



Speaking Trinities



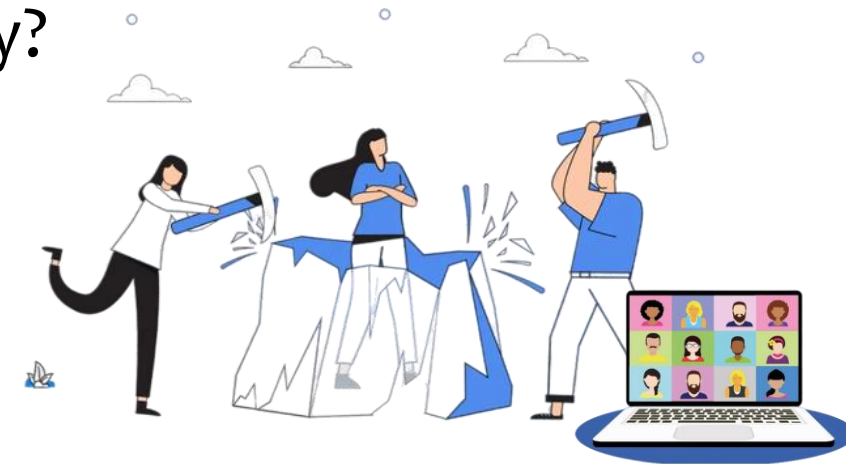
Trinity



- The state of being three
- A group of three things

Ice-breaker

- Which city are you from?
- Which branch do you teach in?
- How long have you been working in Safir?
- Would you describe yourself as talkative or taciturn?
- How many words do you think you speak per day?



Timetable

Time	Topic
10:00 - 11:30	The Process of Speech Production Before Speaking Phase
11:30 - 12:00	Break
12:00 - 13:30	While Speaking Phase After Speaking Phase



Why speaking?

- The recent update in Safir's educational system with Evolve books
- Oral assessment
- Students' needs analysis





You were involved in a minor accident.

You were driving your dad's car.

You have to call your dad.

In your breakout rooms talk about **how** you would plan to tell this news to your dad.



Here is **how** I would do it:

- First, I would think about what I want to say to my dad.
- Then, I would plan how I want to say it and what sentences I want to use.
- After that, I would call my father and tell him what happened.



This is what happens when we talk:



1. Conceptualization
2. Formulation
3. Articulation



Match the definitions (a, b, and c) with the stages.

a **Articulation**
Saying the message you have created.

b **Formulation**
Making sentences in your mind.

c **Conceptualization**
Thinking about what you want to say.

Conceptualization

Formulation

Articulation



Look at the steps I took and the three stages of speaking.

- a. I would think about what I want to say to my dad.
- b. I would plan how I want to say it and what sentences I want to use.
- c. I would call my father and tell him what happened.

1. Conceptualization
2. Formulation
3. Articulation

When do you think these stages happen in a classroom?
Match the stages to a, b, or c.

