BRITISH COUNCIL

TeachingEnglish

TeachingEnglish: Planning courses

Workbook

Your reflective journal and additional resources

Foreword

Welcome to the workbook for TeachingEnglish: Planning courses. 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: Planning courses. On this course, you'll 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.

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 90,000 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.

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

Module one: 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?
- ☐ 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?

Show how confident you feel now about planning schemes of work and designing a syllabus 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 planning schemes of work and designing a syllabus. What happens where you teach? How does that affect you and your learners?

What would you like to happen? What type of syllabus works best in your context?

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: Overview of the CEFR
10	Read	Article: The traditional and holistic syllabus
10	Read	Article: Planning around learner needs
10	Read	Article: Influences on the design of language courses
10	Read	Article: The coursebook as syllabus
10	Read	Article: Lesson planning
10	Use	Article: Tips on planning lessons and courses
15	Read	Article: Writing different types of syllabus
15	Read	Article: Course planning and writing schemes of work
25	Watch	Videos: A series on lesson planning
30	Watch	Video: Using English Grammar Profile in curriculum design
60	Use	Group study guide: Planning lessons and courses
180	Watch	Webinars: Managing resources

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 schemes of work and design a syllabus.

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: 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 ...?

- ☐ 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?

Show how confident you feel now about identifying learner needs 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 identifcation of learner needs. 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 learn more about your learners' needs?

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: Planning for a diverse range of learner needs
10	Read	Article: Needs analysis and mixed-ability classes
10	Read	Article: Needs analysis without a coursebook
10	Read	Article: Why and how to monitor
10	Read	Article: Using learner diaries
10	Read	Article: Ideas for using learner journals
10	Read	Articles: David Petrie's teaching blog
10	Use	Activities: Getting learner feedback
10	Use	Activities: Using learner journals
10	Use	Activities: Getting feedback from younger learners
30	Listen	Podcast: Inclusive teaching
180	Watch	Webinars: Understanding your learners
180	Watch	Webinars: Creating lessons that work

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Use this space to note teaching ideas that may help you learn more about your learners' needs.

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: 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 practices 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?

Show how confident you feel now about actively involving learners in tracking their progress 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 learners tracking their own progress. 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 help your learners to track their own progress more effectively?

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: Dylan William on self- and peer-assessment
10	Read	Article: Negotiating and prioritising learning objectives
10	Read	Article: Self-assessment
10	Read	Article: Assessment for learning
10	Read	Article: Resources and strategies for assessment
10	Read	Article: Formative assessment
10	Read	Article: Integrating learning and assessment
10	Use	Activities: Peer- and self-assessment
10	Use	Activities: Using language portfolios
30	Listen	Podcast: Fair and effective assessment
40	Watch	Video: Discussion on defining and evaluating success
60	Watch	Webinar: Multimodal assessment tasks
180	Watch	Webinars: Planning for every learner
300	Watch	Webinars: Assessment for 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 teaching ideas that may help your learners to track their own progress more effectively.

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 90,000+ members. You can also:

Join another free TeachingEnglish training course.

Connect with course tutors and 90,000+ 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.