

IATEFL Edinburgh 2025

Providing Continuing Professional Development in Challenging Contexts

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Context



Lifelong learning opportunities for all

Continuous learning opportunities

English Language Teaching (ELT)

Quality of teaching practices

Lesson planning

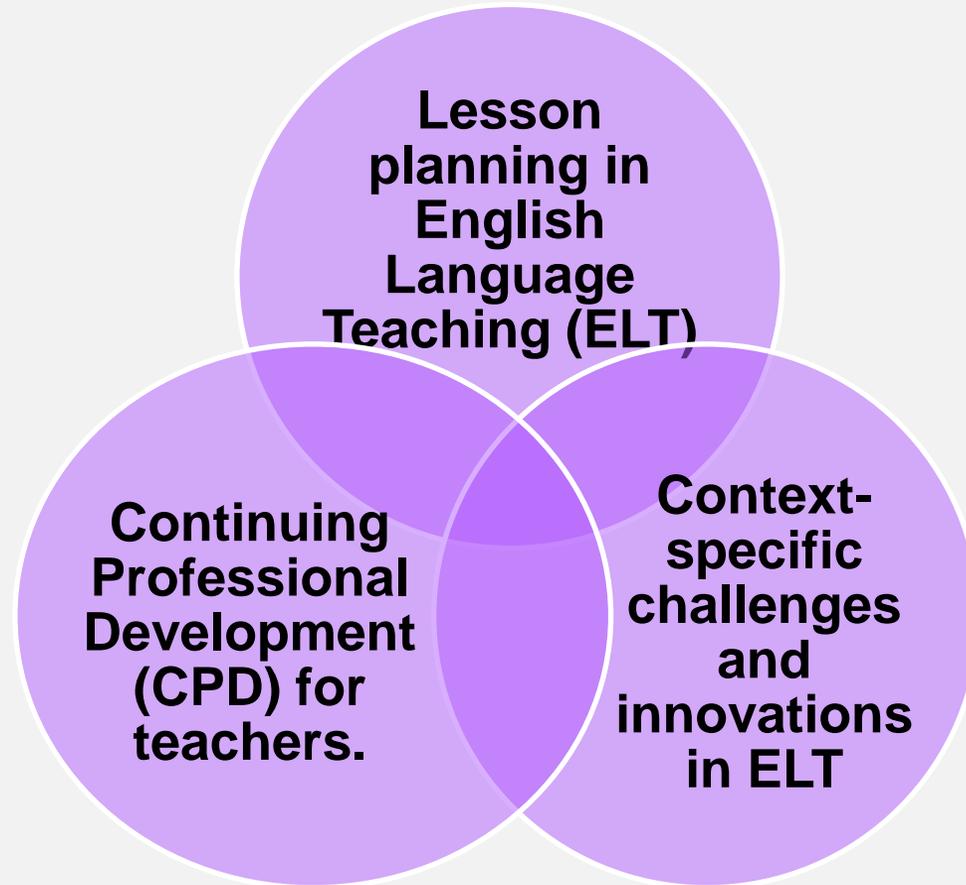
Problematic situation and antecedents

- ❖ traditional teaching methods
- ❖ heterogeneity of the teaching workforce

