

# TeachingEnglish: Integrating digital technologies

Workbook

Your reflective journal  
and additional resources



# Foreword

Welcome to the workbook for TeachingEnglish: Integrating digital technologies. 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: Integrating digital technologies:

In this course, you'll learn how to use digital tools, including AI, to find, evaluate and create digital content and resources that foster inclusion and support learners' collaboration, information literacy and problem-solving skills.

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

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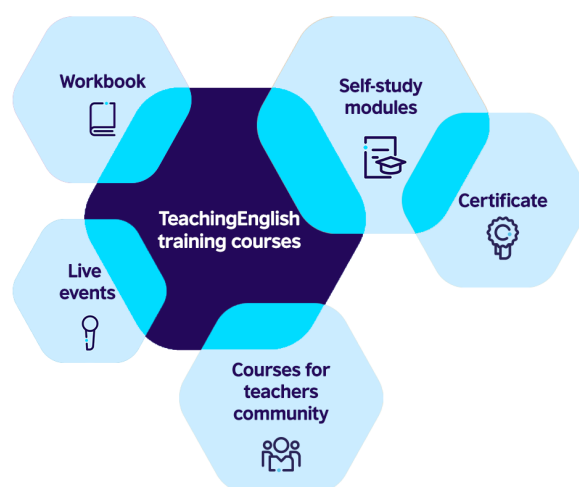
# What are TeachingEnglish training courses?

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.

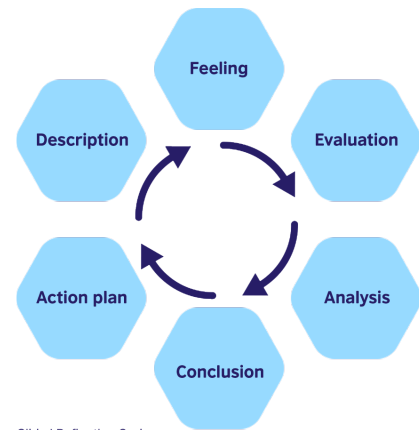
## Workbook

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.



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

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

# Module one: Integrating digital resources

## Overview

The aim of this module is to guide you through how to select appropriate digital resources for your learners. You'll evaluate the suitability of the resources for your learners and your learning objectives. You'll also adapt, modify and combine existing resources to create learning activities that are suitable to your teaching context and learners' needs.

## Can you now ...?

- evaluate the suitability of digital learning resources for your learners?
- describe how to create and adapt digital learning resources?
- identify licences attributed to digital resources?
- describe how to protect and share resources in a range of digital environments?

Show how confident you feel now about selecting digital resources 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 digital learning resources 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 digital technology skills do you or your learners need to develop?

## 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	Article: An introduction to Creative Commons licences
10	Read	Article: Developing your own materials
10	Read	Article: How learners are using AI to learn languages
10	Read	Article: Sharing digital resources in your school and beyond
10	Read	Article: Six tips for using generative AI tools
15	Read	Lesson plan (80 mins): What is AI?
20	Read	Article: Integrating AI in the ELT classroom
20	Watch	Video: Should we use technology in the language classroom?
30	Listen	Podcast: The impact of AI on teaching
60	Watch	Webinar: How can AI enhance personalised English learning?
60	Watch	Webinar: How to use AI in the ELT classroom
180	Use	Activities (5-60 mins): AI activities and resources for teachers
180	Use	Activities: Ideas for using AI in the classroom
180	Use	Website: Using digital resources in the classroom

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 select and prepare digital resources.

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: Digital inclusion

## Overview

The aim of this module is to guide you through the main issues involved in ensuring digital inclusion. You'll identify the opportunities and limitations in your learners' digital contexts, reflect on how your teaching strategies support differentiation and personalisation as well as consider the use of digital technologies to foster creative and critical engagement.

## Can you now ...?

- identify the opportunities and limitations in your learners' digital contexts?
- consider tools and strategies that support learners with accessibility needs?
- describe how Universal Design for Learning (UDL) supports digital inclusion?
- identify the diverse learning needs of your learners?
- adapt your use of digital learning resources to meet learner needs?
- identify ways of engaging learners in active learning?

Show how confident you feel now about ensuring digital inclusion 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 digital inclusion. 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 digital tools and strategies can you use to support learners? 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)
10	Read	Article: An introduction to active learning
10	Read	Article: Creativity and creative thinking in the classroom
10	Read	Article: Implementing inclusion in the classroom
10	Read	Article: Strategies for creative engagement in the classroom
20	Listen	Podcast: Digital accessibility for learners with diverse abilities
60	Watch	Webinar: Developing critical thinking in the classroom
60	Watch	Webinar: Personal and creative storytelling in the classroom
180	Watch	Webinars: AI for inclusion
240	Watch	Webinars: Creativity and 21st century skills in the classroom
240	Use	Activities: A collection of practical, creative activities.

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 include more of your learners.

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: Supporting learners' digital competences

## Overview

The aim of this module is to guide you through the main issues involved in supporting learners as they develop their digital competences. You'll discuss teaching strategies that support your learners in developing their information literacy, identify a range of suitable tools for digital content creation in your teaching context as well as prepare an outline for a classroom task based on a problem-solving framework.

## Can you now ...?

- identify digital literacy competences for your learners?
- identify suitable tools for digital content creation in your teaching context?
- explain the concepts of copyright, plagiarism and responsible use?
- review the key principles of problem-based learning (PBL) and their application to digital problem solving?
- help your learners choose appropriate digital tools find solutions to problems?
- design a classroom task based on a problem-solving framework?

Show how confident you feel now developing learners' digital competences 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 development of learners' digital competences. 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 improve your learners' digital competences? What skills or knowledge might they 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)
5	Read	Article: Creative Commons licences
5	Read	Article: Digital literacies in ELT
5	Read	Article: Problem-based learning
10	Read	Article: AI tools in the language classroom
10	Read	Article: Enquiry-based learning in the primary classroom
10	Read	Article: Task-based learning and problem-based learning
10	Read	Lesson plan (45 mins): The risks and benefits of AI
10	Read	Lesson plan (70 mins): My AI teacher
10	Read	Lesson plan (80 mins): AI and ethics in education
15	Read	Article: Digital literacy in the ELT classroom
20	Listen	Podcast: Developing digital and critical literacies
60	Watch	Webinar: Developing learners' digital literacies
60	Watch	Webinar: How to implement problem-based learning

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 develop learners' digital competences.

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.