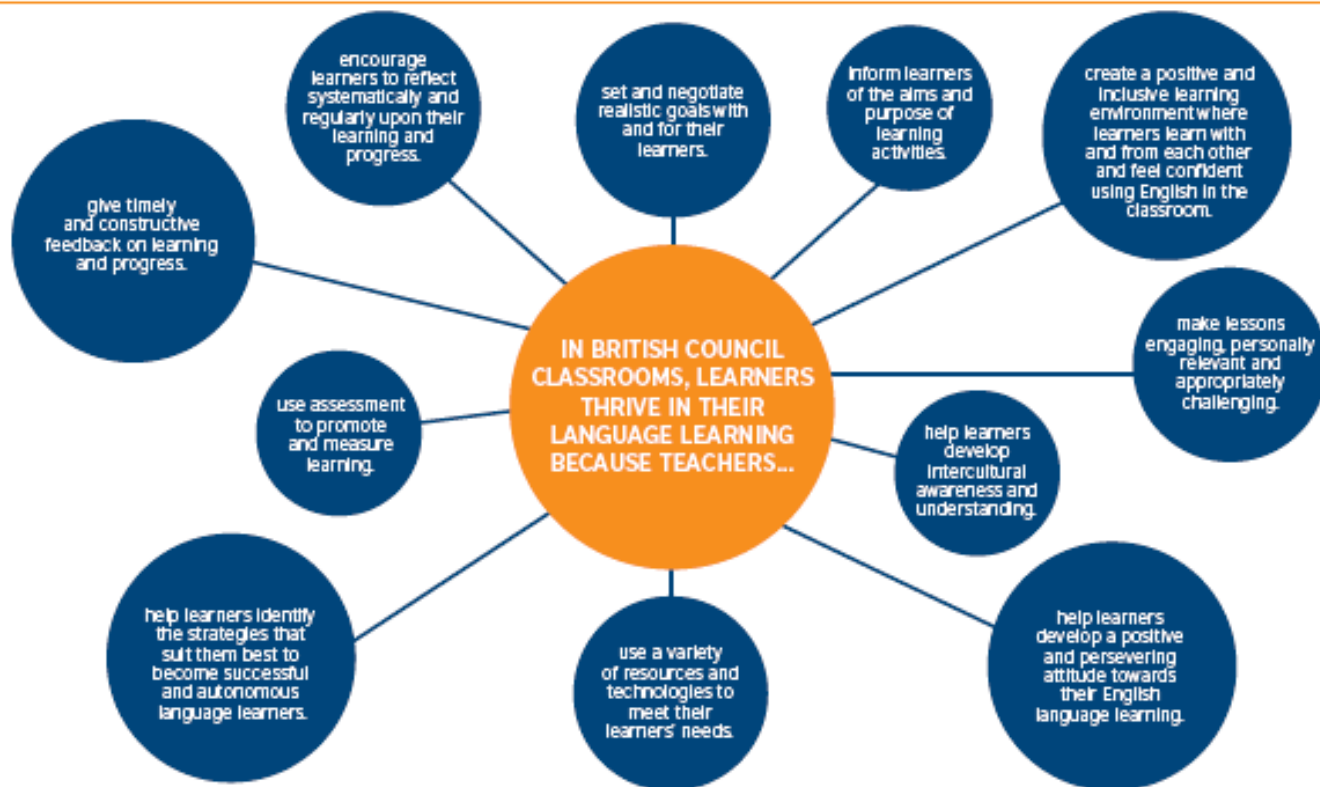


STATEMENT OF APPROACH TO ENGLISH LANGUAGE TEACHING – TEACHING CENTRES

THE BRITISH COUNCIL PROVIDES LEARNERS WITH A REWARDING AND STIMULATING ENGLISH LANGUAGE LEARNING EXPERIENCE. WE HELP ALL LEARNERS REACH THEIR FULL POTENTIAL BY RESPECTING THEM AS DIVERSE INDIVIDUALS, AND BY ENCOURAGING THEM TO BE ACTIVE PARTICIPANTS IN THEIR OWN LEARNING.

