

# Planning courses

## 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 plan learner-centred courses based on your learners, their context and curriculum requirements. Explore techniques for analysing learner needs and involving them as active participants in the assessment process.

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.

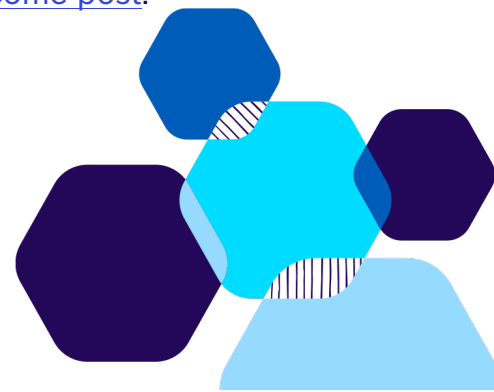
## Your goals and reasons for learning

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 group](#).

## Live events

Attend live community events and webinars led by expert educators, or watch the recordings on the [community Facebook group](#). 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 group](#).

## 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: Integrating syllabus design and schemes of work

## Overview

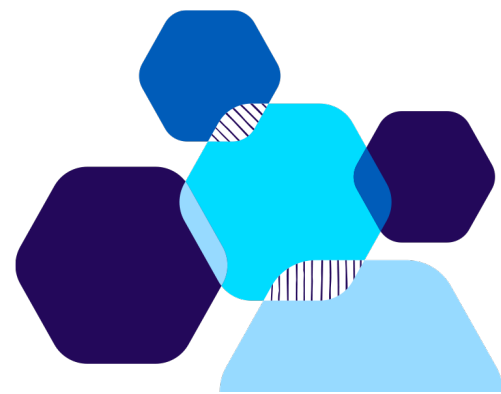
The aim of this module is to help you design and write a syllabus and plan a scheme of work. You'll be able to differentiate between different elements in course planning, identify which elements are under your control in your context and be able to discuss different types of syllabus.

Can you now...?

- differentiate between curriculum and syllabus?
- discuss different types of syllabuses?
- identify the importance of the content of a syllabus?
- design an outline for a syllabus?
- differentiate between curriculum, syllabus, schemes of work and lesson plans?
- identify elements in a scheme of work?
- evaluate and plan an effective scheme of work?

## Reflection

What are you interested in developing further?



## Further reading, teaching, and learning resources

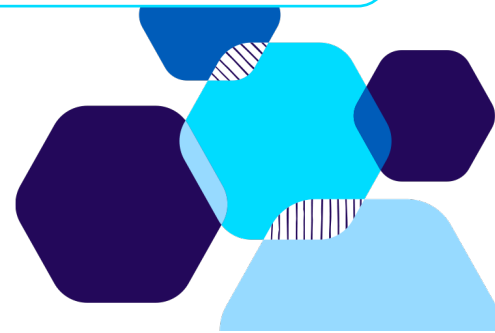
Type	Resource description (tap/click to open)	Time to access (mins)
Read	<a href="#">Article that defines syllabus writing and various styles of syllabus</a>	7
Read	<a href="#">Article that compares a traditional syllabus with a holistic syllabus</a>	6
Read	<a href="#">Overview of the Common European Framework of Reference (CEFR)</a>	5
Watch	<a href="#">IATEFL talk on using English Grammar Profile for curriculum design</a>	30
Read	<a href="#">Article on planning around learner needs</a>	8
Read	<a href="#">An extract from Jack Richards' book – influences on the design of language courses</a>	7
Read	<a href="#">Article on ways to deal with the coursebook as a syllabus</a>	6
Read	<a href="#">Article on planning for a diverse range of learner needs</a>	10
Read	<a href="#">Article on course planning and the conclusions of a project on writing schemes of work for courses</a>	6
Read	<a href="#">A self-study guide to planning lessons and courses</a>	60
Read	<a href="#">Article on the basics of lesson planning</a>	7
Use	<a href="#">A collection of articles, tips and resources for planning lessons and courses specifically for newer teachers</a>	9
Watch	<a href="#">The first in a series of six videos on lesson planning</a>	3

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...

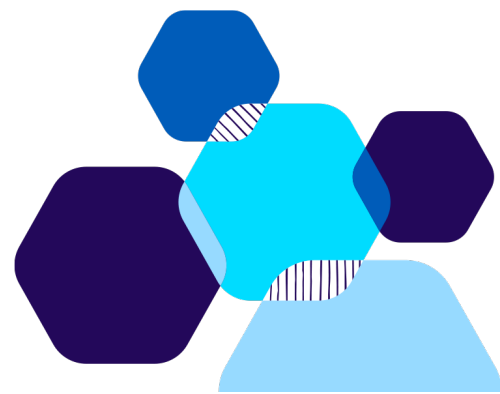
To solve those problems, I could...

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](#).



# Module 2: Engaging with learner needs

## Overview

The aim of this module is to enable you to consider your learners' needs by using a process of needs analysis. You'll be able to evaluate specific learner needs and produce tools to analyse the needs of your learners. This module also considers how you can apply the results of learner needs assessment to the learners you teach.

Can you now...?

- define learner language-learning needs and consider the importance of analysing them?
- identify factors that affect learner language-learning needs and evaluate specific needs?
- identify tools and techniques for collecting data to analyse learner needs?
- adapt needs analysis for different age groups?
- produce a needs analysis questionnaire?
- produce and use other tools and techniques to collect data to analyse learner needs?
- apply the results of learner needs analysis?

