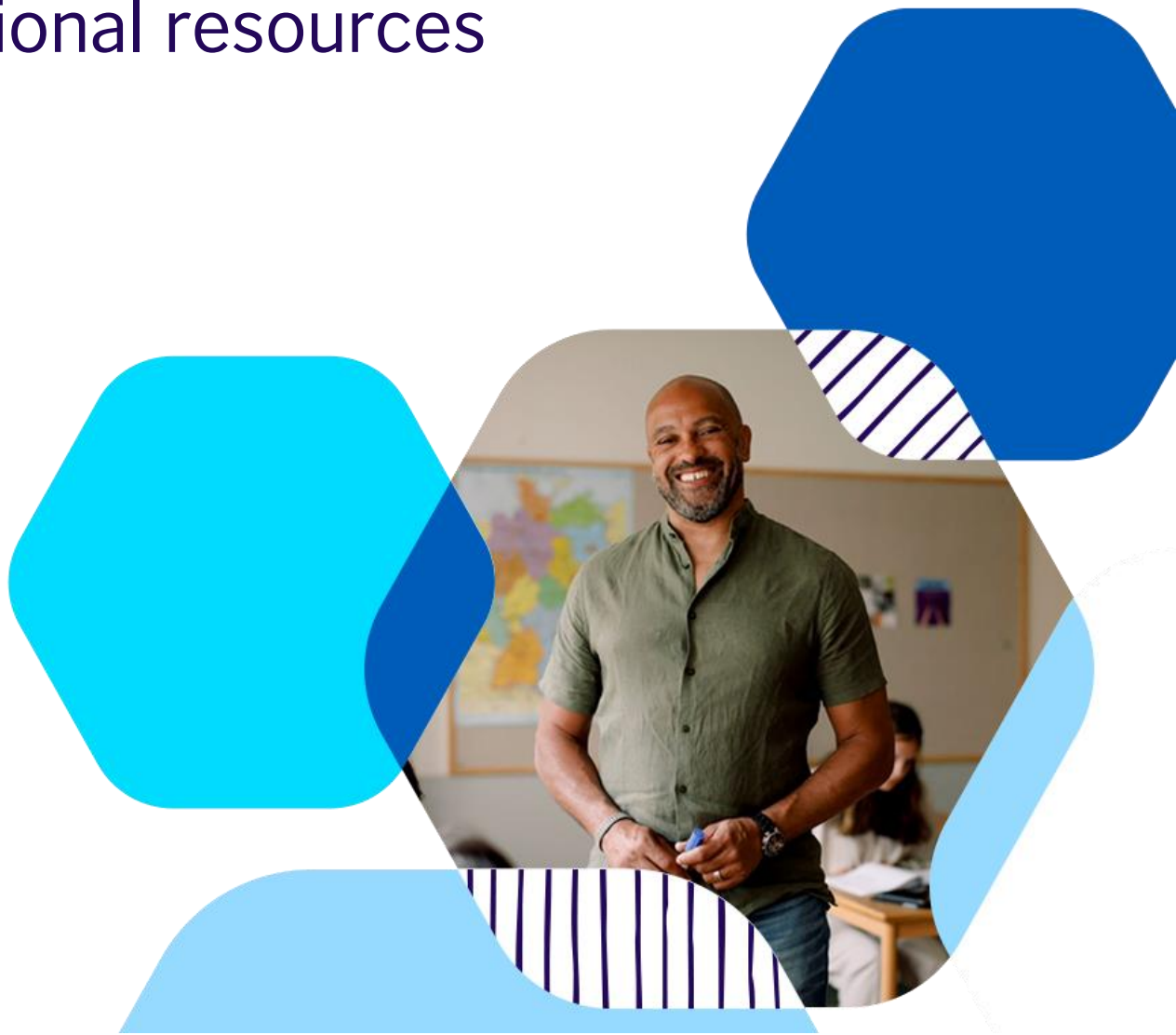# Understanding language systems

Workbook

Your reflective journal and additional resources

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.

www.teachingenglish.org.uk

Contents

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Your learning goals, your course

Develop your understanding of functional language and grammar and learn how to apply this knowledge to your teaching through reflection, analysis and effective presentation of use and form.