1. Conceptualization

2. Formulation

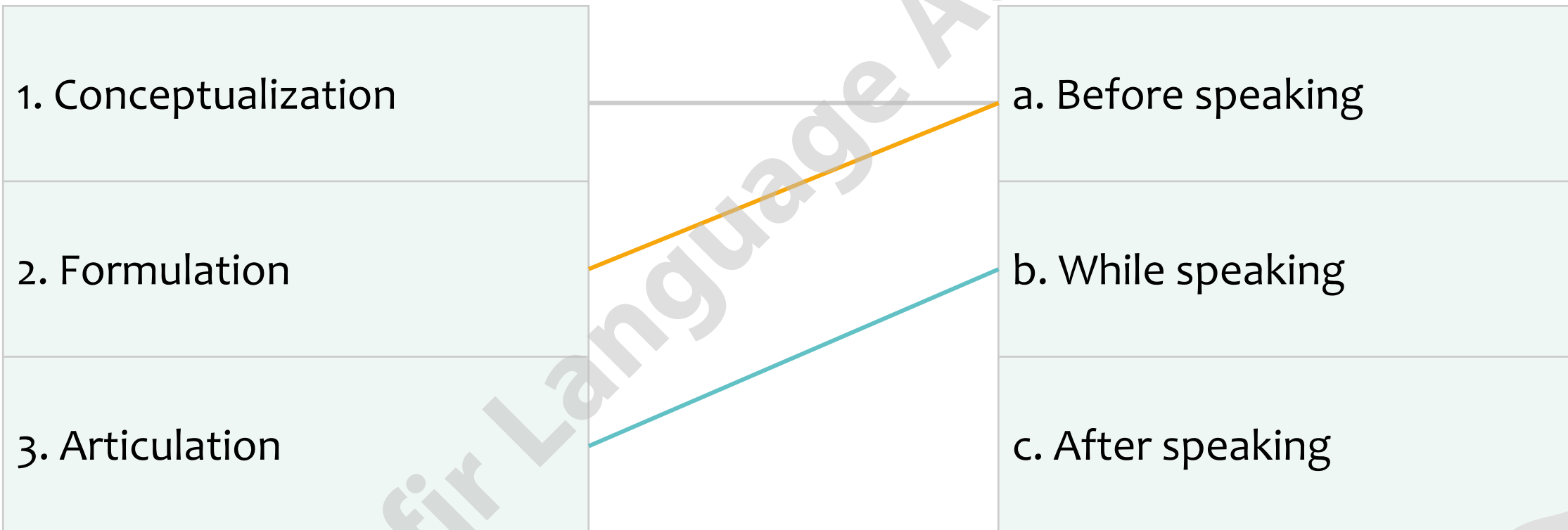
3. Articulation

a. Before speaking

b. While speaking

c. After speaking







Trinity of speech production

Conceptualization
Formulation
Articulation



Trinity of speaking task phases

Before Speaking
While Speaking
After Speaking



Before-speaking trinity



Trinity of formulation support

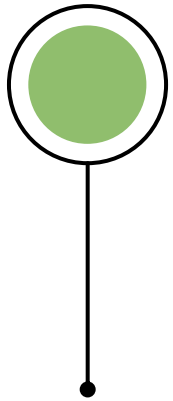


Trinity of while-speaking techniques



Task repetition trinity

Agenda



The process of Speech Production



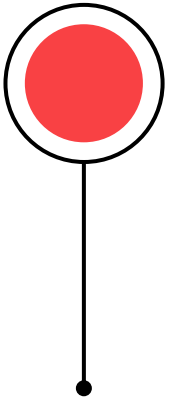
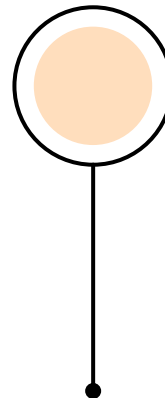
Before Speaking Phase



While Speaking Phase



After Speaking Phase





Before speaking



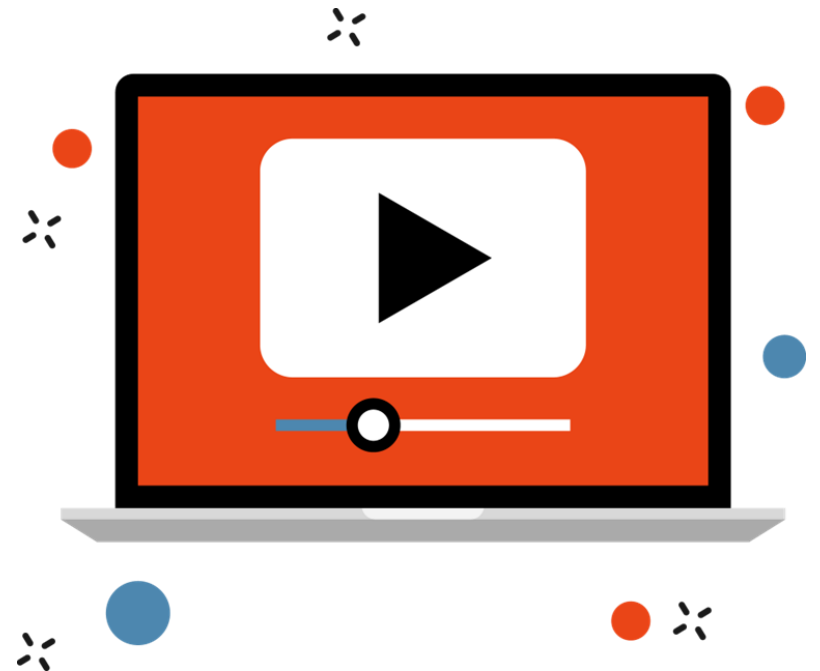
Let's meet Michael. He is a manager in one of the branches of a company. Although he's a good businessman, he can't get his message across easily.