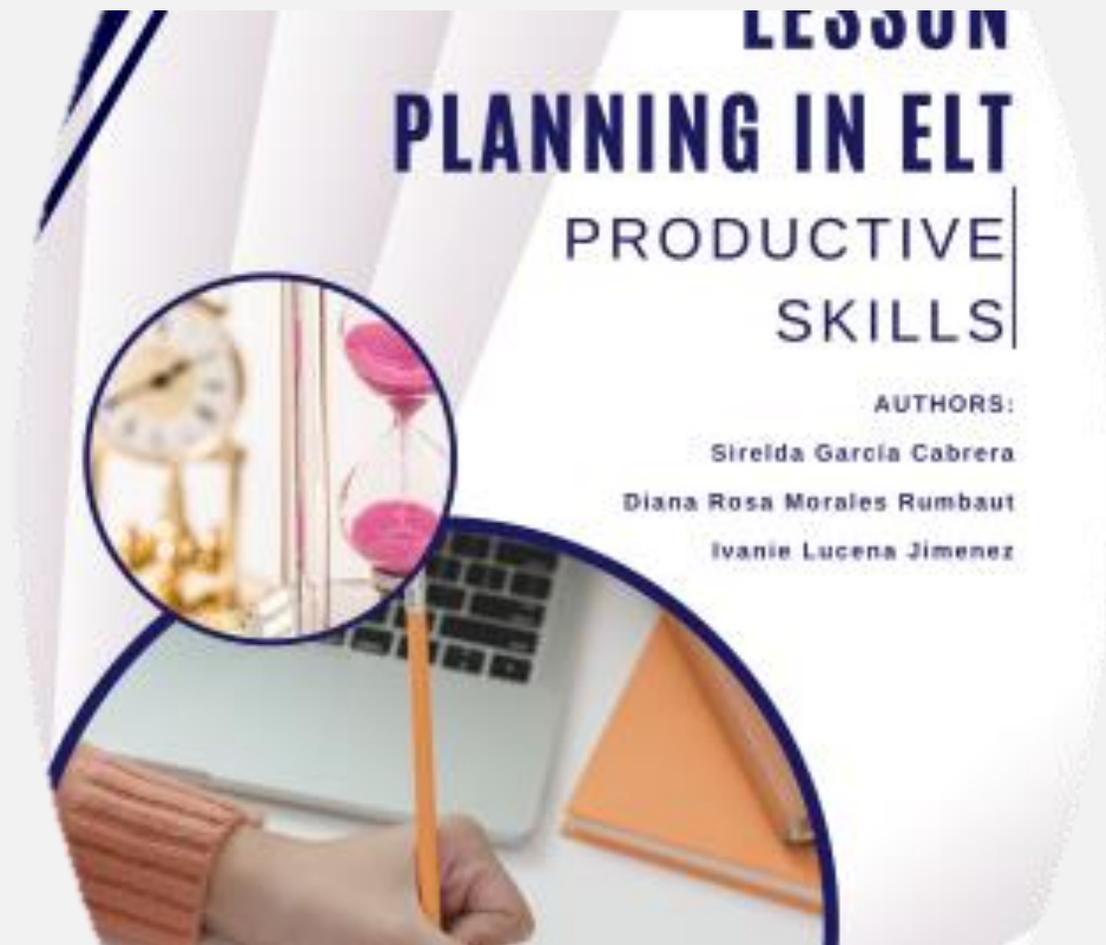
“Inglés para el desarrollo” (IPD)



Literature review



Case Study: Lesson Planning in ELT



Focus on: Designing effective, context-specific lesson plans.

Adapting to varying class sizes, resources, and proficiency levels.

Practical examples to align with local educational needs.

Objective

The project aims to enhance the professional development of English language teachers working in challenging contexts.