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.

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.
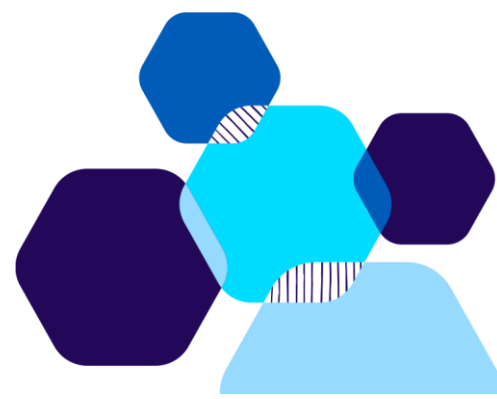
Courses for teachers community

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: Understanding functional language

Overview

The aim of this module is to look at how teaching functional language helps your learners, how you can identify functions to cover in your syllabus, and practical ways of introducing and practising functional language with learners.

Can you now...?

- ☐ explain the concept of language functions?
- ☐ recognise the functions of a range of exponents?
- ☐ analyse language for teaching the functions of inviting, accepting and refusing?
- ☐ relate the formality and appropriacy of functional language to the context in which it's used?
- ☐ use dialogues to practise functional language?
- ☐ recycle functional language in a variety of ways?

Reflection

What are you interested in developing further?

Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)
Use	Lesson plan: Practise functional language
Use	Lesson plan: Fun dialogues

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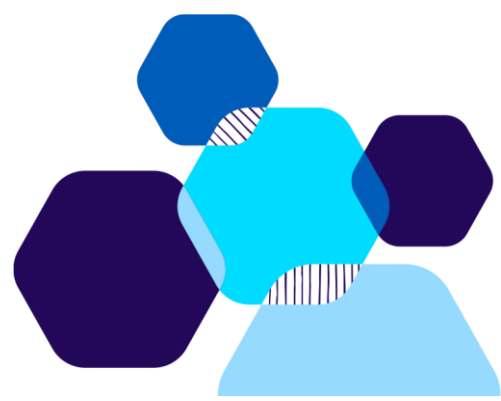
Use	Lesson plan: Writing informal letters
Use	Lesson plan: Email writing
Use	Lesson plan: Understanding dialogues
Use	Lesson plan: Role play
Use	Lesson plan: Erase the dialogue
Use	Lesson plan: Vanishing dialogue
Use	Lesson plan: Reality TV
Use	Lesson plan: Shopping in a cafe
Read	What are functions?
Read	Register and degrees of formality
Read	Register
Watch	A trip down the memory lane of methodology

What did you learn from reading, watching, listening to or using the resources above?

I learnt....

What will you change in your teaching?

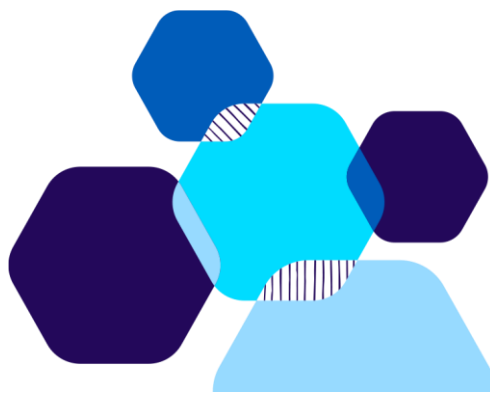**I'm now going to...**

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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.
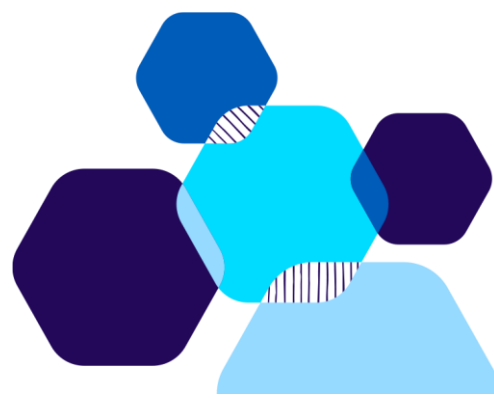
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Module 2: Understanding grammar

Overview

The aim of this module is to deepen your understanding of English grammar and to help you reflect on and talk about it. In this module, you'll learn about different aspects of grammar, what kinds of difficulties your learners have with grammar and how to relate knowledge of grammar to your classroom teaching.

