

# TeachingEnglish: Classroom research

Workbook

Your reflective journal  
and additional resources



# Foreword

Welcome to the workbook for TeachingEnglish: Classroom research. Thank you for downloading it to continue your professional development with TeachingEnglish training.

In this workbook, you'll find learning resources, reflection prompts and practical support to apply new ideas from TeachingEnglish: Classroom research:

In this course, you'll 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.

You can use this workbook to develop your skills at any time, whether you're enrolled on the course or not. This workbook supports learning with colleagues, connecting with educators online, or working independently.

We're looking forward to learning with you.

The TeachingEnglish training team

## Contents

Foreword and contents	2
What are TeachingEnglish training courses?	3
How can you develop your teaching knowledge and skills?	4
Module one: Engaging with classroom research	5
Module two: Planning the research process	7
Module three: Integrating classroom research	9
Action plan: What are you going to change?	11
Reflect: What have you learned from making a change?	12
What can you do next?	13

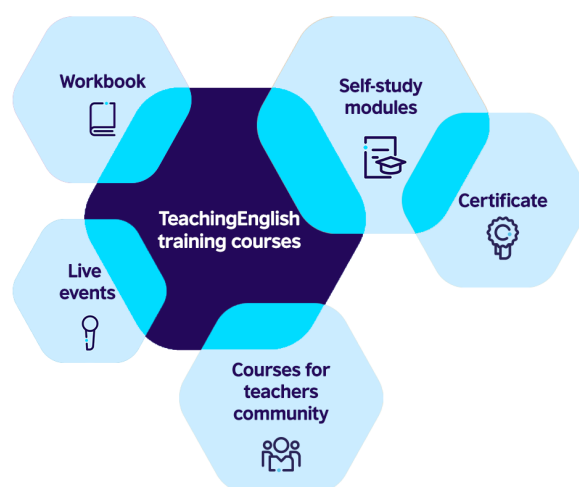
# What are TeachingEnglish training courses?

TeachingEnglish training courses for teachers offer self-study modules, live events, resources and discussions with over 85,000 teachers in our Courses for teachers Facebook community – and this self-study workbook. Get practical support and advice from course tutors and other teachers as you try out new ideas in your classroom.

## Self-study modules

Each online course takes around 12 hours to complete and includes:

- an introductory Getting started module
- three core modules exploring a different aspect of teaching
- downloadable resource documents for each module, containing extra materials and links
- a certificate of achievement on successful completion of all modules.



You can revisit activities as many times as you like before the course ends. Find out more about our free self-study modules, what they cover, when they're available and how to enrol.

## Courses for teachers community

Get the support you need to apply course ideas in your classroom in our supportive Facebook community. Learn with course tutors and other educators following our courses, access extra learning resources, join live events and participate in discussions.

## Live events

Attend live events led by course tutors and expert educators, or watch the recordings in our Facebook group or YouTube. These sessions offer teaching ideas and a chance to ask questions and share your own insights.

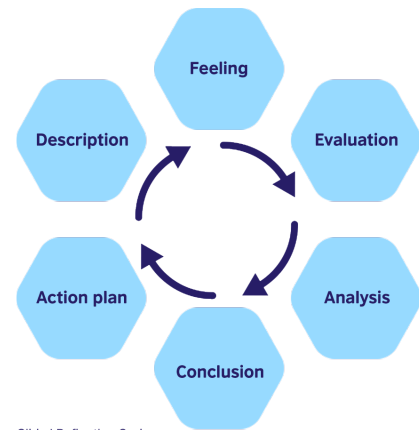
## Workbook

Use this workbook to record key course content, questions for the community, links to resources and ideas from extra materials or live events. You can save it online, print it or do both.

# How can you develop your teaching knowledge and skills?

This workbook provides guidance and prompts to help you reflect on your teaching, identify useful changes, plan how to apply them and learn from the process. We hope you'll use this reflective cycle as part of your ongoing professional development.

