

# Building understanding through dialogue

## 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

Create positive relationships and effective communication in your classroom by exploring techniques to develop empathy, critical thinking and intercultural competence.

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

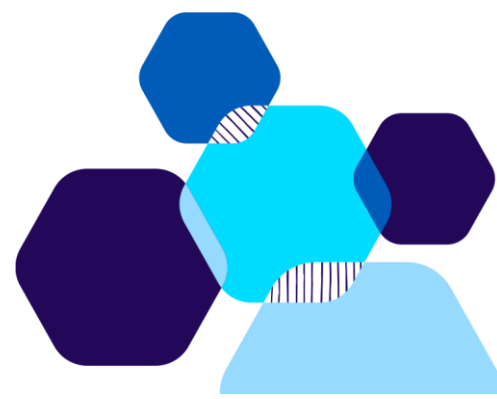
Join course tutors and other educators working on their professional development in our supportive, Facebook-based learning community. Gain access to a wide selection of additional learning resources and engage in developmental discussions while getting the support and encouragement you need to successfully 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: Dialogue and intercultural competence

## Overview

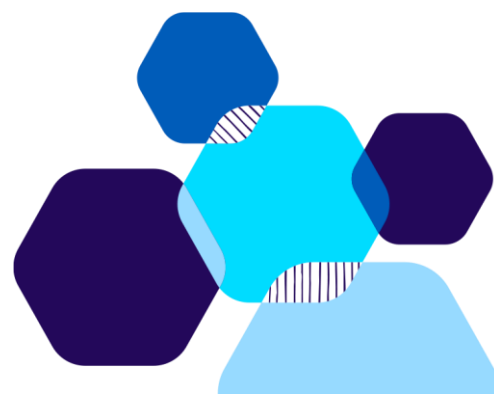
The aim of this module is to help you help your learners better understand their own culture, identity and values – something which can help them to build dialogue and understand others.

Can you now...?

- describe cultural intelligence and the six stages of intercultural competence
- use a range of teaching techniques to help your learners explore and understand their own culture
- use a range of activities to help your learners develop their intercultural competence
- describe the four states of identity development
- use several activities to help learners explore their identity
- help learners identify their core values
- use several activities to help learners better understand the role of values in the decisions they make
- describe the different elements of diversity
- share the benefits of diversity
- use a range of activities to develop your learners' understanding of diversity
- use a range of activities to help learners understand the impact of diversity on communications.

## Reflection

What are you interested in developing further?



## Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)
Use	<a href="#">Lesson plan: Refugee poster project</a>
Use	<a href="#">Lesson plan: Living together</a>
Use	<a href="#">Lesson plan: Other cultures</a>
Use	<a href="#">Lesson plan: Cities and migration</a>
Read	<a href="#">Storytelling to celebrate cultural diversity</a>
Read	<a href="#">Intercultural learning 1</a>
Read	<a href="#">Intercultural learning 2</a>
Read	<a href="#">Storytelling - benefits and tips</a>
Read	<a href="#">Article: Developing cross-cultural awareness in the monolingual classroom</a>
Watch	<a href="#">Webinar: Developing cross-cultural awareness in the monolingual classroom</a>
Watch	<a href="#">Practical tips to promote intercultural learning in your classroom</a>
Watch	<a href="#">Working with intercultural communities of English teachers</a>

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: Dialogue, trust and empathy

## Overview

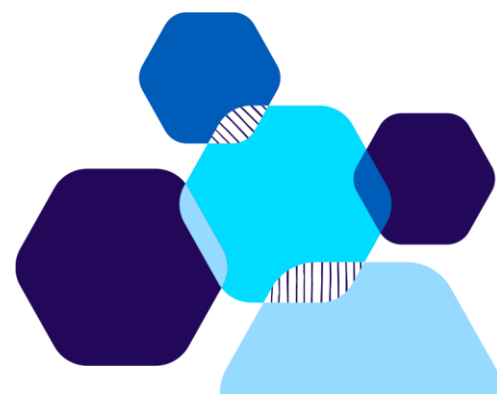
The aim of this module is to explore a range of strategies and techniques that can help learners to use dialogue to have a positive influence on those around them.

