

Spelling Practice

infomation	information
bilion	billion
wheesle	whistle
ansestor	ancestor
custume	custom
senyor	senior
lissen	listen
hugg	hug
especialy	especially
bowe	bow
carefully	carefully
ect	act

Language Development

Problem Sentence	Correction	Rules/Patterns

Spelling Practice

The chart to the left of the template is set up for spelling practice based on a list of words drawn from the learners' own written production.

For individual application, these words would all be drawn from the one student's writing. For whole-class application, we can select a range of spelling errors from all the students' written work and feature it as a combined list.

The whole-class application is beneficial because it is more feasible for teachers with larger class sizes, but it also allows students to work as a group on spelling and potentially help each other.

The basic process here involves:

- Selecting a range of spelling errors from the students' written work, and listing them (as are) in the left hand column of the chart;
- Having students in pairs, groups or whole-class provide guesses as to how the spelling can be fixed;
- Confirming or providing the correct spelling, which the learners then copy down in the right-hand column.

These spelling lists can then form an ongoing bank of words which teachers can use to remind and test students about their spelling.

Spelling Practice

infomation	information
bilion	billion
wheesle	whistle
ansestor	ancestor
custume	custom
senyor	senior
lissen	listen
hugg	hug
especialy	especially
bowe	bow
carefully	carefully
ect	act

Language Development

Problem Sentence	Correction	Rules/Patterns
Chinese New Year celebrates held for 15 days.		
This year, 28 billion people are traveled for the New Year.		
The celebrates are lion mask parade, fire works on the streets and so on.		
After that drank more wine and talked together until late.		
If you do it, a ghost might be appear around you.		
Don't cut your finger nail in the night.		

Language Development (A)

Alongside the spelling practice chart, to the right we have a larger chart designed to work on language use and accuracy.

As per the selection process for spelling, the idea here is to look at the written production of students and “draw out” **problematic sentences** and phrases they use. We can list these, as are, in the problem sentence column to the left.

When used as a whole-class activity (with all students seeing and working with the same list of sentences), we might like to remove or change any obviously identifying information so as to avoid making any individual students feel uncomfortable in front of the class.

Depending on your class size and available time to work on language development, it should be possible to address somewhere between 12-24 problematic sentences in a standard lesson. Hopefully, there is at least one sentence from each of the learners’ work. Each student then gets at least one direct correction to relate to their own written efforts, but all of the students also benefit hugely from thinking about and working on a range of errors.

It is considered quite important to not just list errors but whole sentences or phrases, in order to present broader context and the ‘environment’ in which meaning and form are taking place. It is also important to select a range of sentences featuring both systematic (but non-confusing for the reader) errors, and errors that result in genuine comprehension issues that potentially erode the effectiveness of the writing.

Spelling Practice

infomation	information
bilion	billion
wheesle	whistle
ansestor	ancestor
custume	custom
senyor	senior
lissen	listen
hugg	hug
especialy	especially
bowe	bow
carefully	carefully
ect	act

Language Development

Problem Sentence	Correction	Rules/Patterns
Chinese New Year celebrates held for 15 days.	Chinese New Year celebrations last for 15 days.	
This year, 28 billion people are travelled for the New Year.	This year, 28 billion people travelled for the New Year.	
The celebrates are lion mask parade, fire works on the streets and so on.	The celebrations include a lion mask parade, fireworks on the streets,...	
After that drank more wine and talked together until late.	After that we drank more wine and talked together until late.	
If you do it, a ghost might be appear around you.	If you do that, a ghost might appear (somewhere around you).	
Don't cut your finger nail in the night.	Don't cut your fingernails at night time.	

Language Development (B)

Now that we have a list of problem sentences to work with, the idea is to have the students examine them (individually, in groups or as a whole class) and make suggestions on how they ought to be corrected. In some cases some students may be able to correct the errors based on their existing language awareness. In other cases, the learners will need to make guesses and potentially ask for clarifying information.

Once we have an adequate (or most likely) correction for each problem sentence, we can write it out in the **correction** (middle) column. It is important that the teacher verifies the accuracy and appropriateness of the correct versions before students write them down in this column.

To this end, for the guessing/suggesting/hypothesising stage, it's probably a good idea to handle it orally with the learners, and/or with accompanying blank paper.

While my preferred approach is to work first on coming up with correct versions of the problem sentences before going on to generate rules and patterns (see C below), it is also possible (and in some cases a nice change of approach) to do the rules and patterns elicitation *first* and *then* use that information to generate (hopefully) correct versions as the final column to be completed.

Spelling Practice

infomation	information
bilion	billion
wheesle	whistle
ansestor	ancestor
custume	custom
senyor	senior
lissen	listen
hugg	hug
especialy	especially
bowe	bow
carefully	carefully
ect	act

Language Development

Problem Sentence	Correction	Rules/Patterns
Chinese New Year celebrates held for 15 days.	Chinese New Year celebrations last for 15 days.	celebrate = verb/action <u>celebration</u> = noun last/go for, held on/at
This year, 28 billion people are travelled for the New Year.	This year, 28 billion people travelled for the New Year.	people travelled people have travelled people are travelling
The celebrates are lion mask parade, fire works on the streets and so on.	The celebrations include a lion mask parade, fireworks on the streets,...	Celebrations <u>include</u> (a), (b) and (c). a parade / parades
After that drank more wine and talked together until late.	After that we drank more wine and talked together until late.	Need subject -> <u>we</u> (I, you, he, she, they)
If you do it, a ghost might be appear around you.	If you do that, a ghost might appear (somewhere around you). <- if you do <u>that</u> might + verb (somewhere) around
Don't cut your finger nail in the night.	Don't cut your fingernails at night time.	finger+nail - <u>fingernail</u> <u>at</u> (night/day) <u>time</u> <u>during</u> the day/night

Language Development (C)

Hopefully by now we have a column full of **problem sentences** and a column of reasonable/feasible **corrections** for them alongside (though note the point in B above that we might like to skip to the stage mentioned on this page before doing the final correct versions, as an alternative approach).

Now can be a good time to delve a little more into the correction process and come up with some **rules and/or patterns** that not only explain the error in the original sentence, but provide some extra information and hints that could be used for other sentences in future.

While this would generally need to be managed mostly by the teacher, learners

can also be encouraged to participate in the process, making guesses and suggestions about relevant rules or patterns.

The rules and patterns are explored on the whiteboard, and the learners copy the relevant notes and tips into the final column.

From here we can use the rules and patterns to do some oral work, trying out new utterances that benefit from an awareness of the same rules or patterns.

Note that in completing this column, it will very rarely come down to just simple grammar rules. Many of the mistakes your learners make will also be based on incomplete awareness of lexis and things like collocations.