.

<p>Discussing important events or holidays</p>	<p>Calendar, sentence frame: [Event/holiday] will be on [day of the week], [month] [day], [year].</p>	<p>As important events or holidays approach, they can be noted on the calendar, and a sentence frame can be added to tell when the event will occur. The teacher or student leader can include this frame in the daily recitation leading up to the event.</p>
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At the beginning of the course, the teacher can lead the routine activities around dates and calendars in order to model the procedures for students. Once the class becomes more comfortable with the routines, a student leader can be designated to lead the daily calendar routine each day. One easy way to choose a student leader is to display a list of students' names with a moveable clip, such as a paper clip or clothespin, which can be easily moved down the list to designate the daily leader. Having students lead requires some practice, but once they become comfortable, learners will feel more confident using English to discuss the concepts they are learning.

PRACTICING GREETINGS, GOODBYES, AND BASIC QUESTIONS AND RESPONSES WITH A DAILY MINGLE

A daily mingle activity is a great way to let beginners practice using greetings, closings, and basic vocabulary. Once students understand the basic procedure for the mingle, you can easily adapt the content to what you want learners to practice. Depending on your students, you may have them practice the same greeting or concept for one or two weeks at a time. Then, you can add more content or change the content to newer material.

Time: About 10 minutes at the beginning or end of class (including teacher modeling and the mingle itself)

Goals: To provide students interactive practice with greetings, closings, basic vocabulary, and questions/answers. To give students a chance to practice speaking and listening.

Materials: Sentence frames or a list of vocabulary words (these can be displayed on the board), music (optional)

Preparation: Decide what greetings, vocabulary, and questions and responses you would like students to practice. If helpful, you can create a calendar with the language structures you would like students to practice. It is recommended that the mingle also be used to practice vocabulary that students are

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learning. For example, if teaching the names of fruits and vegetables, you can create a question such as “What are your three favorite vegetables or fruits?” and students can use the new vocabulary to respond.

Procedure:

1. Begin by explaining to students that the purpose of the daily mingle 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. 2. For demonstration purposes, write the following on the board:
 - o Greetings: *Hello* and *Hi*
 - o Question and response: *How are you? –I am fine.*
3. 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.
4. 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.
5. 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.
6. Once students are familiar with the procedures for the daily mingle, you can change the content based on what you would like the class to practice. You can also use a mingle as a closing activity to give students a chance to review specific information from a lesson or to practice saying goodbye, etc. Below are some ideas for content to practice during the daily mingle.

Topic/Concept	Example Vocabulary	Example Questions	Example Responses
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Greetings	<i>Hello, hi, hey, good morning, good afternoon, good evening, etc.</i>	How are you? How are things? How's it going?	I am fine/I am doing well. Things are good/okay. It's going well/fine.
Closings	<i>Goodbye, bye, see you later, take care, talk to you soon, see you on [day], etc.</i>	N/A	N/A

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Talking about oneself	Birthdays, ages, nationalities, languages, other personal attributes, etc.	When is your birthday? How old are you? Where are you from? What language(s) do you speak?	My birthday is _____. I am ____ years old. I am from _____. I speak _____.
Talking about your family	Family members such as mom/mother, dad/father, brothers, sisters, grandmother, grandfather, aunt, uncle, cousin, etc.	How many people are in your family? Do you have any brothers or sisters? How old is your _____? What is your _____'s name?	My family has _____ people. I have _____ brothers and _____ sisters. My _____ is ____ years old. My _____'s name is _____.
Likes/dislikes or favorites	Foods, colors, animals, sports, activities, movies, TV shows, music, etc.	Do you like _____? Do you like to _____? What/Who is your favorite _____?	Yes, I like _____. No, I do not like _____. Yes, I like to _____. No, I do not like to _____. My favorite _____ is _____.

Using structured daily activities such as the two presented here can help beginner-level students feel successful using English. Because the activities are familiar and highly predictable, they help beginners relax and be more willing to take risks with the language to practice what they are learning. Additionally, as learners progress over time, you can make these activities more complex to help support their growing English skills.

INVOLVING STUDENTS IN CLASSROOM ROUTINES AND PROCESSES

Most EFL teachers would agree that establishing and maintaining classroom routines is essential to good classroom management. Classroom routines can increase student confidence and comfort levels since learners know what is expected of them in different situations. Set routines are especially helpful when working with young learners and teens that need extra support in regulating their behavior. Routines are usually established at the beginning of an academic year or term and are regularly reinforced.

Routines also encourage students to take responsibility for how their classroom functions. In other words, routines ensure both the teacher and the students are accountable for creating a class environment that runs smoothly and efficiently, thereby maximizing everyone's opportunities to learn. To equitably share responsibility for class routines, teachers can assign students long- or short-term classroom roles, or students may volunteer to take on certain jobs.

In this week's Teacher's Corner, you are encouraged to think about what you do to involve students in the routines and processes listed below. Take a few minutes to reflect: if you currently take on all of the responsibility for some of these routines and processes, how might you involve your students? Also, how might your students' age and maturity levels affect whether these roles are teacher-assigned or chosen by student volunteers? Don't forget: involving students in class routines helps them become more invested in the class community and saves time!

Can your students help with...? If so, how?

