

Are you a good teacher?

You are the teacher. Look at your student's test. How many words are correct?

Spelling Test

/20

Teacher Words	
1.	book
2.	desk
3.	pencil
4.	map
5.	pen
6.	write
7.	English
8.	Ireland
9.	Dublin
10.	student
11.	teacher
12.	mother
13.	children
14.	father
15.	Friday
16.	Wednesday
17.	Tuesday
18.	kitchen
19.	bathroom
20.	garden

Student Test	Teacher Corrections
1. buk	1.
2. disk	2.
3. pensil	3.
4. map	4.
5. pin	5.
6. rite	6.
7. Inglish	7.
8. Irland	8.
9. dublin	9.
10. Student	10.
11. teacher	11.
12. mother	12.
13. childrun	13.
14. fater	14.
	15.
16. Wensday	16.
17. Twosday	17.
18. chicken	18.
19. batroom	19.
20. garden	20.

Date _____

Spelling Test

/20

Teacher Words	Student Test	Teacher Corrections
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.
13.	13.	13.
14.	14.	14.
15.	15.	15.
16.	16.	16.
17.	17.	17.
18.	18.	18.
19.	19.	19.
20.	20.	20.

My Spelling Tests – Results

How is your spelling this week? Write total of correct words under Results.

Week	Date	Topic	Results		
2			/20		
3			/20		
4			/20		
5			/20		
6			/20		
7			/20		
8			/20		
9			/20		
10			/20		
11			/20		
12			/20		

Are you  or  about your spelling?

Tick (✓) the box.

Spelling Tests – Teachers’ notes

MODULE: Learning to Learn

LEVEL: 1+

Time: 2 hours +	Focus: raising self-awareness of spelling accuracy
Class organisation: individual and pairs	Type of activity: speaking, listening, accuracy
Can be adapted to: lower and higher levels	Prerequisites: none

<p>For this activity you need...</p> <ul style="list-style-type: none"> • class set of Are you a good teacher? worksheets. • class set of spelling test sheets.. • class set of My spelling tests – results worksheet 	<p>N.B.</p> <p>Reintroduce this method on the board every Friday until learners fully understand their role as student and more importantly, as teacher.</p>
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In Class Procedure at a Glance

1. Learners work individually at first. Acting as teacher, they copy 20 difficult words from their week’s work to test their partner (or student’s) spelling.
2. Learners pair up, acting alternately as both teacher and student; dictating their own words and writing their partner’s words.
3. Learners continue the teacher role by marking and correcting each other’s paper.
4. Finally, they record their weekly topic and total on their My Spelling Tests - Results page.

In Class Procedure in Detail

I have used the following method for spelling tests at the lower levels, but it is ideal for encouraging learners' autonomous learning and language awareness at all levels.

Every Friday, starting from the second week of the course, we begin the day with a spelling test. Introducing and completing the first test may take 2 hours or more, but it soon becomes an autonomous exercise which learners look forward to.

Introduction / Presentation

Until the learners are accustomed to this method of testing, I present it to the class as follow:

1. Draw the faces of 2 learners in the class. Learners guess who they are. Write the learners' names under the pictures.
2. Below first student face and name write "Teacher".
Under the other picture write "Student".
Write the numbers from 1 – 20 under Teacher and Student.
3. Elicit a few words covered that week.
4. Write words in list under Teacher.
5. "Teacher" dictates list of 20 words to his student. Demonstrate:
Example: say:
Sau is the teacher. Sau says #1. grandmother
Hanh is the student. Hanh writes #1. grandmother
6. On board, erase Teacher and Student. Rewrite, reversing roles.
Now Hanh is the teacher. Elicit a few different words again.
7. Demonstrate correcting
On the board, give an example of 'Correct' (✓) and 'Incorrect' (X):

1. grandmoter	"Is this correct?", "No." (Put an X beside it.)
2. dotter	"Is this correct?", "No." (Put an X beside it.)
3. mother	"Is this correct?" "Yes." (Put a ✓ beside it.)

Write the corrected version beside the incorrect word, so they know to do the same on the worksheets. Emphasize that whether there are 1 or 5 letters incorrect, they must mark it with an X.

Use **Are You a Good Teacher?** worksheet to help learners understand process. (Correction is done at the end the dictation of both lists.)