Can you now...?

- ☐ discuss grammar terms referring to parts of speech?
- ☐ differentiate form and use of a range of grammatical structures?
- ☐ consider when and why to discuss grammar terms with learners?
- ☐ identify nouns and pronouns?
- ☐ distinguish between regular and irregular verbs and categorise irregular verbs?
- ☐ describe the difference between tense and time in English and identify different ways of referring to the future?
- ☐ identify some of the common features of spoken English?
- ☐ discuss some beliefs teachers have about grammar?
- ☐ differentiate between two approaches to thinking about grammar?
- ☐ relate the two different approaches to activities in the classroom?

Reflection

What are you interested in developing further?

Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)
Use	Lesson plan: Grammar auction
Use	Lesson plan: Practising parts of speech
Read	What are the correct rules of English grammar?
Read	Pedagogic grammar
Read	Generative grammar
Read	Prescriptive grammar
Read	Planning a grammar lesson
Read	Parts of speech
Read	Teaching grammar creatively
Read	Teenagers and grammar
Read	Six ways to teach English grammar with voice recordings
Read	Three ways to help English language learners 'notice' grammar
Watch	Bending the rules: developing learner awareness of how language really works
Watch	Michael Swan - Some things that matter in grammar teaching and some things that don't
Watch	Metalanguage
Watch	Planning a grammar lesson

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...

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 3: Understanding grammar – focus on form

Overview

The aim of this module is to help you consider how to present the use and form of language effectively.
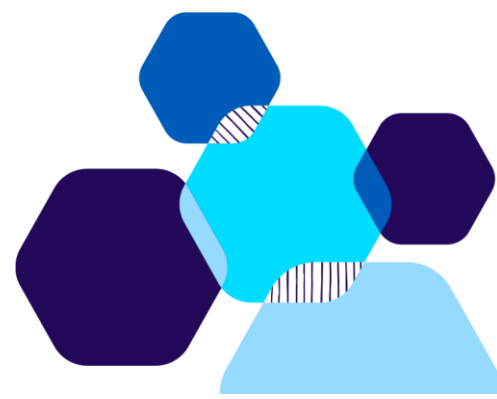
Can you now…?

- ☐ explain the difference between inductive and deductive teaching methods?
- ☐ identify and elicit meaning, form and pronunciation in a language lesson?
- ☐ select different methods to introduce new language?
- ☐ identify potential learner difficulties with language?
- ☐ design simple concept-checking questions to check learners' understanding?
- ☐ explain the difference between language acquisition and a focus on form?
- ☐ adapt language presentation activities to focus on form or acquisition?

Reflection

What are you interested in developing further?

Further reading, teaching, and learning resources

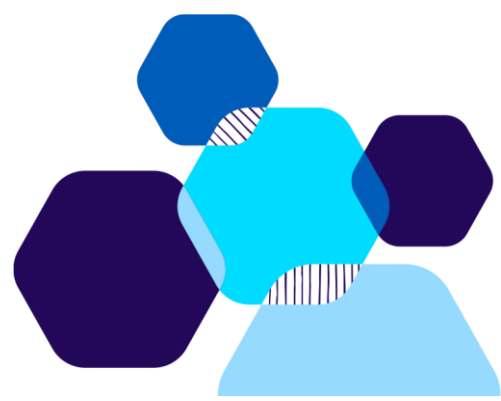| Type	Resource description (tap/click to open)
Read	Analysing language
Read	Checking understanding
Read	Deductive approach
Read	Inductive approach
Read	Inductive and deductive grammar teaching: what is it, and does it work?
Read	Should I stick to the plan? Emergent language and focus on form

Read	Concept checking
Read	Asking questions
Read	Guided discovery
Read	Methods, post-method, and métodos

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...

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.

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