

TeachingEnglish Radio India

An introduction to
learner-centred teaching

Workbook
Programmes 13–24



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Introduction

Welcome to the second series of TeachingEnglish Radio India audio programmes. This series follows the first set of programmes and accompanying workbook released in 2014. The content for both series is available on British Council India's website: www.britishcouncil.in/teach.

Each series contains twelve 15-minute audio programmes providing advice and training on learner-centred English language teaching. The content is aimed at teachers of English working in schools in India, typically with large classes, a lack of resources and few training opportunities.

The aim of this accompanying workbook is to help focus your listening, provide points for discussion and offer other relevant resources. The worksheets and audio programmes can be used in a number of ways.

Do you want to work alone?

Choose a programme topic that you are interested in.

1. Find the worksheet you need. Work through the *Before listening* activities. Check your answers, where applicable, using the answer key.
2. Listen to the audio programme via the radio broadcast in your region, using your CD/USB or via the website above. Do the *While listening* activities as you listen. Check your answers using the answer key. If you're listening using a CD/USB or online, you can listen to the programme again to check your answers.
3. Complete the *After listening* activities on the worksheet. If possible, discuss some of the things you have heard with your colleagues next time you see them.
4. Note down the ideas that you think will work in your classroom and then ... try them out!

Do you want to work with a group of teachers, listening together?

1. Find one or more other teachers in your school or district who are interested in listening to these programmes.
2. Arrange the times that you will listen together. Make sure you have a radio or stereo that will play the audio loudly enough for everyone to hear.
3. Find the worksheet you need. Work through the *Before listening* activities together, discussing your answers. Check them using the answer key, where necessary.
4. Play the audio programme and complete the *While listening* activities on your own. Check and discuss your answers together. If you are listening to the audio on CD/USB or online, remember that you can listen again if you're not sure about some of the answers.
5. Note down any useful points and discuss which ideas you will try in *your* classrooms ... then try them out!
6. Try to come back together afterwards to discuss your experiences of trying out the activities with your learners.

Programme summaries

Programme 13: Introducing new words

- Teachers can prepare students for what they will read or listen to by exploring key words related to the topic.
- We can use different ways to demonstrate the meaning of new words, for example by using real objects, pictures and drawings, gestures and actions, songs and translation.
- There are a few steps we can follow while introducing new words: write the word on the board, model and drill each word (students listen and repeat), put the word into a sentence to help the learners understand the meaning, then get them to work in pairs to make new sentences.
- It is important to learn words in 'chunks' or phrases to understand which words go together. For example, we say 'weak coffee' but 'light rain'. The connected grammar is also important. For example, we don't say 'I'm going for shopping' but just 'I'm going shopping.'
- We need to encourage our students to actively increase their vocabulary and to take responsibility for their learning. We can help them to guess meaning from context, discuss ideas with other learners, use a dictionary and keep a vocabulary record.

Programme 14: Revising vocabulary

- It is important to keep revising vocabulary through various activities that help students with the different aspects of words, including spelling, pronunciation and use.
- It is important to check that the learners understand your instructions while setting vocabulary tasks.
- There are many ways to practise vocabulary throughout our lessons – for example, in the warm-up with quick activities like using word cards, matching pictures and spelling games.
- Keeping a vocabulary book or even making a word wall are great ways for students to take responsibility to keep practising until they 'make words their own'!

Programme 15: Teaching speaking

- Creating an English-rich environment in the classroom is important for giving students the opportunity to practise speaking.
- Quick and simple speaking activities can be set up in pairs and small groups.
- A technique called 'circle talk' allows teachers to keep their students moving around talking to different partners.
- A lively game like '20 questions' gets everyone talking and practising key expressions – but make sure your instructions are very clear!
- Link discussion and debate to the stories and themes in our textbooks and to the topics that really interest our students.

Programme 16: Correcting errors in the classroom

- Errors are a natural part of the learning process and how we deal with them depends on whether we are focused on accuracy or fluency.
- When we are presenting and practising new language, it's important that all the students are using the correct model. The teacher will need to correct any mistakes during this phase.
- When we are focused on fluency and wish to make students feel confident about expressing themselves, we don't rush in to correct; we make a note and raise the problems later.
- Making students aware of their mistakes so they can correct them themselves is a good technique. For example, there are lots of ways to correct spoken errors with a questioning tone, gestures or the board.
- Encouraging peer correction – which happens naturally during group work – is a good way to help all the students be more responsible for their learning. They help each other to get it right!

Programme 17: Presenting and practising grammar

- One approach to teaching grammar is a three-step procedure often called PPP: the teacher 'presents' the language, then students 'practise' and finally 'produce' the language more freely.
- By setting up a realistic context we can make the meaning of new grammar clear and memorable. You can use discussion, mime, pictures or a personal story.
- Don't start off with a set of grammar rules. Instead, focus on the language and encourage your students to suggest example sentences in a natural way.
- When students are clear about the meaning, write key sentences on the board to point out the correct form.
- In a large class a choral drill is helpful to get the pronunciation right and then students can move on to practising in pairs and groups. Later, teachers can introduce many activities to allow students to use the new grammar more freely.

Programme 18: Introducing writing activities

- Writing is an important part of the learning process as well as a skill that students may need for their future studies and employment.
- We should build up our students' confidence by moving step by step from simple sentences to paragraphs and to other formats such as letters.
- Help students with examples, model sentences or beginnings of sentences.
- Brainstorm and share ideas and put them on the board before you ask students to write. Create a context and a reason for writing as well as an audience.

Programme 19: Correcting written work

- While correcting errors is important, covering our students' notebooks with red ink and corrections can affect their confidence.
- Peer correction – students marking each other's work with your guidance – can save time and make students more aware of their mistakes. Encourage students to use dictionaries during peer correction if appropriate.
- Get students actively involved in spotting errors with activities like 'sentence auction.'
- Instead of writing in corrections, we can introduce a marking scheme, for example highlighting errors using symbols, such as 'SP' for spelling, 'GR' for grammar, 'PREP' for preposition, 'P' for punctuation and 'WO' for word order. This will help learners to think for themselves and become more aware of their mistakes. It's important to agree these codes with your learners – perhaps they can suggest them!
- We can sometimes focus on just one aspect of our students' written work, such as only grammar or only spelling. That way they are not distracted by other possible errors and can concentrate on what you have selected – don't forget that it's important to let them know which area you have chosen.
- Don't forget to encourage your students by pointing out the things they have done well too.