This is David, Michael's boss.

Let's watch a clip in which Michael is talking to David and answering the following question:
“What makes you a good leader?”

Does he give his boss a good answer?
Why/ why not?





Does he give his boss a good answer? Why/ why not?



No. His answer was not well organized, he repeated the same sentences over and over. Michael's boss couldn't understand what he was saying.

David told Michael that if he wants a promotion, he needs to improve his speaking ability.

So, Michael decides to join an English class.



As teachers, how can we help Michael overcome his problems?

Discuss it in your breakout rooms.

Remember that we want to help his “speech production before speaking”!



Conceptualization Support

Formulation Support

Planning Opportunity



Conceptualization

Formulation

Articulation

Trinity of speech
production

What is the connection
between these two
trinities?

Conceptualization Support

Formulation Support

Planning Opportunity

Before-speaking
trinity

Conceptualization Support

Conceptualization Support


Formulation Support

Planning Opportunity

Do you remember the question Michael was supposed to answer?

“ What makes you a good leader? ”

How are we helping him here?



RESEARCH In pairs, talk about leaders you know and that you admire. They could be leaders of a country, a company, or a sports team, for example. You can go online to learn more about current leaders. What qualities make these leaders great?

Conceptualization Support

Formulation Support

Planning Opportunity

What should we do next?

Give Michael formulation support.

What should we pre-teach Michael to give him formulation support?

Look at this picture. How are we helping Michael using formulation support?

What is a chunk?

Chunks are groups of words that can be found together in a language.



- **Overtime**
 - (time spent working) after the usual time needed or expected in a job.
 - Adverb
 - We work overtime most days.

With words
- **Make a mistake**
 - Collocation
 - I don't get angry when someone makes a mistake.
- **Raise the bar**
 - To set higher standards
 - Idiom
 - You should not raise the bar too high.

With chunks



Don't forget to ask Michael to take notes!

Do you remember what Michael's problem was?

His answer was not well organized, he repeated the same sentences over and over.

Are words and chunks enough to fix Michael's problem?
If not, what else do we have to teach him to help him?

Get into your breakout rooms and discuss this question together.

Why?

Which?

Formulation Support

Words

Chunks

Real-world strategies



Why?

Other than words and chunks, he needs some real-world strategies to:

- buy some time to think about what he wants to say
- organize his speech

Formulation Support

Words

Chunks

Real-world strategies

Which?

Pause Fillers

Repeating details

Discourse Markers



Match these real-world strategies from **Evolve** to the ones we can use to help Michael.

Evolve 3

1

Can you tell me how to get to meeting room C?
Meeting room C ... Uh, it's upstairs on the fifth floor.

How do I get to the stairs?
The stairs? Go down that hallway, and they're on your right.



Evolve 1

2

Use *I mean* to explain or say more about an idea.
A company is a big team. *I mean*, it's a group of people, and you work with them every day.
I can speak two languages. *I mean*, I speak Spanish and English.



Evolve 1

3

When you need time to think about an answer, say, *Let me think*, *Uh*, or *Um*.
Um, I have no idea.
Let me think. Maybe it's Kate Hudson?





REPEATING DETAILS TO SHOW YOU UNDERSTAND

We often repeat key details when people ask questions so they know we've understood them.

Can you tell me how to get to meeting room C?

Meeting room C ... Uh, it's upstairs on the fifth floor.

How do I get to the stairs?

The stairs? Go down that hallway, and they're on your right.



Repeating
Details

EXPLAINING AND SAYING MORE ABOUT AN IDEA

Use *I mean* to explain or say more about an idea.

A company is a big team. I mean, it's a group of people, and you work with them every day.

I can speak two languages. I mean, I speak Spanish and English.



Discourse
Markers

TAKING TIME TO THINK

When you need time to think about an answer, say, *Let me think*, *Uh*, or *Um*.

Um, I have no idea.

Let me think. Maybe it's Kate Hudson?



Pause
Fillers

Look at the utterances in the picture. Which strategy do you think they refer to?



