

# Making time for research in the English classroom

## Workbook

Your reflective journal and  
additional resources



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# Foreword

We're delighted you've chosen to continue your professional development with TeachingEnglish training and look forward to learning with you over the coming weeks.

In this workbook you'll find additional learning materials to complement your course, places to note ideas of interest, encouragement and guidance in applying them within your teaching practice.

You can use this workbook in different ways – save and update it on your device, or print it and keep handwritten notes. Do what works for you. We hope you find it beneficial.

If you haven't signed up for the free course, go to [the course training page](#) to enrol.

Happy learning.

The British Council open learning team.



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# Your learning goals, your course

Discover how to reflect on and explore issues in your teaching context, plan and carry out a small-scale classroom research project and communicate your findings effectively.

During this TeachingEnglish training, you'll engage with learning content in three modules, supported by a series of live events and extra learning content in our Facebook community. You'll find practical support and encouragement from course tutors and other members of the British Council courses for teachers global learning community as you work to introduce new teaching ideas in your classroom.

Just as every classroom is unique, so is your learning journey. Ensure you're heading in the right direction by reflecting upon and noting your reasons for taking this course and learning goals. Keeping these in mind will help you focus on the most beneficial content and discussions for you.

## Your goals and reasons for learning

I'm doing this course because...

I think I'll learn more about...

I think my learners will benefit from this course because...

Introduce yourself and your learning goals by replying to the [welcome post](#).



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# Your learning tools

## Online learning modules

After completing the introductory Getting started module, work through three modules, each exploring a different area of teaching and learning. Involving an average of 12 hours of study, this course blends theory, practical teaching suggestions and case studies that explore new ways of teaching. Repeat, return to and review activities as often as you like before the end of your course. Learn how to access the online learning modules by visiting the [course page on TeachingEnglish](#).

## Courses for teachers community

Join course tutors and other educators working on their professional development in our supportive, Facebook-based learning community. Gain access to a wide selection of additional learning resources and engage in developmental discussions while getting the support and encouragement you need to successfully bring ideas from the course into your classroom. Access all the discussions and content related to your specific course in the [Guides section](#) on the [community Facebook page](#).

## Live events

Attend live community events and webinars led by expert educators, or watch the recordings on the [community Facebook page](#). Focusing on different aspects of your course, these sessions provide you with an opportunity to seek answers to your questions - and share your own expertise and insights. Recordings of all live sessions are available on [TeachingEnglish](#) and on the [community Facebook page](#).

## Workbook

Use this workbook to record useful course and community content, questions you'd like to ask in the community, links to resources, or to note ideas from any of the extra resources or recorded events. Save a version online or print the workbook - or both.



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# Module 1: Engaging with classroom research

## Overview

This module looks at the skills and abilities you need for carrying out classroom research. You'll also look at how you can collaborate with others while doing classroom-based research, and some of the benefits of collaboration and sharing.

Can you now...?

- identify the skills and abilities needed for carrying out classroom-based research?
- reflect on the value of exploring your own practice, collaborating with others, and sharing your research findings?
- reflect on your own beliefs about research?
- identify key features of research?
- identify the steps in a classroom-based exploratory action research project?
- reflect on your learners, your context and your teaching to identify potential research projects?
- identify the focus of research questions?
- select and evaluate an area to focus your research?

## Reflection

What are you interested in developing further?



## Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)	Time to access (mins)
Use	<a href="#">Handbook for exploratory action research</a>	120
Use	<a href="#">Step-by-step guide to implementing action research</a>	120
Listen	<a href="#">Podcast with a focus on implementing action research in larger scale projects.</a>	60
Read	<a href="#">Introduction to action research</a>	10
Read	<a href="#">Article that introduces the key aspects of action research.</a>	5
Read	<a href="#">Classroom action research</a>	5
Read	<a href="#">Action research</a>	5
Read	<a href="#">Action Research - Stop, Start, Continue</a>	5
Read	<a href="#">Exploratory action research in Thai schools</a>	120
Read	<a href="#">Setting up a research circle</a>	5
Watch	<a href="#">Panel discussion on the implementation of action research.</a>	34
Watch	<a href="#">Brief summary of what action research is and how to get started.</a>	23
Watch	<a href="#">Teacher-research as CPD, in practice</a>	60

What did you learn from reading, watching, listening to or using the resources above?

**I learnt....**

What will you change in your teaching?