As a cultural relations organisation, we aim to develop intercultural understanding as a core aspect of language learning. Our teaching and learning is aligned to our corporate values, we build positive relationships and create an inclusive and collaborative learning environment of mutual respect and understanding.

Our curricula offer continuity and progression for every learner, at whatever age they begin their English language learning with the British Council.



OUR PURPOSE

The British Council creates international opportunities for the people of the UK and other countries and builds trust between them worldwide.

OUR TEACHERS

We recruit English language teachers with internationally recognised qualifications in English language teaching who have the knowledge, skills and experience to develop the language communication skills and learning strategies of our learners.

Our teachers receive on-going professional development and are supported by a team of academic managers in order to deliver a high quality learning experience for each learner.

A SAFE, SECURE AND INCLUSIVE LEARNING ENVIRONMENT

We ensure that all students and families feel included, safe and valued.

We ensure that the physical and digital settings are safe and secure.

We have safeguarding, behaviour and diversity policies. The British Council has been awarded the Keeping Children Safe Certification.

IN BRITISH COUNCIL CLASSROOMS, LEARNERS THRIVE IN THEIR LANGUAGE LEARNING BECAUSE TEACHERS...

	ALIGNMENT TO TEACHING SKILLS AND PROFESSIONAL PRACTICES	SUPPORTING THEORY / RESEARCH
INTRODUCTORY PARAGRAPH	<p>Course and lesson planning [TS] / Classroom management [TS] Subject knowledge [TS] / Understanding your learners [TS] Planning lessons and courses [PP] Understanding learners [PP] Managing the lesson [PP] / Using inclusive practices [PP] Using multilingual approaches [PP] Understanding educational policies and practice [PP]</p>	See references and rights perspective below.
SET AND NEGOTIATE REALISTIC GOALS WITH AND FOR THEIR LEARNERS	<p>Course and lesson planning [TS] Classroom management [TS] Understanding your learners [TS] Planning lessons and courses [PP] Managing the lesson [PP]</p>	<p>Cognitive theory / transparency [O'Malley & Chamot] Assessment for learning [Black & Wiliam] Appropriate challenge [Feldhusen & Kroll] The multi-competent language user [Cook]</p>
INFORM LEARNERS OF THE AIMS AND PURPOSE OF LEARNING ACTIVITIES	<p>Course and lesson planning [TS] / Classroom management [TS] Understanding your learners [TS] Planning lessons and courses [PP] Managing the lesson [PP]</p>	<p>Cognitive theory / transparency [O'Malley & Chamot] Assessment for learning [Black & Wiliam]</p>
CREATE A POSITIVE AND INCLUSIVE LEARNING ENVIRONMENT WHERE LEARNERS LEARN WITH AND FROM EACH OTHER AND FEEL CONFIDENT ABOUT USING ENGLISH IN THE CLASSROOM	<p>Course and lesson planning [TS] / Classroom management [TS] Understanding your learners [TS] Using multilingual approaches [PP] Using inclusive practices [PP]</p>	<p>Sociocultural theory and social interactionism [Vygotsky] Willingness to communicate [MacIntyre <i>et al.</i>]</p>
MAKE LESSONS ENGAGING, PERSONALLY RELEVANT AND APPROPRIATELY CHALLENGING	<p>Course and lesson planning [TS] Planning lessons and courses [PP] Understanding learners [PP] Managing the lesson [PP]</p>	<p>Sociocultural theory [Vygotsky] Appropriate challenge [Feldhusen & Kroll]</p>
HELP LEARNERS DEVELOP INTERCULTURAL AWARENESS AND UNDERSTANDING	<p>Understanding your learners [TS] / Classroom management [TS] Understanding learners [PP] Using inclusive practices [PP]</p>	<p>Sociocultural theory [Vygotsky] Intercultural competence – 5 savoirs [Byram]</p>
HELP LEARNERS DEVELOP A POSITIVE AND PERSEVERING ATTITUDE TOWARDS THEIR ENGLISH LANGUAGE LEARNING	<p>Classroom management [TS] Understanding learners [PP] Promoting 21st century skills [PP]</p>	<p>Theories of intelligence / self theories [Dweck] Motivation [Dörnyei] Grit [Duckworth <i>et al.</i>]</p>