How do pause fillers facilitate speaking?

Which one does Michael need?

- **To buy time to think**
- To signal a change in the topic (for example “so”)

So Michael could say:
I try to be organized and, you know, anticipate possible problems.

Look at the following conversation. Which strategy do you think it refers to?

A: What makes you **a good leader**?

B: **A good leader**, in my branch I....

Why did the answer start with “A good leader”?

Which one does Michael need?

To buy time to formulate a sentence.

To show that you understand a question.

Can you give some examples of discourse markers?

We have chosen these three because they can help Michael in his answer.

In fact

Honestly

All in all

Use these discourse markers and make 2 sentences that Michael could use with **honestly** and **all in all**.

In fact

Honestly

All in all

In fact, a good atmosphere is really important for me.

Honestly, I try not to put a lot of pressure on the employees.

All in all, I try to give my employees enough freedom so they can be more creative.



Look at this speaking activity from Evolve 1.

Conceptualization Support

Formulation Support

Planning Opportunity

4 SPEAKING

A Choose a job from the box or your own idea. Think about why you are the right person for the job.

an art teacher a chef at a restaurant a hotel clerk
a singer in a band a soccer player

B **PAIR WORK** Tell a partner your job from exercise 4A. Your partner interviews you for the job. Then change roles.

Are you the right person for this job?

I think so. I ...

What is the purpose of part A of this activity?

It gives students planning opportunity to think about their answers and make notes.



When giving students planning opportunity we can:

- Guide what our students think about.
- Give our students time to think about their answers and make some notes.

In your breakout rooms discuss these questions.

1. How can we guide our students to give more focused and relevant answers?
2. How much time should we assign for thinking and making notes?



1. How can we guide our students to give more focused and relevant answers?

Planning can be guided by giving **prompts** on what to think about.

Which of these prompts would help Michael give a better answer to his boss's question? (“What makes you a good leader?”)