Can you now...?

- describe empathy and how it differs from sympathy
- use a range of teaching techniques for developing empathy
- use a pain-gain map to help learners understand others
- describe the trust equation and the factors that impact on trust
- use a range of activities for building trust with your learners
- describe a range of features that can help your learners build trust with others
- identify the elements of body language that impact on your ability to build trust
- describe the difference between push and pull influencing
- use a range of pull techniques to motivate change
- identify different styles of communication
- apply the different styles of communication to how you share information.

## Reflection

What are you interested in developing further?



## Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)
Use	<a href="#">Active listening activities</a>
Use	<a href="#">Lesson plan: Socialising and active listening</a>
Use	<a href="#">Lesson plan: Building relationships</a>
Use	<a href="#">Lesson ideas: Warmers</a>
Use	<a href="#">Lesson ideas: Ice-breakers</a>
Read	<a href="#">How teacher educators can develop empathy</a>
Read	<a href="#">How can I help my learners become effective communicators?</a>
Read	<a href="#">Listening to body language</a>
Read	<a href="#">Non-verbal communication</a>
Watch	<a href="#">How picture books can develop empathy</a>
Watch	<a href="#">Active listening – what is it and how can you do it?</a>
Watch	<a href="#">Fostering dialogue through active listening</a>

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...

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



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# Module 3: Dialogue and critical thinking

## Overview

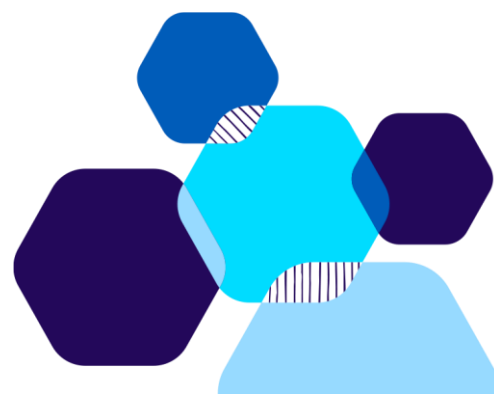
In this module, you'll look at what critical thinking is and how it relates to building dialogue and better understanding.

Can you now...?

- describe the role of critical thinking in dialogue
- identify the elements of critical thinking
- use the 'five whys' technique to help your learners explore the cause of problems
- use a range of techniques to develop your learners' critical-thinking skills
- identify logical fallacies and help learners avoid them
- describe confirmation bias and understand how you can make learners aware of it
- use a technique called 'the six hats' to help develop learners' critical-thinking skills
- identify the three parts of rhetoric and understand how they can be used to produce persuasive arguments
- use Socratic questioning with your learners to help them question their own beliefs and think more deeply.

## Reflection

What are you interested in developing further?



## Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)
Use	<a href="#">Lesson plan: The mystery of the sand</a>
Use	<a href="#">Lessons from the BBC about fake news</a>
Use	<a href="#">Lesson plan: Thinking hats</a>
Use	<a href="#">Lesson plan: Six blind men and the elephant</a>
Use	<a href="#">Lesson plan: Asking for change</a>
Read	<a href="#">Asking questions</a>
Read	<a href="#">Helping students hone their critical thinking skills</a>
Read	<a href="#">How is critical thinking incorporated in pre-service English teacher education in China?</a>
Watch	<a href="#">Three talks on critical thinking skills</a>
Watch	<a href="#">Critical thinking</a>
Watch	<a href="#">Engaging primary students through inquiry-based learning</a>
Watch	<a href="#">Critical and Creative Thinking in the ELT classroom</a>
Watch	<a href="#">Rod Bolitho - Thinking skills</a>

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...

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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# 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.