- **General administrative processes:** taking attendance, passing out and/or collecting papers and supplies, updating the class calendar or daily agenda
- **Learning activity processes:** leading discussions, recording notes during a group or whole-class activity or discussion, monitoring the noise level during group work, keeping track of participation levels during group work, keeping track of time allocated for an activity or phases of an activity, monitoring group progress towards longer-term project deadlines
- **Classroom maintenance:** cleaning up desks and the floor, cleaning off the board, maintaining bulletin boards (helping change out content), watering plants, opening and closing blinds or curtains when needed
- **Classroom equipment maintenance and operation:** making sure the pencil sharpener is emptied, turning the TV on and controlling the volume on the TV when it is used, turning off lights or computers at the end of the day, accounting for supplies that are borrowed or taken out of the classroom (e.g., from a lending library or supply cabinet); helping other students use computers or listening lab/audio equipment
- **Movement processes (often for younger students):** leading a line or lines of students from one place to another, holding the door when everyone leaves class, rearranging desks or chairs to support different types of interaction (pair work, group work, test taking, using a big open space for whole-class, movement-based activities)
- **Developing activity materials with teacher support:** creating charts, handouts, graphic organizers, game boards, or activity cards/prompts (Incorporating this routine into some activities can reduce the need to make photocopies/printouts and reduce teacher preparation time.)

IDEAS: PROMOTING STUDENT INVOLVEMENT AND RESPONSIBILITY IN CLASS ROUTINES

1. Create a classroom jobs board

Make a chart that lists the classroom job, the associated responsibilities, the frequency with which the role needs to be carried out, and the name of the current student in the role. The first three items can be written directly on the chart, and student names can be put on cards or pieces of paper that can be moved around when jobs change. Be sure to leave extra space at the bottom of the chart to add new jobs suggested by students or additional jobs that you discover are necessary during the academic term. If desired, you can use the categories above to organize jobs in the chart by function. If working with young or lower-level students you can create a simplified chart that just lists the jobs and student names.

Post the chart in the classroom in a visible place. Consider assigning jobs or seeking out volunteers at regular intervals (weekly, biweekly, monthly). Also, assign a few students to the role of “alternate” or “substitute.” People with this job can be tasked to fill any role for absent students.

A partial jobs chart might look like this:

Job	Responsibility	Frequency	Student(s)
Plant waterer	Give all classroom plants one cup of water	1 time each week	Mario
Noise monitor	Let group mates know if they are talking too loudly	During all group work tasks with your regular group	Group 1 – Mohammed Group 2 – Katia Group 3 – Raquel
Lights monitor	Turn off all classroom lights	Daily at lunchtime and at the end of the day	Young-hee

2. Reinforcing student roles and routines

- **When needed, gently remind students of routines and roles in an age- and level-appropriate way.** For example, if students aren’t following the signal to return to their seats after a movement-based activity, you might say, “Some people have forgotten the signal for ‘return to your seats.’ Can anyone remind us what the signal is? Yes, it is when I hold up both hands like this (demonstrate the signal). If you see this signal, what should you do? (return to your seats) When should you do it? (right away) Also, point out the signal to your classmates if they haven’t seen it, please.”
- **If a student comes to you for assistance with a matter that has been assigned to another student, redirect them to the responsible classmate** (refer them to the jobs board if you use one). For example, if a student wants to return a lending library book to you before class, you might say, “Hmmm...Who is the current library monitor? Let’s check the jobs chart. It looks like Amadou will be happy help you return the book.” This approach can help build student confidence and create a sense of community as students seek assistance from each other.



1.3. Search

Explore more web resources for building routines in English classroom. You can also search these websites for more teaching resources:

- [TESOL blog](#)
- [The Teacher Toolkit](#)

(Hint: Try using these keywords: ESL/EFL, classroom routines, mingle)

Take notes here:

Do



1.4. Think

What is your favorite classroom routine that you regularly use when teaching? 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?

What do you do to involve your students in the daily routines in your classroom?

Take notes here:



1.5. Create

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. Briefly describe who your learners are, when would you use this instructional routine, and why you believe it would be effective.

Note: This will be added to your Portfolio.



1.6. Share

Share in the group chat the routine that you have created or you might create after watching the module videos and or reading the article. You can create a word document, PDF, or a simple PPT slide.

You may use the following message as a template:

Example: Hello, Colleagues! The (activity/video/routine/ instructions) I want to share is called _____ (activity title). This activity is effective because _____ (Be sure to attach your activity file.)



1.7. Apply

After you share a routine in the group chat, read through your colleagues' posted routines. Find at least one or two **new** routines in the group chat that you can use in your next class.

Consider these questions when selecting a routine to apply in your classroom instruction:

- Which of the suggested routines do you think can be adaptable to your teaching context? Why and why not?
- How did the other teacher use it and what made this routine effective?
- How do you plan to apply them into your daily instructional routine?

Take notes here:



1.8. Reflect

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 giving clear instructions, 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

Note: This will be added to your Portfolio.



Module 1 Checklist:

- I watched three videos.
- I read two articles.
- I searched for a few new web resources to help my teaching.
- I thought about my favorite classroom routine and wrote down some reflections.
- I created a new routine or adapted an existing classroom routine.
- I shared my routine with my colleagues on Telegram.
- I applied at least one new routine from my Telegram group in my teaching context.
- I wrote 1-2 paragraphs to reflect on my learning in Module 1.