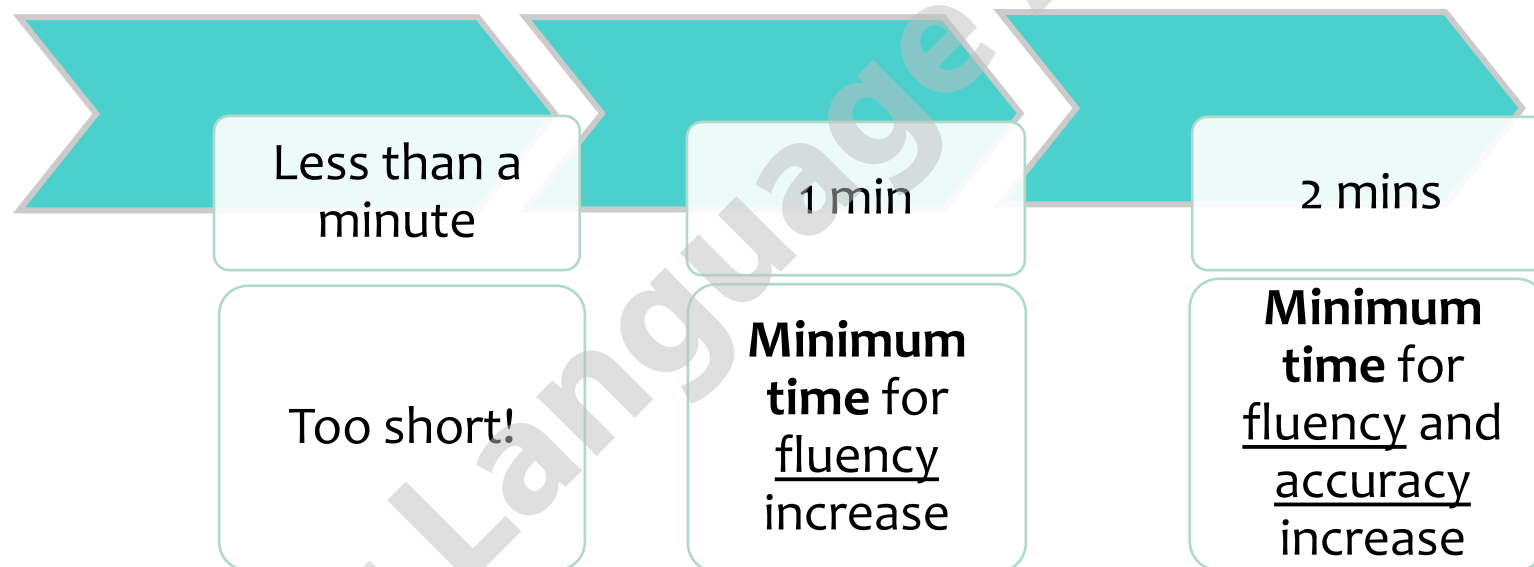


- ✓ 1. Think about what you do to have a happier workplace.
- 2. Think about what food you serve for lunch.
- ✓ 3. Think about what you do to help employees work better.
- 4. Think about what dress code employees should follow.





2. How much time should we assign for thinking and making notes?



Look at the trips. Choose two, and plan what clothes you're going to take with you.

- A two-week trip to Miami, Florida, in the summer. (29°C / 84°F)
- A one-week trip to Vienna, Austria, in the winter. (2°C / 36°F)
- A five-day trip to Vancouver, Canada, in the spring. (20°C / 68°F)
- A two-week trip to Manaus, Brazil, in the rainy season. (30°C / 86°F)

Look at this speaking activity from Evolve 1. In your breakout rooms decide what **more prompts** can be given to students to **guide** their **planning**?



Think about the clothes you want to take:

- For the hotel
- For going around the city
- For a night out



Let's wrap up

So what did we do to support Michael?

- **Conceptualization Support**
 - Find it (research) & pair work
- **Formulation Support**
 - Words
 - Chunks
 - Real-world Strategies
- **Planning Opportunity**
 - Guiding with prompts
 - Thinking time



4 SPEAKING

A Make a list of rules for working or studying at home. Think of as many ideas as you can. Be creative!

Look at the speaking activity above from Evolve 3.
How would you plan the before speaking phase if you wanted to teach this in your class? Discuss it in your breakout rooms.

Let's wrap up

So what did we do to support Michael?

- Conceptualization Support
 - Find it (research) & pair work
- Formulation Support
 - Words
 - Chunks
 - Real-world Strategies
- Planning Opportunity
 - Guiding with prompts
 - Thinking time

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4 SPEAKING

A Make a list of rules for working or studying at home. Think of as many ideas as you can. Be creative!



Conceptualization Support	<p>Ss can go online and search for some techniques to work from home more productively.</p> <p>They can share their findings with their partners</p>
Formulation Support	<p>Teach Ss some chunks such as: <i>shut yourself in, stick to a schedule.</i></p> <p>We can also teach them a real-world strategy of how to use “<i>I guess</i>” when they are not sure.</p>
Planning opportunity	<p>Give students two minutes to think and take notes and the following prompts:</p> <p>Think about</p> <ul style="list-style-type: none"> • Rules about how to stay concentrated. • Rules about working or studying in different situations like: when you have guests or a tight deadline.



Trinity of speech production

Conceptualization
Formulation
Articulation



Trinity of speaking task phases

Before Speaking
While Speaking
After Speaking



Before-speaking trinity

Conceptualization Support
Formulation Support
Planning Opportunity



Trinity of formulation support

Support with Words
Support with Chunks
Support with real-world Strategies

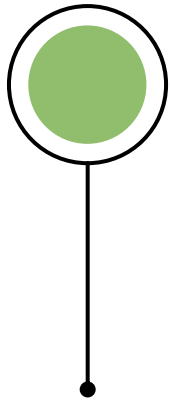


Trinity of while-speaking techniques



Task repetition trinity

Agenda



The process of Speech Production



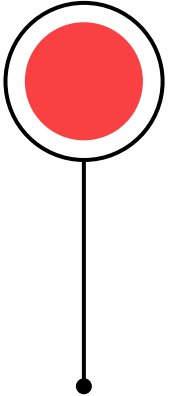
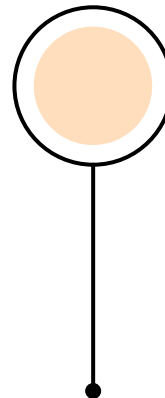
Before Speaking Phase



While Speaking Phase



After Speaking Phase



Break Time!

11:30 to 12:00





While Speaking

So far Michael has received support for his next interview, and now he needs to practice speaking!