Programme 20: Teaching pronunciation (1)

- Pronunciation involves rhythm, intonation and stress as well as the sounds of English.
- Ensure that the students hear and practise pronunciation of new language as you go along. It is also useful listening practice to hear different accents of English, including foreign accents.
- When we introduce new words and expressions we should 'model' the sounds and then get students to repeat them until they are confident. Using different drilling techniques can help with this.
- To help distinguish between different sounds – particularly ones that are difficult because of our students' first language – we can introduce 'minimal pair' activities. A minimal pair is two words with only one difference in sound such as 'seat' and 'sheet' or 'wet' and 'vet'.

Programme 21: Teaching pronunciation (2)

- We need to give students as much listening practise as possible in and out of class. Songs, films, cartoons, the radio, recordings, etc. are a big help. Songs, poems and chants help reinforce the intonation and stress patterns of English.
- We can best help students with their pronunciation by doing very short activities that focus on specific problems, for example using a minimal pair activity to help students differentiate between /i/ and /i:/ sounds.
- We need to work on sounds that the learners find particularly difficult, perhaps because they don't appear in their home language or mother tongue. This includes particular sounds like /v/ and /w/, words like sixth and school, and problems caused by English spelling.
- It is useful to help students practise the intonation of different kinds of question forms.

Programme 22: Students working together

- To encourage our students to help each other, we need to get them working collaboratively, i.e. in pairs and groups, for at least some parts of each lesson.
- Students enjoy thinking for themselves and making up their own sentences after you've taught them a new grammar point. Give them opportunities to work in groups so they can use what they have learned.
- Even younger students can do a role play or make up their own stories – you need to create the right atmosphere and help them by pre-teaching key language.
- Students at higher levels can be taught tools to be more independent, like keeping a record of new words, using the dictionary and helping each other by doing peer correction and peer reviewing.
- Encourage independent reading. Get students to research an interesting topic before an activity in the textbook or develop it afterwards into a project.

Programme 23: Finding and using outside resources

- Find ways to bring the outside world of English into your classroom. Pictures, adverts and images from newspapers and magazines can be used in class for many simple activities.
- At higher levels the topics covered in newspapers or magazines can stimulate discussion or be used for group reading and presentations to the class. It encourages students to be more independent.
- Ask your students what they can access when they are at home and discuss how to use outside resources with your fellow teachers. You can even invite a guest speaker to come and answer questions in your school.
- We can encourage students to listen to radio, watch TV programmes, films or cartoons and bring back their experience to the classroom later for group discussion or writing work.
- We can use our mobile phones as a way to play audio in our classrooms. We can also use mobile phones to improve our own English and for our professional development.

Programme 24: Developing our teaching

- Keep up your own English practice. Read, write, listen and speak ... and stay 'one step ahead' of the learners.
- Help each other with friendly peer observation to reflect on and improve your classroom practice.
- Get together with other teachers to share ideas, materials and problems.
- Increase your regular contact with English – listening to the radio, watching TV, reading articles and getting together with other teachers to practise speaking are some ways you can do it. Don't forget writing, such as keeping a diary or writing a blog in English.

Programme 13: Introducing new words

Why is vocabulary learning important?

The aim of English language teaching is the creation of multilinguals who can enrich all our languages. **National Curriculum Framework 2005 – 3.1.3**

Knowing a word means how to spell it, how to pronounce it and how to use it correctly in a sentence. **Dena, a teacher from Bengaluru**

Before listening

A. Read the sentences above. Answer the following questions:

1. Do you agree with these statements? Why?/Why not?

2. Dena says that knowing a word means knowing its spelling, pronunciation and use. What else do students need to know about a word?

B. How do you teach new words to your students? Write some ideas below.

C. Match the key terms with their definitions. Draw lines.

1. Realia	a. Groups of words that are often used together. They can be words that usually go together, such as fixed collocations. They can also include certain grammatical structures.
2. Gestures	b. Objects and materials from everyday life used as teaching aids.
3. Chunks	c. A picture or an action used to show meaning.
4. Illustration	d. Moving your hands to show an idea or explain a word. Teachers use gestures to support their instructions, to explain new vocabulary, etc.

While listening

D. Read the sentences below. Listen and fill in the blanks. If possible, listen again to check your answers.

3. Students need new words for things they want to say or _____.
4. _____ means giving students a chance to listen to you, say the word correctly and repeat it after you.
5. It is important to _____ vocabulary taught earlier.
6. Knowing a word means knowing how to spell it, how to _____ it and how to use it correctly in a sentence.
7. Dena doesn't tell the word directly to her students. Instead she _____ it from them.
8. A teacher can demonstrate simple vocabulary by using _____ objects, especially with young learners.
9. If the teacher cannot use real objects, s/he can use _____ or _____.
10. Another useful method of illustrating meaning is to use _____.
11. Sometimes teachers find it useful to _____ a simple idea to save time.
12. It is important to know which words go _____, for example we say 'heavy rain' and 'strong coffee' but not 'strong rain' or 'heavy coffee'.

After listening

E. Choose three new words that you want to teach your students. Which techniques would you use to teach each of these words? What steps would it involve? Complete the table below.

Words	Technique I would use	What steps would it involve?
1.		
2.		
3.		



Have a look at the steps involved in using various techniques for presenting vocabulary in the Additional resources section of this workbook.

Programme 14: Revising vocabulary

How can we help students remember words?

Make them see the word or listen to the word in context. It is only then that the word becomes theirs! **Mala, a teacher from Rajkot**

I always encourage my students to keep a vocabulary book where they collect new words and learn them. They shouldn't just write down single words but put them in sentences which show how they are used. **Manisha, a teacher from Ahmedabad**

Before listening

A. Read the ideas about revising vocabulary above. Answer the following questions. Then discuss your answers with a partner, if possible.

1. Have you used these ideas before to revise vocabulary? If yes, what was your experience?

2. What other activities do you use to revise words in your classroom?

While listening

B. Here are some ideas to teach/revise vocabulary. Tick (✓) the ones you hear in the programme. Mark a cross (X) for the ones that do not appear in the programme. Then listen again to check your answers.