**I'm now going to...**



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# Your learning

Which new ideas in Module 1 are most useful for you? Note them here together with any questions you'd like to ask in the [British Council courses for teachers learning community](#).

**What did you learn? How has it helped your learners?**

**I learnt ...**

**It's going to help my learners by...**

**I want to find out more about...**





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# Plan it

One thing I'll change in my teaching is... because...

Some problems that could happen are...

To solve those problems, I could...

Share your plans in the Facebook community [in this post](#).

# Teach it

My learners responded by...

Share your reflections in the Facebook community [in this post](#).



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# Module 2: Planning the research process

## Overview

This module looks at formulating your classroom research questions and how you can create tools to collect data from your classroom. You'll also be looking at planning your classroom research, the ethics involved and how to make sure you have any necessary consent for your research.

Can you now...?

- draft your own classroom research questions?
- assess your questions using SMART criteria?
- finalise your classroom research questions?
- obtain informed consent?
- understand a range of research methods?
- select an appropriate research method?
- select appropriate research tools?
- design lesson observation tasks?
- select questions for a survey?
- plan your research timetable?

## Reflection

What are you interested in developing further?



## Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)	Time to access (mins)
Read	<a href="#">Guidebook to using research and research processes in the classroom.</a>	180
Read	<a href="#">Guide to planning your action research and consulting literature sources.</a>	15
Read	<a href="#">Guide to considering your context and planning research around more practical considerations.</a>	15
Read	<a href="#">Guide to planning the types of data you will collect for your classroom research project.</a>	15
Read	<a href="#">Ethical issues to consider when doing classroom research.</a>	20
Read	<a href="#">Case studies from teachers in Peru with practical examples of data collection.</a>	120

What did you learn from reading, watching, listening to or using the resources above?

**I learnt....**

What will you change in your teaching?

**I'm now going to...**



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# Your learning

Which new ideas in Module 2 are most useful for you? Note them here together with any questions you'd like to ask in the [British Council courses for teachers learning community](#).

**What did you learn? How has it helped your learners?**

**I learnt ...**

**It's going to help my learners by...**

**I want to find out more about...**



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# Plan it

One thing I'll change in my teaching is... because...

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# Module 3: Integrating classroom research

## Overview

This module looks at the process of analysing research data and drawing conclusions from it to help you identify classroom actions or changes you'd like to make.

Can you now...?

- identify key steps in the data analysis process?
- organise your data in preparation for analysis?
- highlight and categorise key information in your own data?
- identify what's needed to answer your research questions?
- interpret your data to draw conclusions?
- plan action and how you will evaluate its impact?
- decide how you'll summarise and tell others about your findings?
- assess your research skills and abilities?

## Reflection

What are you interested in developing further?



## Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)	Time to access (mins)
Read	<a href="#">Advice on how to organise and analyse action research data.</a>	10
Read	<a href="#">How to structure and share research findings from classroom research.</a>	10
Read	<a href="#">Guide to coaching and mentoring teachers.</a>	240
Read	<a href="#">Introduction to supporting and mentoring teachers with some useful downloadable documents and templates.</a>	30
Watch	<a href="#">Teacher education and practitioner research – how can one support the other?</a>	80
Watch	<a href="#">Role and benefits of mentoring.</a>	3
Watch	<a href="#">Role of mentoring in teacher training and the use of narratives and co-coaching in mentoring teachers.</a>	60

What did you learn from reading, watching, listening to or using the resources above?

**I learnt...**

What will you change in your teaching?

**I'm now going to...**



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# Your learning

Which new ideas in Module 3 are most useful for you? Note them here together with any questions you'd like to ask in the [British Council courses for teachers learning community](#).

**What did you learn? How has it helped your learners?**

**I learnt ...**

**It's going to help my learners by...**

**I want to find out more about...**





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# Plan it

One thing I'll change in my teaching is... because...

Some problems that could happen are...

To solve those problems, I could...

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# Teach it

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# Your action plan

Make an action plan focused on applying learning from this the course. Complete any sentences that help you do this. Come back and reflect on what happened in class.

**In the next two weeks, I am going to...**

**Over the next two months, I'm going to...**

**Before the end of the school year, I'm going to...**

**Next school year, I want to...**



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**Well done — you’ve made it to the end of the course! We hope you’ve found it useful, and you’ll join us on another very soon.**

Learn more about other free teacher training courses with the British Council on [TeachingEnglish](#).

Explore our [framework](#) for teacher knowledge and skills for inspiration, support and materials.