- Conceptualization Support
 - Find it (research) & pair work
- Formulation Support
 - Words
 - Chunks
 - Real-world Strategies
- Planning Opportunity
 - Guiding with prompts
 - Thinking time



Task

You are Michael. You are the manager of a company.
Let's see the question you need to practice.





As Michael, make a list of **the qualities of a good leader**.
You have **1 minute** to plan your answers and make some notes.

- Think about what you do to have a happier workplace.
- Think about what you do to help employees work better.

Prompts

You **only** have **3 minutes** to talk together in your breakout rooms.





You can take off Michael's hat

How much time did you have to do the previous activity?

Only 3 minutes

What are the advantages and disadvantages of this **time pressure**?

Advantage

Students don't have time to reformulate their sentences so they will talk faster. This will help their fluency.

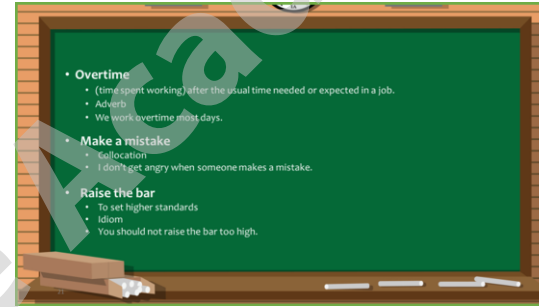
Students don't have time to reformulate their sentences. So they will be less accurate.

Disadvantage

Time pressure refers to a time constraint that is a little shorter than what students need for doing an activity.

After Michael finished speaking he was very sad for two reasons.

1. He **didn't use any** of the words and chunks we had taught him in before speaking phase.



2. He finished after just **one minute!**

In your breakout rooms discuss the following questions:
Have you ever had a student like Michael?
What techniques did you use to help them?



He didn't use any of the words and chunks we had taught him in before speaking phase.

How can we help Michael with this problem?

Access to input

Michael will use more of the target language we had taught him if he has access to it while speaking.



He finished after just one minute!

How can we help Michael with this problem?

Surprise Extension



It's an **extra question** that **refers to the main question** and is used when students finish quickly. It will encourage students to talk more.

This was the question
Michael answered.

Make a list of the
qualities of a good
leader.

What extra question can we add so that Michael would talk more?

If we needed only **two qualities**, which two
from your list would be the most important?



Adaptation
Merging
Addition
Replacement
Reordering

Which exploitation technique are we using here?

Addition



As Michael, make a list of **the qualities of a good leader**.
You have **1 minute** to plan your answers and take some notes.

You **only** have **3 minutes** to talk together in your breakout rooms.



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Feedback on Task

This was the question
Michael answered.

Make a list of the
qualities of a good
leader.

What extra question can we add so that Michael would talk more?

If we needed only **two qualities**, which two
from your list would be the most important?

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Feedback on Task



Have you ever included a surprise extension in a speaking activity in your classes?

Look at the trips. Choose two, and plan what clothes you're going to take with you.

- A two-week trip to Miami, Florida, in the summer. (29°C / 84°F)
- A one-week trip to Vienna, Austria, in the winter. (2°C / 36°F)
- A five-day trip to Vancouver, Canada, in the spring. (20°C / 68°F)
- A two-week trip to Manaus, Brazil, in the rainy season. (30°C / 86°F)

3 mins

Look at this speaking activity from **Evolve 1**. In your breakout rooms think of a surprise extension that you can add if your students finish too quickly?



In the airport they told you that your bag is too heavy. Choose three clothing items to remove from your bag.



Let's wrap up

So what techniques did we use to help Michael?