	✓ / X		✓ / X
1. Stories		10. Pelmanism	
2. Songs and rhymes		11. Conversations	
3. Translation		12. Board rush	
4. Guessing meaning from context		13. Vocabulary book	
5. Vocabulary ladder		14. Pictures and symbols	
6. Spelling antakshari		15. Gap-fill	
7. Flashcards		16. Hidden words	
8. Dialogues		17. Word cards	
9. Jumbled letters		18. Hot seat	

After listening

C. Look at the ideas you ticked (✓) above. Answer the following questions:

1. Which of these ideas are you most confident about using in your classroom?

2. Which ones are you not very confident about using? Why? What can you do to become more confident in using them?

D. Look at the ideas you put a cross (X) next to above. Answer the following questions:

1. Which of these ideas have you heard of?

2. Which of these ideas have you not heard of but would like to find out more about?

3. Find out information about how to use the ideas you have not heard of. Write some notes below and/or in a separate notebook.



Read about nine ways of revising vocabulary here:

<https://www.britishcouncil.org/voices-magazine/nine-ways-revise-english-vocabulary-using-slips-paper>

Programme 15: Teaching speaking

How can you encourage your students to speak?

*To break down their fear of speaking, it is best to start with subjects that students can most easily talk about from their own experience, using words and expressions you have already introduced. **Manisha, a teacher from Ahmedabad***

*Children like talking and listening to their friends, so give them an activity where they are talking, and your lesson is also progressing, so there is a welcome break ... from the regular reading process. **Kamyani, a teacher from Delhi***

Before listening

A. Read the sentences above. Answer the following questions:

1. Why do you think some students are worried about speaking in English?

2. What kinds of speaking activities do you do in your class? Do your students enjoy them? Why?/Why not?

While listening

B. Listen to the programme. As you listen, arrange the steps of the following activities in order. One example is done for you in each activity.

a. Circle talk – An activity Altaf uses to help students develop their fluency

a. Each student in the outer circle is facing a student from the inner circle. They form a pair to talk to each other on a given topic.	
b. After one minute, ask them to move round again. This time, the outer circle moves round and the inner circle stays still.	
c. All those who are #1s make the inner circle. All those who are #2 make the outer circle.	
d. Divide the students into two groups. Use 1, 2, 1, 2 ... to divide them.	1
e. After a minute, you say 'Move'. The inner circle moves round. The outer circle stays still.	
f. After a few seconds, say 'Stop'. The students will be facing a different person. They form a new pair to talk to each other.	
g. They then share information again.	

b. 20 questions – An activity Himani uses to get everyone practising key phrases

a. Students can ask only 20 questions to guess the name of the personality.	
b. The teacher brings some prepared slips with names of famous personalities written on them. Each student gets one slip.	1
c. Students help each other to attach these slips to their backs where they cannot see their own, but others can.	
d. Students don't look at their own slips.	
e. The students go around the class, mingling.	
f. The students ask people questions about the personality written on the slip on their back. For example, <i>Is it a man? / Is he a cricketer?</i> , etc.	

c. Debate – An activity Ajay uses to link debate to the theme of the lesson

a. The teacher then deals with the lesson at length.	
b. The teacher then gives the background to the lesson (e.g. <i>Gandhiji's first freedom struggle</i>).	
c. The teacher sets the topic for debate by asking a question (e.g. <i>Were Gandhiji's actions appropriate?</i>).	
d. The teacher invites the students, especially those who don't usually participate, to share their responses on the topic.	
e. To begin with, the teacher tells the students about the character of the lesson (e.g. <i>Gandhiji</i>)	1

After listening

How can you use activities like Circle talk, 20 questions and Debate with the lessons from your textbook to give students speaking practice? Refer to your textbook and complete the table below:

Activity	Class/Lesson no.	How will I use it?
Circle talk		
20 questions		
Debate		

Programme 16: Correcting errors in classroom

Is it necessary to correct every error that learners make?

I think that it is very important that we as teachers not just constantly pick on what [students] are doing wrong, but also praise them for what they have done right. Dena, a teacher from Bengaluru

Correcting students when they are making that mistake by interrupting them is a bad idea. It just brings down their confidence and they are not able to speak up again in class. Nita, a teacher from Mangalore

Before listening

A. Read the sentences above. Do you agree? Why?/Why not?

B. When do you correct your students' errors?

C. How do you correct your students' errors?

D. Match the key terms with their definitions. Draw lines.

- | | |
|--------------------|---|
| 1. Slip | a. A use of language that is incorrect because the user doesn't know the rule. |
| 2. Role play | b. A technique where learners correct each other, instead of a teacher doing it. |
| 3. Error | c. A small mistake made while speaking. |
| 4. Peer correction | d. An incorrect use of language made in a rush or due to fatigue, even though one is aware of the correct form. |
| 5. Self-correction | e. An activity in which learners are given different roles related to a specific real-life situation and they have to communicate with each other. This helps them practise new language. |
| 6. Mistake | f. A classroom technique where students correct themselves. |

While listening

E. As you listen, mark the following sentences true (T) or false (F). Then listen again to check your answers.

1. Students' errors are important for teachers because they give useful information about what teachers should teach next.	
2. Correcting the students by interrupting them while they are speaking can decrease their confidence.	
3. When we are presenting and practising new language, it is important for students to hear and use the correct model. The teacher needs to correct mistakes during this phase.	
4. When we wish to make students feel confident about expressing themselves, we should make a note of errors and deal with them at a later stage.	
5. Errors are a natural part of a learning process.	
6. Drilling is not very useful when you want students to practise the correct model of an item of language.	
7. Gestures and questions can be used to encourage students to correct the errors they make.	
8. Writing students' sentences with mistakes on the board and asking the class to correct these sentences is one way to correct errors.	
9. Asking students to correct their own errors is too time-consuming; hence teachers must avoid it.	
10. Encouraging peer correction is a good way to get all the students to take more responsibility for their learning.	

After listening

F. Read what other teachers have to say about correcting learners at www.teachingenglish.org.uk/blogs/survival-guide/correct-or-not-correct-question

Who do you agree with and why?



Have a look at the Grammar auction game, in the Additional resources section of this workbook. You can use this game to correct errors.

Programme 17: Presenting and practising grammar

Can learning grammar be made interesting?

'Tell me and I'll forget, show me and I may remember, involve me, I'll understand.' So I think the key to all our grammar lessons should be involving our students as much as we can. Priya, a teacher from Mumbai

Rather than saying 'I'm going to teach you such and such grammar rule today,' she [teacher] puts it in a context to make it interesting. Geetha, a teacher from Mumbai

Before listening

- A. Read the following statements. To what extent do you agree with each of them? Put a tick (✓) in the appropriate column. Then discuss your choices with a partner, if possible.

Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. Grammar is central to the teaching and learning of languages.					
2. It is difficult to make grammar teaching interesting.					
3. Grammar makes sense if it is taught in a certain order.					
4. It is OK if students do not know grammar rules as long as they know how to use the language.					
5. If students are encouraged to work out rules on their own, they are likely to remember them better.					