Using this reflective cycle during your course will help you learn from experience and improve your teaching. It can deepen your learning by guiding you to apply new ideas, assess their impact and adjust your approach. Use it after lessons, when trying new strategies or when facing challenges. By making reflection a habit, you'll continue to grow as a practitioner and better support your learners.



Gibbs' Reflective Cycle

Use the following questions to guide you through the reflective cycle as you apply your learning from the course.

<b>Description</b>	What did I expect to happen? What actually happened? What was the result?	<b>Description</b>
<b>Feeling</b>	How did I feel before, during and after? How did my learners feel about what happened?	<b>Feeling</b>
<b>Evaluation</b>	What went well and what didn't? How do I know what worked or didn't work?	<b>Evaluation</b>
<b>Analysis</b>	Why did things turn out this way? What could help me understand the situation better?	<b>Analysis</b>
<b>Conclusion</b>	What did I learn? What could I have done differently? What skills or knowledge do I need to improve?	<b>Conclusion</b>
<b>Action plan</b>	What will I do next time? What support or resources will I need? When will I take action?	<b>Action plan</b>

# Module one: 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 key features of research?
- identify the skills and abilities needed for carrying out classroom-based research?
- identify the steps in a classroom-based exploratory action research project?
- select and evaluate an area to focus your research?
- identify potential research projects?
- identify the focus of research questions?

Show how confident you feel now in terms of understanding the skills and abilities needed to carry out classroom-based research by putting a mark on the cline. You can return to these objectives and move your mark as you learn and make changes to your teaching.

Not confident

Very confident

Consider classroom-based research. What happens where you teach? How does that affect you and your learners? How do you feel about it?

What would you like to happen? What do you need to improve in terms of your understanding of classroom-based research?

## Further reading, teaching and learning resources

You can access the following resources at any time, whether the course and self-study modules are open or not.

Time (mins)	Type	Resource description (tap/click to open)
5	Read	Activity (30 mins): Action Research - Stop, Start, Continue
5	Read	Article: Action research - as easy as 1, 2, 3
5	Read	Article: Classroom action research
5	Read	Article: Setting up a research circle
10	Read	Article: What is action research?
25	Watch	Video: How to conduct action research for teachers
35	Watch	Webinar: Action research panel discussion
60	Listen	Podcast: Systemic action research
60	Watch	Webinar: Teacher-research as CPD, in practice
120	Read	Report: Exploratory action research in Thai schools
120	Use	Handbook: A handbook for exploratory action research
120	Use	Handbook: The action research guidebook

At TeachingEnglish, we're constantly updating and adding to the selection of free articles, publications, lesson plans, live sessions and webinars available for teachers. Check our TeachingEnglish website and TeachingEnglish YouTube for the latest resources.

Use this space to note ideas that may help you learn more about, or get started with classroom research.

Remember, you can get new teaching ideas from the self-study modules, further reading, teaching and learning resources, live events or the Courses for teachers community.

# Module two: 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 and assess your own classroom research questions using SMART criteria?
- obtain informed consent?
- select an appropriate research method?
- select appropriate research tools?
- design lesson observation tasks and questions for a survey?
- plan your research timetable?

Show how confident you feel now about planning classroom-based research by putting a mark on the cline. You can return to these objectives and move your mark as you learn and make changes to your teaching.

Not confident

Very confident

Consider classroom-based research. What happens where you teach? How does that affect you and your learners? How do you feel about it?

What would you like to happen? How can you plan effective classroom-based research? What skills or knowledge might you need?

## Further reading, teaching and learning resources

You can access the following resources at any time, whether the course and self-study modules are open or not.

Time (mins)	Type	Resource description (tap/click to open)
15	Read	Article: Collecting data in your classroom
15	Read	Article: Ethical issues in teacher-led research
15	Read	Article: Practical issues with action research
20	Read	Article: Planning your research
60	Watch	Webinar: Teacher education and practitioner research
120	Read	Publication: Research in the language classroom
180	Read	Publication: Exploratory action research case studies

At TeachingEnglish, we're constantly updating and adding to the selection of free articles, publications, lesson plans, live sessions and webinars available for teachers. Check our TeachingEnglish website and TeachingEnglish YouTube for the latest resources.

