BRITISH COUNCIL

TeachingEnglish

TeachingEnglish: How to teach grammar

Workbook

Your reflective journal and additional resources

Foreword

Welcome to the workbook for TeachingEnglish: How to teach grammar. 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: How to teach grammar:

In this course, you'll discover how to help your learners notice, make sense of, and become more confident using grammar with engaging, meaning-focused teaching.

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 85,000 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?	Analysis
Conclusion	What did I learn? 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: Methods and approaches for grammar

Overview

The aim of this module is to introduce you to a range of ELT approaches for teaching grammar. You'll begin with a brief history of approaches and a look at deductive and inductive approaches to learning. You will summarise ELT approaches, outline their benefits and drawbacks as well as identify and explain inductive and deductive approaches to presenting grammar.

Can you now ...?

- ☐ identify and explain inductive and deductive approaches to presenting grammar?
- ☐ describe the PPP approach, its benefits and drawbacks?
- ☐ describe the TBL approach, its benefits and drawbacks?
- ☐ describe the TTT approach, its benefits and drawbacks?
- ☐ describe the flipped learning approach, its benefits and drawbacks?

Show how confident you feel now about describing the benefits and drawbacks of different teaching approaches 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 uses of different teaching approaches. 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? What teaching approaches work 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)
15	Read	Article: Engaging with grammar
15	Read	Article: Planning a PPP lesson
15	Read	Article: Presenting new language
15	Read	Article: Tips for interactive grammar lessons
20	Read	Article: Methods in ELT
20	Read	Article: TBL and PBL
60	Watch	Training: Priorities in grammar teaching
60	Watch	Webinar: A short history of ELT
60	Watch	Webinar: ELT methodologies
60	Watch	Webinar: Methods of teaching grammar
60	Watch	Webinar: Teaching grammar communicatively

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 develop and apply your understanding of teaching methods and approaches.

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 grammar – noticing and restructuring

Overview

The aim of this module is to explore the concept of noticing and look at various activities to encourage your learners to notice grammatical forms. You will identify what's involved in noticing, modify typical coursebook grammar exercises to provide practice in developing noticing skills as well as design restructuring activities.

Can you now ...?

- ☐ identify what's involved in noticing?
- ☐ distinguish between tasks which practise grammatical structures and tasks which encourage noticing them?
- ☐ modify typical coursebook grammar exercises to provide practice in developing noticing skills?
- ☐ make comparisons between grammar structures in different languages? design restructuring activities?

Show how confident you feel now about helping learners notice grammar 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 noticing. 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 notice grammar more effectively? What skills or knowledge might they need?

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	Use	Activity: Reconstructing text using dictation
10	Read	Article: Differentiation in the language classroom
10	Use	Activities: Grammar practice activities
10	Use	Activity: Grammar auction
15	Read	Article: Google as a language resource
15	Read	Article: Noticing in grammar lessons
15	Read	Article: Using texts in the classroom
15	Use	Activities: Grammar activities to promote teamwork
15	Use	Activities: Six ways to teach grammar with voice recordings
20	Read	Article: Analysing language
60	Watch	Webinar: Developing understanding of how language works
60	Watch	Webinar: Making language more visual

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 support learners with noticing grammar.

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 grammar – different approaches

Overview

The aim of this module is to look at a range of techniques for introducing grammar that focus on meaning. You will summarise and evaluate a range of activities for introducing grammar, provide personalised grammar practice for your learners as well as plan the presentation stage of a grammar lesson using an inductive approach.

Can you now ...?

- ☐ summarise and evaluate a range of activities for introducing grammar?
- ☐ provide personalised grammar practice for your learners?
- ☐ add elements of gamification to your lessons?
- ☐ plan the presentation stage of a grammar lesson using an inductive approach?

Show how confident you feel now planning grammar activities and lessons 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 grammar activities . 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? What grammar practice activities are useful 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)
10	Use	Activity: Present continuous with primary learners
15	Read	Article: Grammar in a task-based approach
15	Read	Article: Making grammar more interesting
15	Read	Article: Using Dogme in the classroom
15	Use	Activities: Teaching grammar creatively
20	Read	Article: Ensuring your class is communicative
20	Read	Article: Lexicalised grammar
30	Listen	Podcast: Teaching grammar and vocabulary communicatively
30	Listen	Podcast: Tips for teaching including personalisation
60	Watch	Webinar: Using L1 to support language development
180	Watch	Webinars: Managing resources
180	Watch	Webinars: Planning activities and lessons

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 with grammar activities.

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 85,000+ members. You can also:

Join another free TeachingEnglish training course.

Connect with course tutors and 85,000+ 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.