- B. Match the key terms with their definitions. Draw lines.

1. Inductive approach	a. This is an approach in which students are given a grammar rule. They apply this rule to specific language examples. They then practise by doing some more exercises.
2. Deductive approach	b. This is an approach in which students are given example sentences. They notice patterns in these sentences and work out a 'rule' for themselves before they practise the language.

While listening

C. Listen to the programme. Arrange the following ideas in the order in which you hear them. If possible, listen again to check your answers.

1. The teacher can elicit sentences from their students, write them on the board and use them to highlight new structures by underlining.	<input type="checkbox"/>
2. Once students know the meaning and use, the teacher can 'model' the language by drilling. Then they can practise in pairs or groups.	<input type="checkbox"/>
3. In a more advanced approach, the teacher presents grammar in context and students are encouraged to figure out the grammar rules on their own.	<input type="checkbox"/>
4. In a more traditional approach, the teacher starts with a grammar rule, gives an exercise to the students to check their understanding and finally the students are asked to write sentences using the grammar.	<input type="checkbox"/>
5. To help students talk about their daily routine, the teacher can start by asking the students about their daily routine using <i>What time do you ... ?</i> (e.g. <i>get up / eat breakfast</i>). She can then ask students to ask similar questions to other students in pairs.	<input type="checkbox"/>
6. A typical grammar lesson has three stages: the teacher first presents the language, then students practise it and later on they produce the language.	<input type="checkbox"/>
7. It's a good idea to let students talk first, use the language and then become aware of grammar structures.	<input type="checkbox"/>
8. To teach the present continuous tense, the teacher can ask the students to look around and say what people are doing. The teacher can also show pictures or elicit ongoing actions from the students.	<input type="checkbox"/>

After listening

D. Read the article on teaching grammar using a discovery technique here: www.onestopenglish.com/grammar/grammar-teaching/the-discovery-technique/

Now answer the following questions:

1. What is the discovery technique to teaching grammar? How is it useful?

2. Can you use this technique with your students? If yes, how? If no, why not?

Programme 18: Introducing writing activities

How can we support students with their writing skills?

She [the teacher] cannot just come to the class and say 'I want all of you to write a paragraph on environmental pollution.' It doesn't happen like that. The teacher has to set the context first and create some interest, and then brainstorm ideas from the children. Geetha, a teacher from Mumbai

Before listening

A. Read the sentence above. Do you agree? Why?/Why not?

B. What do your students write in English in class?

C. Is developing writing skills important for your students? Why?/Why not?

While listening

D. Listen to the section of the programme where Priya talks about a lesson on writing a letter of complaint. Arrange the steps suggested for the following activity in order. The first one has been done for you.

Writing a letter of complaint by Priya

	a. Priya elicits steps that the students would take to solve the problem and in so doing comes to the topic of letter writing.
	b. She also introduces the structure of a formal letter.
	c. Priya discusses the features of a formal letter, for example use of formal language. She, with the help of her students, writes key phrases students can use in the letter, for example <i>I'm writing to complain about ... Yours faithfully</i> , etc.

	d. The students write a letter and then correct each other’s work.
	e. Priya describes a personal experience highlighting the problem of rubbish in front of her house. This helps the students visualise the problem in their context.
	f. The students brainstorm ideas to include in various parts of the structure.

E. What other tips or ideas are suggested in the programme? Tick the ones you hear.

- a. Walk into a classroom with an object. Get students talking about it. This can result in the autobiography of that object.
- b. Put examples of students’ writing up on a wall in the classroom. This motivates students.
- c. Brainstorm and share ideas and put them on the board before you write. Create a context and a reason for writing as well as an audience.
- d. There are mainly two approaches to writing: process approach and product approach.

After listening

F. Match the key terms with their definitions. Draw lines.

1. Brainstorming	a. This is a more traditional approach providing students with an example text. Students look at the example text as a model, then write their own. This approach focuses mainly on the final piece of writing.
2. A process approach	b. An activity where students think of or generate ideas, alone or in a group, usually before the main class activity.
3. A product approach	c. This approach involves a number of activities. They include brainstorming ideas, expanding and structuring these ideas into a text, reviewing, editing and finally publishing.

G. Match the stages in a process approach with their description. Draw lines.

1. Pre-writing	a. Students share their final work with a group or submit it to the teacher.
2. Drafting	b. The teacher suggests a topic and stimulates students’ creativity. The students brainstorm ideas with the help of the teacher. This is also a stage to provide some useful language and a possible structure for writing a particular text.
3. Revising	c. Students write their first thoughts without worrying about the structure. The aim is to get their ideas on paper.
4. Editing	d. Students proofread their work for any mistakes. They may also ask for some feedback from their peers at this stage.
5. Publishing	e. Students review their own work. They organise their thoughts in a given structure, e.g. beginning, middle and end. They also add, delete or modify ideas.



Read more about the process and product approaches here: <https://www.teachingenglish.org.uk/article/approaches-process-writing>

Which of these two approaches do you prefer? Why?

Programme 19: Correcting written work

How often should teachers correct students' errors?

Tasks that are too easy or too difficult, that are repetitive and mechanical, that are based on recalling the text, that do not permit self-expression and questioning by the child and that depend solely on the teacher for correction make the child assume the passive stance of obedience. NCF 2005 page 20

Before listening

- A. Read the NCF quote above. What do you think are the alternatives to the teacher doing all the correction in the classroom?

- B. What do you do to ensure accuracy in your students' written work?

While listening

- C. Teachers in this programme suggest various ideas about correcting students' written work. Listen to the programme. Match the idea/s with the teacher who suggested it.

1. Chetna	2. Dena	3. Khaleeq	4. Mala	5. Manju
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a. It's very important that we as teachers don't just constantly pick on what they're doing wrong, but also praise them for what they've *done right*. For example, put a star next to a sentence that's well written.

b. Correcting every word in the notebook destroys students' confidence.

c. Focus on errors in any one area at a time, for example punctuation. This will help learners understand that these are mistakes in punctuation. Next time you can focus on another area, for example tenses.

d. Written work can be corrected in different ways. It could be either the teacher correcting everybody's work or it could be students correcting each other's work.

e. The purpose of a sentence auction is to encourage students to find grammatical errors and motivate them to write.

f. Use self-correction in class. This will save your time, and your students will also feel enthusiastic if they see they can correct themselves.

h. Teacher and students can collaboratively create a list of codes to be used for correction. This helps students understand the codes as they are the ones who suggested them.

g. Right in the beginning, give students a list of symbols, for example 'ww' means wrong word or 'Sp' means spelling. Use these symbols while correcting students' written work so that they know what errors they have made, but then have a chance to correct the errors themselves.