- Time Pressure
- Access to Input
- Surprise Extension





Trinity of speech production

Conceptualization
Formulation
Articulation



Trinity of speaking task phases

Before Speaking
While Speaking
After Speaking



Before-speaking trinity

Conceptualization Support
Formulation Support
Planning Opportunity



Trinity of formulation support

Support with Words
Support with Chunks
Support with real-world Strategies



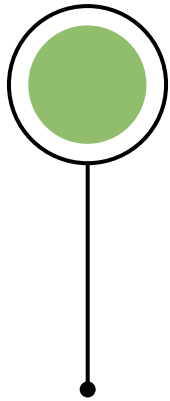
Trinity of while-speaking techniques

Time Pressure
Access to Input
Surprise Extension



Task repetition trinity

Agenda



The process of Speech Production



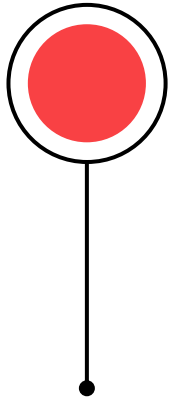
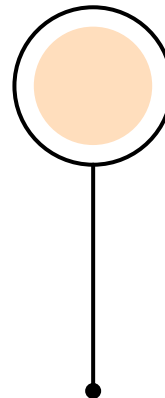
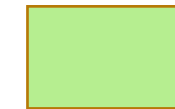
Before Speaking Phase



While Speaking Phase



After Speaking Phase





After speaking

What happens after speaking?

More Speaking!



Task

As Michael, make a list of **the qualities of a good leader**.
You have **1 minute** to plan your answers and take some notes.

You **only** have **3 minutes** to talk together in your breakout rooms.

3 mins

47 of 84


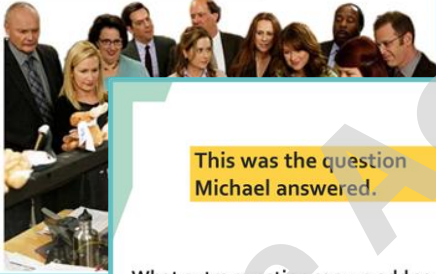
This was the question Michael answered.

Make a list of the qualities of a good leader.

What extra question can we add so that Michael would talk more?

If we needed only **two qualities**, which two from your list would be the most important?

53 of 84



Task

You are Michael again.
Let's see the question you need to practice.





Make a list of the qualities of a good sports team captain.
You have one minute to plan your answers individually.



This time you have **2 minutes!**
Get into your breakout rooms.





You can take off Michael's hat

What do you think the purpose of the previous task was?

Encouraging Michael to talk more.

This technique is called **Task Repetition**



How do you define task repetition?

In task repetition, learners are given the **same** or a **similar task**. This allows learners to build on their previous experience of doing the task.


What is the difference between these two tasks?

- We changed the information of the task from the leader of a company to the captain of a team.
- We changed the time constraint.

As Michael, make a list of the **qualities of a good leader**.
You have **1 minute** to plan your answers and take some notes.

You **only** have **3 minutes** to talk together in your breakout rooms.

3 mins



47 of 84

Make a list of the qualities of a good sports team captain.
You have one minute to plan your answers individually.

2 mins



This time you have **2 minutes!**
Get into your breakout rooms.

64 of 84

Our task repetition will be more interesting if we make changes!

Complete the sentence.

Same task, different



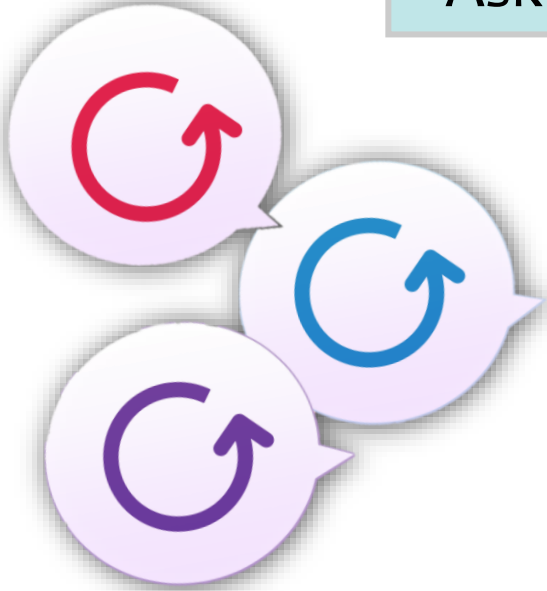
Same task, different information

Change manager of a company to captain of a team.



Same task, different partner

Ask students to change their groups or partners.



Same task, different time limit.

Change the time limit from 3 minutes to 2 minutes.



Why do we repeat tasks?



To make students more fluent and accurate.

When do we give feedback on language?

Only after the repeated task or after **both** the first and the repeated task? Explain your reasons in your breakout rooms.