IN BRITISH COUNCIL CLASSROOMS, LEARNERS THRIVE IN THEIR LANGUAGE LEARNING BECAUSE TEACHERS...

	ALIGNMENT TO TEACHING SKILLS AND PROFESSIONAL PRACTICES	SUPPORTING THEORY / RESEARCH
USE A VARIETY OF RESOURCES AND TECHNOLOGIES TO MEET THEIR LEARNERS' NEEDS	Learning Technologies [TS] Managing resources [PP] Integrating ICT [PP] Promoting 21 st century skills [PP]	Multisensory and multimodal learning [Bloom's taxonomy and domains and Jewitt & Kress] No evidence for learning styles [Pashler <i>et al.</i>] Cognitive styles [Riding; Mayer & Massa]
HELP LEARNERS IDENTIFY THE STRATEGIES THAT SUIT THEM BEST SO THEY BECOME SUCCESSFUL AND AUTONOMOUS LANGUAGE LEARNERS	Course and lesson planning [TS] Classroom management [TS] Subject knowledge [TS] Understanding your learners [TS] Understanding learners [PP] Planning lessons and courses [PP] Knowing the subject [PP] Promoting 21 st century skills [PP]	Constructivism [Piaget, Bruner] Cognitive theory [O'Malley & Chamot] No evidence for learning styles [Pashler <i>et al.</i>] Cognitive styles [Riding; Mayer & Massa] Superiority of intrinsic motivation [Deci & Ryan] Gender and achievement [Francis & Skelton, Osler & Vincent] Strategies [Cohen & Macaro]
USE ASSESSMENT TO PROMOTE AND MEASURE LEARNING	Classroom management [TS] Planning lessons and courses [PP] Assessing learning [PP]	Constructivism/positive teaching/motivational theories [Williams and Burden, Dörnyei] Assessment for learning [Black and Wiliam]
GIVE TIMELY AND CONSTRUCTIVE FEEDBACK ON LEARNING AND PROGRESS	Classroom management [TS] Planning lessons and courses [PP] Assessing learning [PP]	Constructivism / positive teaching / motivational theories [Williams and Burden, Dörnyei] Assessment for learning [Black and William]
ENCOURAGE LEARNERS TO REFLECT SYSTEMATICALLY AND REGULARLY UPON THEIR LEARNING AND PROGRESS	Classroom management [TS] Planning lessons and courses [PP] Knowing the subject [PP] Assessing learning [PP]	Forgetting Curve [Ebbinghaus/Buzan/Ellis and Ibrahim] Attribution theory [Weiner] Assessment for learning [Black & William] Mastery vs. test performance orientation [Givens Rolland]

ALIGNMENT TO TEACHING SKILLS AND PROFESSIONAL PRACTICES

http://intranet.britishcouncil.org/TeachingandExams/Documents/Teaching%20Skills_global%20standard.pdf

www.teachingenglish.org.uk/sites/teacheng/files/CPD%20framework%20for%20teachers_WEB.PDF

HUMAN RIGHTS PERSPECTIVE

Our statement includes a human rights perspective. The British Council advocates the recognition and implementation of language learners' rights (educational, linguistic, cultural, cognitive) where learning is learner-centred and embedded in a human rights methodology. The methodology also advocates an inclusive approach where all learners are helped to reach their full potential and learn with and from each other.

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