After listening

D. Which of the above ideas did you find most useful? Why?

E. Which of the above did you find the least useful? Why?

EXTRA!

Use this link to read about some useful activities for correcting students' written language: <https://www.britishcouncil.org/voices-magazine/activities-correcting-writing-language-classroom>. Can you use any of these ideas with your learners? When can you use them?

Programme 20: Teaching pronunciation (1)

How can we help students to practise pronunciation?

*It is useful **listening practice** to hear different accents of English, including foreign accents.*

Before listening

A. Read the sentence above? Do you agree with it? Why?/Why not?

B. What is pronunciation?

C. Do you want your students to use a particular accent (e.g. British accent, American accent, Indian accent)? Why?/Why not?

While listening

D. Listen to the programme and fill in the gaps. Then listen again, if possible, and check your answers.

1. There are many different _____ and _____ of English around the world, for example British, Australian, American, etc.
2. If we blindly try to follow the foreign native speakers, we may sound _____.
3. Many students have strong _____ influence on their English. For example, they speak 'chair' as 'chare' or 'M' as 'yem'.
4. When students begin to learn English, we should make sure that they start with a good _____ to follow.
5. Use _____ to give students practice in how to pronounce the word/s. One way to do this is 'choral drilling'.

6. There are many sounds that do not exist in students' _____ language. The teacher can help students with such sounds using difficult _____ pairs, for example vet–wet for Tamil speakers.
7. Pronunciation involves rhythm, intonation, stress and the _____ of English.

After listening

E. Can you use a minimal pair activity in your class? If yes, what sounds can you help your students practise with the help of this activity? If no, why not?

EXTRA!

Songs are a great source to help students practise sounds, stress, rhythm and intonation. Here are some songs you may be able to use with your learners:

<https://www.teachingenglish.org.uk/article/kids-songs>

Programme 21: Teaching pronunciation (2)

What can teachers do to help students improve their pronunciation?

Pronunciation is not a subject to be taken independently, it is ... an everlasting process, it goes everyday now and then. Mumtaz, a teacher from Gadag

Give students as much listening practice as possible in class and out of class. Songs, films, cartoons, the radio, recordings all these are a big help. Manisha, a teacher from Ahmedabad

Before listening

A. Read the sentences above? Do you agree? Why?/Why not?

B. What pronunciation problems do your students face? List them below.

C. Match the key terms with their definitions. Draw lines.

1. Minimal pairs	a. This indicates which syllables are emphasised in a word.
2. Intonation	b. These are pairs of words that only have one sound different, for example 'but' and 'bat' are a minimal pair. Only the vowel sound is different.
3. Stress	c. A pronunciation unit that has one vowel sound and may or may not have surrounding consonants. This could be either a complete word or a part of a word.
4. Syllable	d. The rise and fall of tone in speech.

While listening

D. Teachers in this programme suggest various activities to help students with different aspects of pronunciation. Match each activity with its aim.

1. Get your students to say the alphabet correctly and in the correct order. Follow it up with a game. If there's a vowel sound the student has to clap. If there is a consonant sound the students has to say it.	a. To help students practise intonation.
2. Students from certain parts of India will add an extra vowel that breaks the consonant cluster. For example, school pronounced as i-school. For such problems, write up i-school on the board and highlight that first sound 'i' is not necessary. Then drill the pronunciation /skool/ with the whole class and individually.	b. To help students recognise differences in the way they pronounce specific sounds.
3. Write sentences on the board and get students to copy them down and put a circle around the letters they don't hear. For older students, encourage them to use a dictionary.	c. To help students discover the link between writing and speaking.
4. Break a word down into a number of parts and show how each part is pronounced.	d. To help students learn about syllables and syllable stress.
5. Use songs and short poems with younger learners. Students can then see how the words in songs/poems are said and written.	e. To help students know how the way you say things carries a hidden meaning.
6. Use chants with your students. You can also practise different types of questions, for example 'Wh' questions often use a falling tone at the end whereas 'yes-no' questions often use a rising tone at the end.	f. To help students distinguish between vowel and consonant sounds.
7. Say the same word/phrase in different ways, for example say 'wait' angrily, patiently, softly, etc.	g. To help students know about the silent letters in a word.

After listening

E. Look at the pronunciation problems you listed under question B. Can you use any of the ideas above to deal with any of those problems? Write your answer below.

EXTRA!

Here are some more ideas for you to help your students with pronunciation:
<https://learnenglishkids.britishcouncil.org/en/helping-your-child/pronunciation-activities>

Programme 22: Students working together

How can we encourage learners to work together?

*When planning, teachers must pay special attention to **ensuring the participation of all**. This would become a marker of their effectiveness as teachers. NCF 2005 page 85*

*[...] 'noisy classrooms' are frowned upon by teachers as well as headmasters, but it is possible that rather than the noise being evidence of the teacher not being in control, it may be **evidence of a lively and participatory class**. NCF 2005 page 87*

Before listening

A. Look at the phrase in bold in each of the sentences above. Answer the following questions:

1. What does each phrase mean to you?

2. Why is it important in the context of the sentence?

3. What does it mean we need to do in our teaching?

While listening

B. Listen to the programme. Tick (✓) the ideas you hear in the programme to finish each of the following sentences.

1. To encourage students to work in groups, the teacher can ...

- a. set up role plays based on the lesson.
- b. ask students to discuss and guess the end of the story and then compare it with that of the original story.
- c. conduct a class debate.
- d. organise games and quizzes, for example '20 questions'.
- e. ask them to review storybooks.

2. To help students become self-reliant, the teacher can ...

- a. set up pre-reading tasks that students can do outside class, for example asking students to find information about the topic of the lesson before doing the lesson.
- b. ask learners to write letters to their friends.
- c. set up follow-up tasks for a lesson, for example asking students to make a poster based on the lesson or give an extended reading task.
- d. organise activities that encourage the use of a dictionary to help them understand the meaning and use of words.
- e. involve learners in peer correction and take responsibility of their own learning.
- f. set up an individual reflection task to help them reflect on their learning and make an action plan.
- g. encourage them to maintain their own vocabulary book.
- h. ask higher-level students to comment on their fellow students' work.