8. Demonstrate scoring. Put examples of a score on board with a brief explanation.
12 Words correct 12/20 "I got 12 out of 20."
20 Words on test

Write suggestions for Teacher's comments they can use.

18/20 Excellent! 10/20 Good! 3/20 Study!

9. Write summary of teacher role on board:

Teacher

1. Open your folder of notes.
2. Copy 20 different words from class this week.
3. Write the words in a list. (1 word per number)
4. Test your student.
5. Correct your student's test.

Activity

Compile Wordlists

Hand out one copy of **Spelling test** sheet to each student. Learners now compile their list of twenty words from their class work for that week. The list can first be made on a sheet of paper, then checked by the teacher, and finally carefully copied to the **Spelling test** sheet (Teacher's words column) to be used to test another student.

As the learners work individually on their lists, monitor the variety of words and the level of difficulty of the words chosen. Too easy, and there's no challenge; too difficult, and it becomes demoralizing. It is important that the words are chosen only from class work covered that week, so that all learners will be familiar with them. Anticipation of the spelling test can be a good motivator for learners to take note of any new and or difficult words that may arise throughout the week. I often say to my learners, "This is a good word for the spelling test!" The test also motivates home study of material covered in class, and poor test results of those who don't study may perhaps 'encourage' them to improving their study habits. As learners become accustomed to the routine, they often begin to enjoy the competitive aspect of finding words to "stump" each other.

Once the learners have selected their words from their class work, not from memory, and have written them with no spelling errors and you are satisfied with their variety and difficulty, put the learners into pairs to test each other.

Pair work

Get learners into pairs – pairs sit together with all books close ready to test each other.

Tip

For learners who may protest your choice of partner for them, I often use a technique told to me by Gronia deVerdon Cooney. Take yourself out of the 'equation' by using matching sets of cards, which you create. Walk around the class holding the shuffled cards face down. Each student chooses a card and holds it up, facing out to the other learners. They hold up their card and look and listen for their match. Have several sets each with different topics to also act as a quick vocabulary review.

You can do:

Animals: (two of each kind) Monkey-Monkey, Lion-Lion, etc.

Opposites: Hot-Cold, Wide-Narrow, etc.

Family: Mother- Father, Sister-Brother

Common expressions: How are you? – Fine, thanks.

Possibilities are endless!

Testing

Student A reads out the words from their Teacher's words column on their **Spelling test sheet**.
Student B writes the words they hear into their Student's Test column **on their own worksheet**.

Roles are then reversed. I often get the learners to fold their worksheets along the edge of the teacher's words column (dotted on worksheet) for this stage.

Circulate around the room to offer pronunciation assistance, but not too readily. Listening practice is an added benefit of this exercise. If they simply cannot make themselves understood, help them to pronounce words. Encourage learners to ask, "How do you say this?" before you help them.

If the speaker's pronunciation is clear and the listener still doesn't understand, I suggest they go on to the next word. It is at this point that the 'teacher' gets frustrated and may start spelling the word to help the 'student'. Remind them teachers cannot help in this way. It is a test.

Correction and Scoring

When both partners have completed testing, the most crucial stage of the activity begins - test correction and recording of results. Learners correct and score the tests together taking turns as teacher and student.

Even if you explained correcting and scoring in your initial presentation, you will probably need to go through it again at the correction and scoring stage for the first few runs of the spelling test.

Learners appreciate the difficulty of the "teacher" role at the correction and scoring stage. Particularly since they check the test from their own notes; any of their own initial spelling errors will be repeated at the correcting stage. It is easier for everyone if the words are copied correctly from the outset. It is helpful to keep things light-hearted as you monitor their accuracy. I sometimes say, "You are a good student, but a bad teacher!"

Recording Results

The spelling test is designed to become a regular activity which learners perform autonomously. The results should be recorded by the learners themselves to track progress. The recording process can be introduced on the board as follows:

Spelling Tests		
May 1	12/20	Good!
May 8	15/20	Very good!
May 15	18/20	Excellent!

On the board, write the current date and an example score beside it. Follow with one or two future dates and scores so they know this is a weekly routine to track their progress over time.

Learners should now record their **own** score and their 'teacher's' comments on their copy of **My Spelling Tests – Results**. This sheet becomes a record of progress.