Population and sample

Population

- **Total Teachers in Villa Clara:** Approximately 464

Sample

- **Teachers Included in Pilot Study:** 211

Education Levels

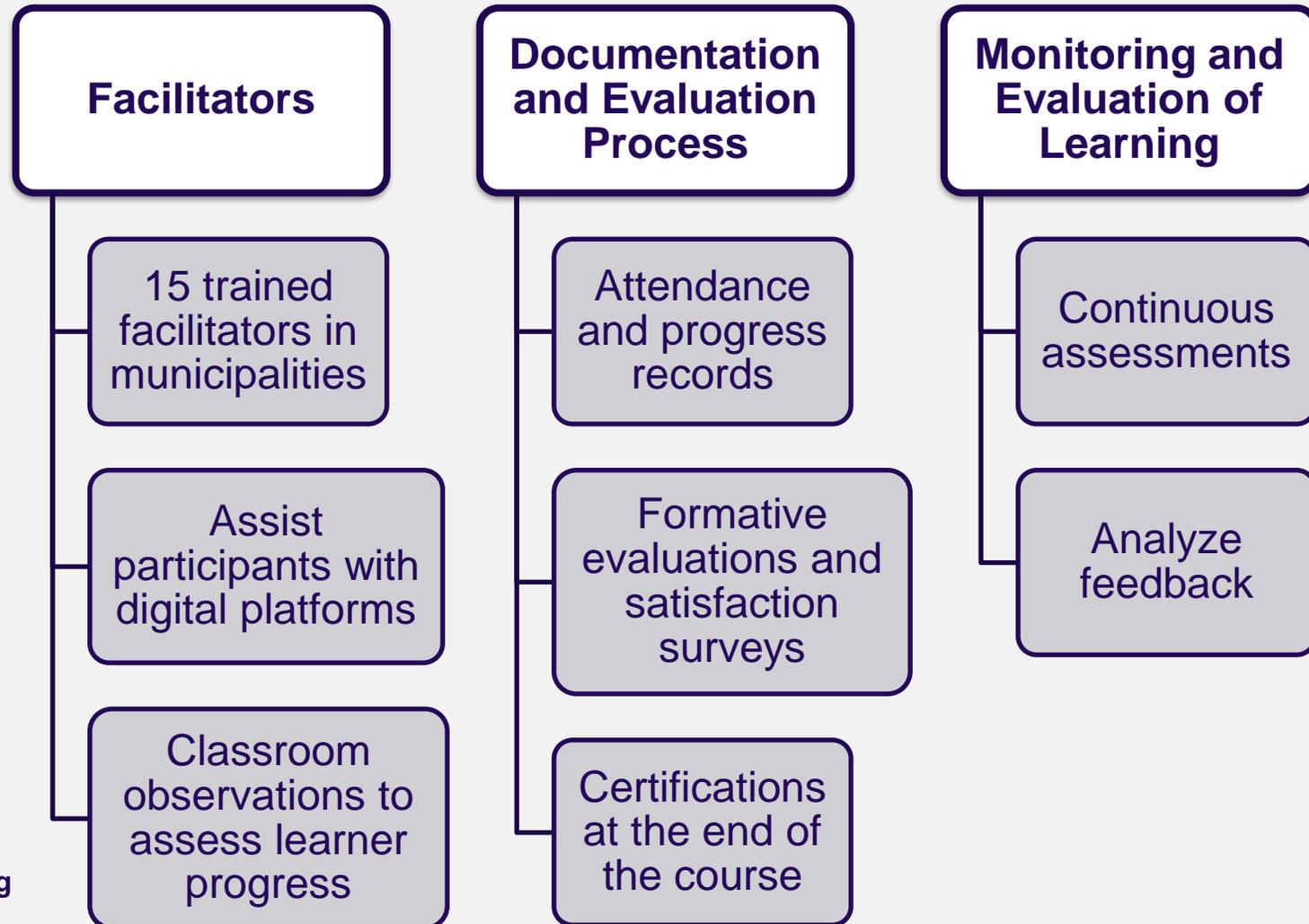
- Primary, Secondary, Pre-University, Technical Professional, and Adult Education

Municipalities

- Santa Clara, Sagua la Grande, Camajuaní, Remedios, and Cifuentes



Monitoring and evaluation



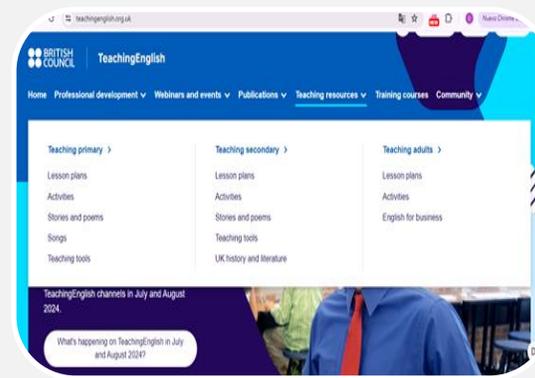
Structure of the course



Hybrid approach combining face-to-face and online learning via Moodle.



Community of practice on WhatsApp for collaboration.



Use of free resources for sustainable professional development.