After listening

C. The programme suggests many techniques/activities (e.g. role plays, games, quizzes, group discussion, making posters, researching about a topic, etc.) to involve learners in collaborative learning.

Now choose a lesson from the textbook you teach. Answer the following questions:

1. Does it have activities involving learners in group/pair work? If yes, what are the students expected to do in groups/pairs?

2. Identify one or two other opportunities to involve students in group/pair work. Write them below.

3. Which techniques/activities will you use to encourage the students to work together?



Read the text on pair work and group work from *The Student Centred Classroom* by Leo Jones in the Additional resources section. Also there are ideas for you to group/pair learners.

Programme 23: Finding and using outside resources

How can we use outside resources to help students develop their English skills?

There are so many opportunities to learn English, because English is all around. Hoardings, notices, names of shops ... newspapers, advertisements. The teacher ... has to make these things accessible and interesting to them. Mala, a teacher from Rajkot

Teachers can encourage students to listen to radio, watch TV programmes or films or cartoons and bring back their experience to the classroom later for group discussion or write-ups. Manisha, a teacher from Ahmedabad

Before listening

- A. Read the sentences above. Do you agree with them? Why?/Why not?

- B. Have you used any outside resources in your classes? If yes, what did you use them for? If not, why not?

While listening

- C. Read the following ideas. Listen to the programme. Match the resources in the box with the ideas below. Write the name of the resource for each idea.

Newspapers/magazine	TV	Speakers	Mobile
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Ideas	Resource/s
1. Teachers can use it to record one's teaching and reflect on it later by listening to the recording. Teachers can also use it to improve their own English and for their professional development.	
2. Cut up pictures from these and ask students to match the headlines with the pictures.	
3. Prepare your students in advance to ask some questions.	

4. Give students a topic, for example fashion or fitness, spirituality or sports. Ask students to read more about the topic from these from Monday to Sunday, collect clippings relevant to the topic and make a presentation to the class.	
5. Ask the students to watch cartoons, listen to the English news and/or listen to cricket commentary. This will help them to improve their English.	
6. Make students read these in the class and set up simple tasks such as list the nouns and/or prepositions from the text.	
7. Show two different pictures and ask students to make up a story working in pairs or small groups.	
8. Use these for higher classes as a valuable source of subject matter for both vocabulary and for discussion.	
9. The whole class discusses a certain programme which has been watched.	
10. Record stories, for example stories from the British Council websites 'LearnEnglish' and 'TeachingEnglish'. Play them in the class, ask students to listen to them and do activities, for example fill in the gaps.	

After listening

D. Choose one picture from below. How will you use it in your class to help students develop their English skills? Write some ideas below.





Read more ideas on using films in the classroom here:
<https://www.britishcouncil.org/voices-magazine/how-can-film-help-you-teach-or-learn-english>

Programme 24: Developing our teaching

What can help us become better teachers?

Following a textbook blindly, at least I wouldn't recommend it. Supplement it with other activities and bring in extra resources that you can use to make the lesson more interesting. **Dena, a teacher from Bengaluru**

Keep up your own English practice. Read, write, listen and speak! And stay 'one step ahead' of the learners. **Manisha, a teacher from Ahmedabad**

Before listening

A. Read the sentences above. Do you agree? Why?/Why not?

B. Do you bring any other resources to the class? If yes, what do you use them for? If no, why not?

C. What do you do to develop your own English?

While listening

D. Listen to the programme. Read the ideas below. Tick (✓) the ideas you hear in the programme.

	1. Rather than explaining, let learners respond and try to tell the teacher how much they understand.
	2. Be clear of the objectives of the lesson before you start teaching. Choose specific and achievable objectives. Include time, resources required and learner interaction (e.g. group work/pair work).
	3. Visit reliable websites to explore online resources. There are lots of resources available for teachers and learners.

	4. Don't just depend on the textbook. Bring in extra resources to bring it to life. Use pictures, recordings, newspapers, real-life objects to make your class more interesting.
	5. Try to do some online courses, if possible, for example MOOCs, online certificate courses, etc.
	6. Make sure your teaching is relevant to your students' needs. Adapt or change your teaching to benefit your students.
	7. Classroom organisation is important. Organise students in groups and pairs.
	8. Observe fellow teachers' lessons. Ask them to observe your lessons. You can then give/receive feedback and steal ideas for your own teaching!
	9. Choose an area that you need to develop. Read some articles addressing that area. Make a note of key learning points and how you can apply them in your context.
	10. To improve your English, read newspapers or listen to the news in English. You can also form or be a part of teachers' networks or English clubs where you can meet other teachers and help each other develop your English.

After listening

E. There are many ways to improve and develop our teaching. What would you like to try? Why?

F. Can you add three more ways to help teachers develop their teaching?

EXTRA!

Find out more about various resources available to help teachers develop essential professional practices by using the link below:

<https://www.teachingenglish.org.uk/teacher-development/continuing-professional-development>

Revision

What have you learned?

The TeachingEnglish Radio India series has included topics including *teaching vocabulary, grammar, speaking and pronunciation, correcting errors, students working together, finding and using resources and developing our teaching.*

What have been the most useful and interesting points you have heard in the series? Make a list below and discuss with a partner.

Example:

1. *Encourage peer correction in class.*
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Additional resources

Programme 13: Introducing new words

Ways of presenting vocabulary

A: FLASHCARDS

Instructions

1. Choose five words which you can draw pictures of.
2. Draw the pictures so that there is one on each piece of paper.
3. Show the flashcards one by one and elicit the words from the students. Give them a chance to say the word (in case they already know it) before modelling it yourself.
4. Ask one or two concept-checking questions to check students understand the meaning.
5. Drill the word – say the word and ask the students to repeat it.
6. Repeat the process with the remaining words.
7. Play a flashcard game (these are mostly suitable for younger learners).

Choose one of these:

- Stick or place flashcards around the room. Say one of the words. Students point to the picture (or go and stand next to it if you have room to do this).
 - Put a piece of paper in front of the flashcard so students cannot see the picture. Gradually move the piece of paper down, exposing the flashcard bit by bit. Tell students to shout out the word as soon as they recognise the picture.
 - Put all the flashcards on the board and elicit the words in the order they appear. Take away the first card. Elicit all of them again, including the missing one. Take away the second one, elicit all the words again. Continue until there are no cards on the board and point to all the empty spaces, eliciting the words from the students.
8. Write the list of words on the board (without any translation).