## 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="#">A brief explanation of needs analysis</a>	6
Read	<a href="#">Article on needs analysis and teaching mixed ability classes</a>	7
Read	<a href="#">Article on using needs analysis when you don't have a coursebook</a>	6
Read/Use	<a href="#">David Petrie's blog on teaching English</a>	8
Read	<a href="#">Article about why and how to monitor</a>	6
Read	<a href="#">Article on getting learner feedback</a>	5
Read	<a href="#">Article on using learner diaries</a>	6
Read/Use	<a href="#">Some ideas and activities for using class journals</a>	6
Read	<a href="#">A brief explanation of a diagnostic test</a>	6
Read/use	<a href="#">Article on involving younger learners in looking at their needs and ways of getting feedback</a>	7

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...

Some problems that could happen are...

To solve those problems, I could...

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## Teach it

My learners responded by...

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# Module 3: Engaging with learner progress

## Overview

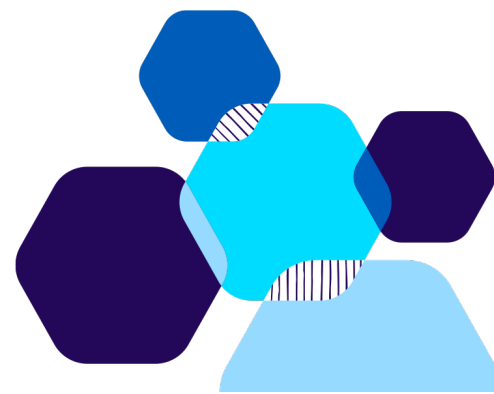
This module aims to help you engage learners as active participants in tracking their progress through the plan you've made for their learning. You'll evaluate learner-centred assessment approaches and design learner-centred assessment that considers syllabus outcomes, curriculum and learner needs and involves the learners as active participants in the process.

Can you now...?

- identify different ways for learners to track their own progress?
- evaluate learner-centred assessment approaches?
- adapt curriculum objectives for your classroom and learners?
- design learner self-assessment tasks that take into account syllabus outcomes, curriculum and learner needs?
- define success criteria?
- identify techniques for co-creating success criteria with learners?

## Reflection

What are you interested in developing further?



## Further reading, teaching, and learning resources

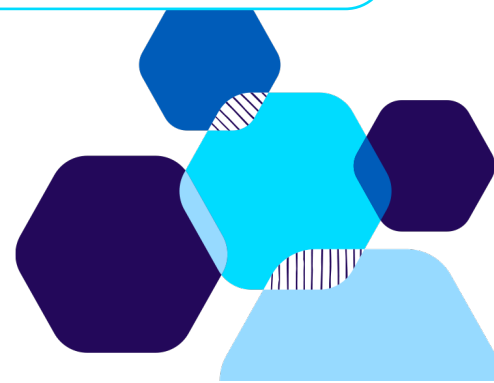
Type	Resource description (tap/click to open)	Time to access (mins)
Read/watch	<a href="#">Dylan Wiliam discussing self- and peer-assessment</a>	10
Read	<a href="#">Article on learner training with younger learners</a>	7
Read/use	<a href="#">Article on negotiating and prioritising learning objectives with learners</a>	6
Read	<a href="#">Article about self-assessment</a>	5
Read	<a href="#">Article about Assessment for Learning</a>	6
Read/use	<a href="#">Ideas for using peer-and self-assessment with your learners</a>	6
Read	<a href="#">Resources and strategies to help teachers understand and use a variety of assessment approaches</a>	8
Read/Use	<a href="#">Ideas for using language portfolios with learners</a>	7
Watch	<a href="#">A panel discussion on defining and evaluating success for learners</a>	40
Read	<a href="#">A blog about formative assessment</a>	6

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

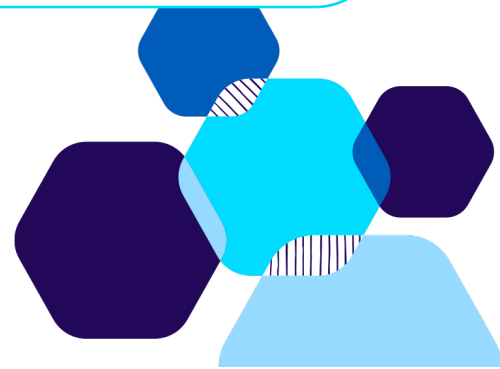
Which new ideas in Module 3 are most useful for you? Note them here together with any questions you'd like to ask in the [British Council courses for teachers learning community](#).

**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...

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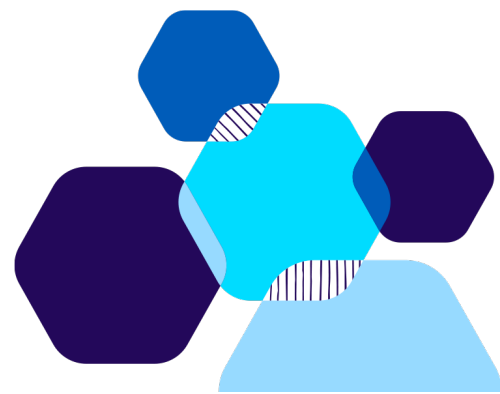
To solve those problems, I could...

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## Teach it

My learners responded by...

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# Your action plan

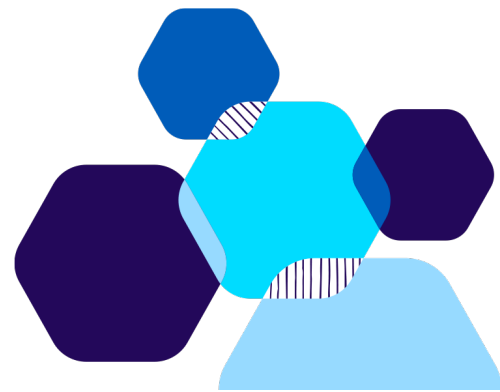
Make an action plan focused on applying learning from this the course. Complete any sentences that help you do this. Come back and reflect on what happened in class.

**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.