Lesson Planning in ELT nowadays

Módulo 1: Getting started with lesson planning

Módulo 2: The lesson plan

Módulo 3: Planning Lessons for different levels and context

Módulo 4: Teaching Strategies and approaches

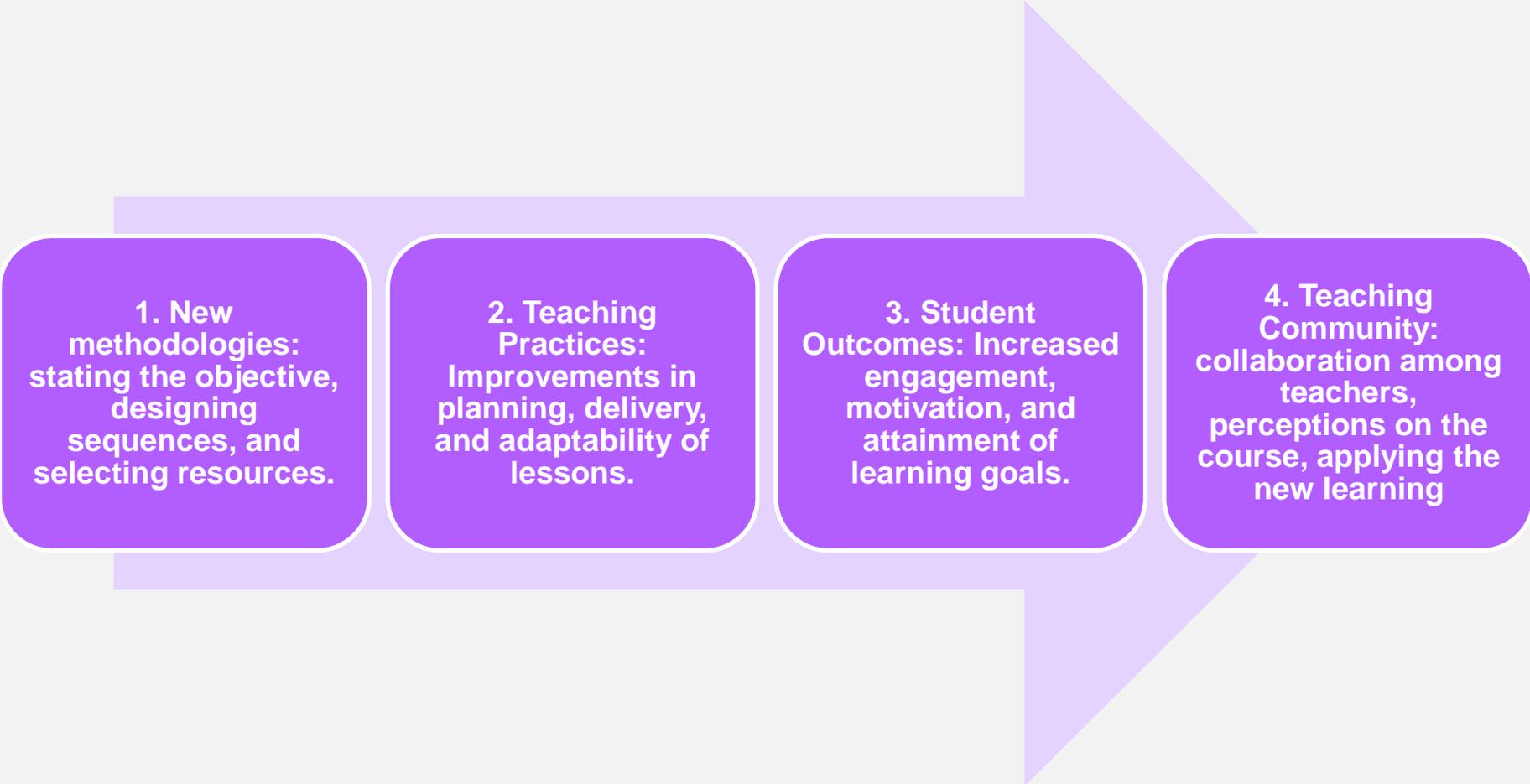
Módulo 5: Assessment and Feedback

Módulo 6: Integrating Technology in Lesson Planning

Módulo 7: Planning speaking lessons

Módulo 8: Planning writing lessons

Focus on Lesson Planning in ELT



1. New methodologies: stating the objective, designing sequences, and selecting resources.

2. Teaching Practices: Improvements in planning, delivery, and adaptability of lessons.

3. Student Outcomes: Increased engagement, motivation, and attainment of learning goals.

4. Teaching Community: collaboration among teachers, perceptions on the course, applying the new learning

Results: Key Outcomes (Sagua la Grande & Cifuentes)

Successes Achieved

-  **Improved Teaching Quality**
 - **High-quality modules with updated, glocal resources enhanced learning.**
 - **Strong collaboration with British Council Cuba.**
-  **Innovative Training Approaches**
 - **Effective hybrid (face-to-face + online) courses developed.**
 - **Teachers received advanced training from qualified instructors.**

Challenge to Address

- **Limited connectivity affected technology use.**

Pre-Test Results – Facilitator Self-Assessment



Weakest Areas:

Dimension 1: Lesson Planning & Methodology

- Example: Defining planning levels, using technology, selecting resources



Strongest Area:

Dimension 4: Teaching Community Impact

Broader Implications

- ❖ The importance of hybrid learning for maximizing accessibility and engagement.
- ❖ The role of peer-driven communities in sustaining professional growth.
- ❖ The value of free and open resources in ensuring equity in CPD opportunities.



Conclusion

Thank you for coming

We would love your feedback

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