B: MIME

Instructions

1. Choose a set of five words which you can teach using actions (e.g. verbs).
2. Tell the students that you are going to introduce some new words with some actions and they need to do the actions with you.
3. Go through the words one by one with the accompanying actions. Ask students to do the actions with you.
4. Ask one or two concept-checking questions after each one to check students understand the meaning.
5. Drill the word – say the word and ask the students to repeat it.
6. Repeat the process with the remaining words.

7. Write the words on the board (without any translation).
8. Play a miming game (these are mostly suitable for young learners). Choose one of these:
 - Play *Simon Says*. Tell students that you will give them some instructions. If you say 'Simon says' and then the word, then they do the action. If you just say the word, they should stand still. Anyone who does the action when you haven't said 'Simon says' has to sit down. For example, 'Simon says dance'; 'Simon says tennis'; 'swim' (when you say 'swim' they should do nothing).
 - Divide the class into pairs. Ask them to take turns saying a word while the other does the action. Then they do an action first and the other person says the corresponding word.

C: REALIA

Instructions

1. Tell the students they are going to learn some words for parts of their body.
2. Ask one of the students to come to the front. Point to a part of their body. Model the word.
3. Ask one or two concept-checking questions to check students understand the meaning.
4. Drill the word – say the word and ask the students to repeat it.
5. Repeat the process with four other items of vocabulary, calling out different students for each one.
6. Write the words on the board.
7. Ask students to work with a partner. They should take turns saying a word and the other person points at the part of their body it corresponds to.
8. You can use other types of realia (objects) to teach other words in the same way.

D: MEANING FROM CONTEXT

Preparation

- Choose a text.
- Replace a few key words in the text with nonsensical words.
- Prepare a set of questions based on the text. Make sure answering these questions involves understanding of the nonsensical words.

Instructions

1. Ask students to work in pairs. Tell them they are going to read a text and find out the meaning of some new (nonsense) words.
2. Ask the students to look at the text.
3. They should read the text and answer the questions.
4. Ask one or two concept-checking questions for each word to check students understand the meaning.
5. Drill the words – say the words and ask the students to repeat them.

Programme 16: Correcting errors in the classroom

Grammar auction:

This is a teacher-led auction. It can be played with mixed language points which are causing difficulty or on a specific area.

You may need to check that the students understand the concept of an auction.

Procedure

1. Put the students into pairs or small groups and give each pair a sheet of sentences and their money limit. If you can find monopoly or other fake money to use, it adds to the fun.
2. Ask the students to plan which sentences they are going to bid for.
3. Conduct the auction in a brisk and fun way.
4. After all the sentences are sold, run through and get a class vote on which sentences are correct. Confirm the answers.
5. Ask students to add up their money. Who has lost money on incorrect sentences?
6. Ask pairs to decide why the sentences are not correct.

Example auction sheet

Decide which of these sentences is correct. You have 1,000 Rupees to spend. Try to buy the best sentences with your money. Only buy correct ones if you can!
1. I am living in Chennai since 1998.
2. Has Ranjit ever been to Puducherry?
3. Sangeeta hasn't went to England yet.
4. Nobody in the class has been to the United States.
5. How long are you studying English?
6. I haven't seen my cousin since a long time.
7. We have seen each other last summer.
8. When were you born?
9. I've been born in 1987.
10. I've never seen a film in English but I've read a book.
11. Kavita's lived in Mumbai for ten years now.

Adapted from an article by Claire Lavery:

<https://www.teachingenglish.org.uk/article/grammar-auction>

Programme 22: Students working together

Pairs or groups or whole class?

When should students work together in pairs? When should they be in groups or work together as a whole class? How many students should there be in a small group? Do pairs always have to be two students working together?

In a pair, the atmosphere tends to be more protective and private than in a group. Students often feel less inhibited in a pair, and they can talk about more personal feelings or experiences than they would even in a small group. Pairs seem to be more conducive to co-operation and collaboration, while groups tend to be more conducive to (friendly) disagreement and discussion. A lively discussion often depends on an exchange of different ideas and a certain amount of conflict – if everyone agrees with everyone, there may not be much of a discussion!

Talkative students who are full of ideas may work better in groups of three. Less talkative students may do better in groups of four or five, but it may be difficult for students in a larger group to get close enough to one another to converse comfortably. Usually the maximum comfortable size for a group is five, and the ideal size is three.

The size of groups directly influences the amount of possible ‘talking time’ each student has: in a pair, each student can talk for about half the time; in a group of three, for about a third of the time; in a group of four, for about a quarter of the time, and so on. But in a larger group, there may be more ideas flowing, more different opinions and a more lively discussion – though in a larger group some students will participate less because they are less confident or have less to say.

In a pair, of course, there’ll usually be two students, except when an odd number of students are divided into pairs and there will have to be at least one group of three. But there are situations where ‘pairs of three’ are preferable to pairs of two. If a particular class contains students who are reticent or lacking in confidence, a pair of three can often stimulate a better exchange of ideas than two students would on their own. Another option is to have two students doing the talking while a third listens and takes notes for feedback later – usually when students are working together the only feedback they get is from us, picked up from our monitoring.

Sometimes, to build confidence, we may want to start students off in even numbers of pairs and combine the pairs into groups later. Students prepare and rehearse their ideas in pairs, then share them in a group.

Besides the times when teacher-led activities are taking place (preparation, follow-up, Q&A, etc.), there may be times when the whole class may want to be involved together. This may be after a group discussion where each group can report on their discussion, mentioning the most interesting or amusing points that were made. In a large class this could go on and on, so we would only ask a few groups to report! Or it could simply be the continuation of a discussion as a whole class for a few minutes, but self-assured students are more likely to contribute when the whole class is listening.

- Put talkative students in groups of three and less talkative students in groups of four or five.
- Stimulate a better exchange of ideas by putting shy students in groups of three rather than in pairs.

- Sometimes have two students talk while a third listens and takes notes, then have the third provide feedback at the end of the conversation.