Use this space to note ideas that may help you plan your classroom research

Remember, you can get new teaching ideas from the self-study modules, further reading, teaching and learning resources, live events or the Courses for teachers community.



# Module three: 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?
- prepare your research data for analysis?
- categorise key information, analyse it and 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?

Show how confident you feel now about analysing, understanding and sharing your classroom-based research by putting a mark on the cline. You can return to these objectives and move your mark as you learn and make changes to your teaching.

Not confident

Very confident

Consider the the analysis and sharing of classroom-based research. What happens where you teach? How does that affect you and your learners? How do you feel

What would you like to happen? How can you analyse and share classroom-based research more effectively? What skills or knowledge might you need?

## Further reading, teaching and learning resources

You can access the following resources at any time, whether the course and self-study modules are open or not.

Time (mins)	Type	Resource description (tap/click to open)
3	Watch	Video: Role and benefits of mentoring
10	Read	Article: Analysing data from your classroom
10	Read	Article: Sharing your results
20	Read	Article: Introduction to supporting and mentoring teachers
30	Watch	Video: How do you know your teaching works?
60	Watch	Webinar: Teacher mentorship - narratives and co-coaching
240	Read	Handbook: A guide to coaching and mentoring teachers.

At TeachingEnglish, we're constantly updating and adding to the selection of free articles, publications, lesson plans, live sessions and webinars available for teachers. Check our TeachingEnglish website and TeachingEnglish YouTube for the latest resources.

Use this space to note ideas that may help you analyse and share your classroom-based research

Remember, you can get new teaching ideas from the self-study modules, further reading, teaching and learning resources, live events or the Courses for teachers community.

# What are you going to change?

Now plan to change your teaching. Starting with a SMART goal will help you make the change and better understand the impact it makes.

A SMART goal is:

- **S**pecific (What exactly do you want to achieve?)
- **M**easurable (How will you know if it happened and the difference it made?)
- **A**chievable (Is it challenging but possible?)
- **R**elevant (Does it help you and your learners?)
- **T**imebound (When will you do it?)

Look back through this workbook and think about your learners. Choose one thing you'd like to be different about your teaching or classroom experience. Write it as a SMART goal.

Something I'd like to be different in my classroom or teaching is ...

A change I can make that will help achieve that is ...

I will need ...

Some challenges might be ...

To solve those challenges, I could ...

# What have you learned from making a change?

Make the change you planned in the last section, then reflect upon it. Sharing your answers to the following questions will guide you through the reflective cycle on page four.

The change I made was ... When I made the change, my learners ...

After making the change, I felt ... My learners felt ...

Some good/bad things about the change were ... I know this because ...

I think things happened this way because ...

The main things I learned from making this change to my teaching are ...







In future I will ... I will develop the skills and knowledge I need by ...

# What can you do next?

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.

By completing this workbook, you've also followed a reflective cycle (page four) – congratulations! You can use the reflective questions on page 12 to help you to reflect on and learn from other changes you make in your classroom. We hope you will continue to do this and share your experiences, insights and questions with other teachers in your school or community of practice (for example our Courses for teachers community).

Do you have any questions about the course contents? Share them with our Courses for teachers community and get advice and feedback from our tutors and 85,000+ members. You can also:

-  Join another free TeachingEnglish training course.
-  Connect with course tutors and 85,000+ teachers around the world in our Courses for teachers community on Facebook.
-  Explore our framework for teacher knowledge and skills for inspiration, support and materials.
-  Access TeachingEnglish webinars for teachers and teacher educators.
-  Listen to TeachingEnglish podcasts for teachers.
-  Find out what else is happening on TeachingEnglish.