*Text adapted from Leo Jones (2007) **The Student Centred Classroom** New York: Cambridge University Press, pg. 7.*

Ways to pair and group learners or trainee teachers

1. **Lolly sticks** Collect enough lolly sticks or other small pieces of wood so you have the same number as you have students. Write the names of your students on these sticks (one per stick). Put them in a jar or tin. When you want to put the students into pairs or groups, choose the sticks at random and read out the names to form the groups. You could also ask a student to choose the sticks and organise the groups for you.
2. **Wheels** Ask your students to make two circles, one inside the other with half the students in one circle and half in the other. Ask the students in the outside circle to face those in the inside circle. The person they are facing is their partner. Then one circle can move clockwise by one person, creating new pairs. This is especially good for speaking activities.
3. **Find your partner** Prepare two sets of cards – ‘A’ cards and ‘B’ cards. Make them different colours. Write half a sentence on an ‘A’ card and the other half on a ‘B’ card. Make sure that the sentence halves only have one match. Give out the cards. Ask the students to find their partner by finding the person who has the other half of their sentence. You could also form groups in the same way. Write words from the same category on four or five different cards (e.g. animals, colours, food, drinks, etc.). Have as many categories as the number of groups that you want. Ask the students to find all the other students who are in the same category as them.
4. **Numbers** Give one half of the class cards with numbers on them. Ask the other half of the class to take turns saying a number. The person who has the card with that number on it becomes their partner.
5. **Categories** Ask all the students who fit within the same category to work together, for example all those who have birthdays in the same month, everyone who is wearing a particular colour, etc. You may need to redistribute the groups if they are too large/small.
6. **Stand up and organise** Ask students to make a line across the classroom according to when their birthdays are, alphabetically by first/last name, age, etc. Once they are in line, split them off into groups/pairs.
7. **Form their own groups** Give the students criteria such as ‘You must have girls and boys in your group’ or ‘You must include someone you haven’t worked with today’. Ask them to form their own groups. Be careful that this doesn’t turn into a popularity contest!

Answer key

Programme 13: Introducing new words

C.	1-b; 2-d; 3-a; 4-c
D.	1- write; 2-Drilling; 3-recyle/revise; 4-pronounce/say; 5-elicits; 6-real; 7-pictures, drawings; 8- gestures; 9-translate; 10-together

Programme 14: Revising vocabulary

B.	All activities are taken from the programme and should be ticked, except 9, 10, 15 and 18.
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Programme 15: Teaching speaking

B.a	Correct order of sentences: d-c-a-e-f-b-g
B.b	Correct order of sentences: b-d-c-e-f-a
B.c	Correct order of sentences: e-b-c-d-a

Programme 16: Correcting errors in the classroom

D.	1-d; 2-e; 3-a; 4-b; 5-f; 6-c
E.	All sentences are true except sentence 6 and 9.

Programme 17: Presenting and practising grammar

B.	1-b; 2-a
C.	Correct order of ideas: 6-4-3-7-1-2-5-8
D.1	Suggested answer: A discovery technique to teaching grammar is when students are given example sentences and asked to study patterns which help them arrive at grammar rules. This technique is useful because it helps students work out rules for themselves and thus they are able to remember them better. It also makes the class learner-centred where learners take the responsibility of learning.

Programme 18: Introducing writing activities

D.	Correct order of steps: e-a-c-b-f-d
E.	All sentences are taken from the programme except sentence d.
F.	1-b; 2-c; 3-a
G.	1-b; 2-c; e; 4-d; 5-a

Programme 19: Correcting written work

A.	Teacher can encourage learners to correct their own errors using various techniques. She can also get peers to correct the errors.
C.	1. Chetna: b, c, g 2. Dena: a, d 3. Khaleeq: f 4. Mala: h 5. Manju: e

Programme 20: Teaching pronunciation (1)

D.	1- types/varieties, accents 2- artificial 3- regional 4- model 5- drilling 6- first, minimal 7- sounds
----	--

Programme 21: Teaching pronunciation (2)

C.	1-b; 2-d; 3-a; 4-c
D.	1-f; 2-b; 3-g; 4-d; 5-c; 6-a; 7-e

Programme 22: Students working together

B.1	All ideas are taken from the programme and should be ticked except c and e.
B.2	All ideas are taken from the programme and should be ticked except b and f.

Programme 23: Finding and using outside resources

C.	Newspapers/magazines – 2, 4, 6, 7, 8 TV – 5, 9 Speakers – 3 Mobile – 1, 10
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Programme 24: Developing our teaching

C.	All ideas are taken from the programme and should be ticked except 3, 5 and 9.
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Glossary

The following are the English language teaching words and phrases that appear in the worksheets. The definitions are given here for your reference, in alphabetical order.

Brainstorming	An activity where students think of or generate ideas, alone or in a group, usually before the main class activity.
Chunks	Groups of words that are often used together. They can be words that usually go together, such as fixed collocations. They can also include certain grammatical structures.
Deductive approach	This is an approach in which students are given a grammar rule. They apply this rule to specific language examples. They then practise by doing some more exercises.
Error	A use of language that is incorrect because the user doesn't know the rule.
Gestures	Moving your hands to show an idea or explain a word. Teachers use gestures to support their instructions, to explain new vocabulary, etc.
Illustration	A picture or an action used to show meaning.
Inductive approach	This is an approach in which students are given example sentences. They notice patterns in these sentences and work out a 'rule' for themselves before they practise the language.
Intonation	The rise and fall of tone in speech.
Minimal pairs	These are pairs of words that only have one sound different, for example 'but' and 'bat' are a minimal pair. Only the vowel sound is different.
Mistake	An incorrect use of language made in a rush or due to fatigue, even though one is aware of the correct form.
Peer correction	A technique where learners correct each other, instead of a teacher doing it.
Pelmanism	A card game in which matching pairs are selected from memory from cards laid face down.
Process approach	This approach involves a number of activities. They include brainstorming ideas, expanding and structuring these ideas into a text, reviewing, editing and finally publishing.
Product approach	This is a more traditional approach providing students with an example text. Students look at the example text as a model, then write their own. This approach focuses mainly on the final piece of writing.
Realia	Objects found in everyday life that are used in lessons to illustrate different language or support activities.

Role play	An activity in which learners are given different roles related to a specific real-life situation, and they have to communicate with each other. This helps them practise new language.
Self-correction	A classroom technique where students correct themselves.
Slip	A small mistake made while speaking.
Stress	This indicates which syllables are emphasised in a word.
Syllable	A pronunciation unit that has one vowel sound and may or may not have surrounding consonants. This could be either a complete word or a part of a word.

Don't forget to fill in the feedback form available here:
<https://www.surveymonkey.com/r/RYJPKV8>

Thank you very much and good luck!

Teaching**English** Radio India is a series of 24 audio programmes to help teachers develop learner-centred techniques to use in their classrooms.

This workbook accompanies programmes 13–24 which focus on topics including *teaching speaking, revising vocabulary* and *correcting written work*.

Listen to all the audio programmes and download the workbook for programmes 1–12 here: <https://www.britishcouncil.in/teach/teachingenglish-radio-india>