First Task

As Michael, make a list of the qualities of a good leader. You have **1 minute** to plan your answers and take some notes.

You **only** have **3 minutes** to talk together in your breakout rooms.

47 of 84


This was the question Michael answered.

Make a list of the qualities of a good leader.

What extra question can we add so that Michael would talk more?

If we needed only **two qualities**, which two from your list would be the most important?

53 of 84

A small image of a man (Michael) speaking.


Feedback on Language

Repeated Task

Make a list of the qualities of a good sports team captain. You have one minute to plan your answers individually.

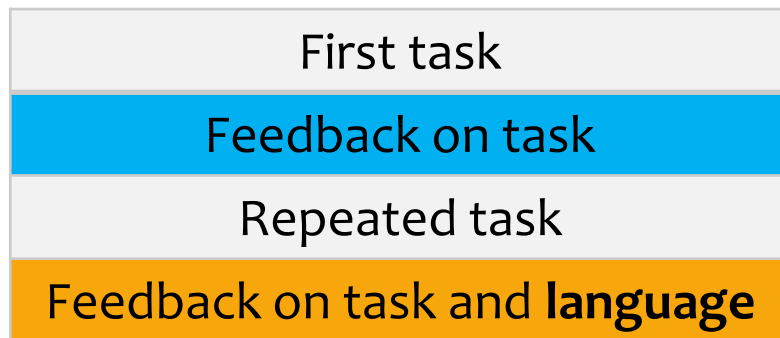
64 of 84

This time you have **2 minutes!** Get into your breakout rooms.

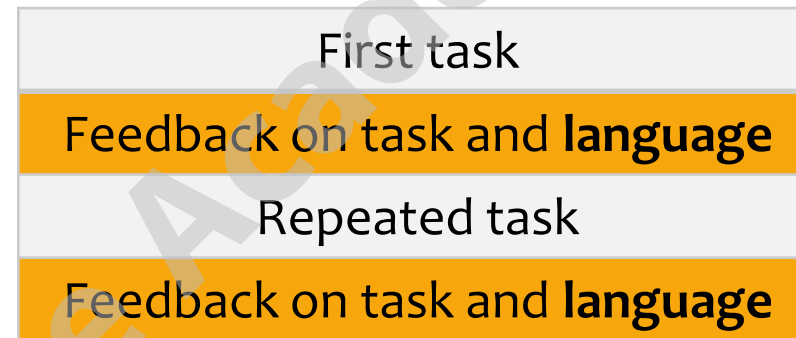
A red warning sign with a white exclamation mark.

Feedback on Language





To help develop fluency.



To help develop accuracy.

Look at the trips. Choose two, and plan what clothes you're going to take with you.

- A two-week trip to Miami, Florida, in the summer. (29°C / 84°F)
- A one-week trip to Vienna, Austria, in the winter. (2°C / 36°F)
- A five-day trip to Vancouver, Canada, in the spring. (20°C / 68°F)
- A two-week trip to Manaus, Brazil, in the rainy season. (30°C / 86°F)

3 mins

Look at this speaking activity from **Evolve 1**. In your breakout rooms decide What changes you would make for task repetition.



We can:

- change the partners or ask students to present their answer to the class.
- change the time limit.
- change the information.
 - For example: "Choose a holy city to travel to."



Let's wrap up

So what can we change to make task repetition more interesting?

We can have:

- Different information
- Different time limit
- Different partners



Practice makes perfect.
Repetition makes it permanent.





Trinity of speech production

Conceptualization
Formulation
Articulation



Trinity of speaking task phases

Before Speaking
While Speaking
After Speaking



Before-speaking trinity

Conceptualization Support
Formulation Support
Planning Opportunity



Trinity of formulation support

Support with Words
Support with Chunks
Support with real-world Strategies



Trinity of while-speaking techniques

Time Pressure
Access to Input
Surprise Extension



Task repetition trinity

Different Information
Different Partner
Different Time Limit

Using these techniques Michael was able to speak better and become successful in his next interview.
Let's watch the clip!



Let's wrap up

Do you remember the items in each trinity?
Talk about them in your breakout rooms.





Conceptualization
Formulation
Articulation



Before Speaking
While Speaking
After Speaking



Conceptualization Support
Formulation Support
Planning Opportunity



Support with Words
Support with Chunks
Support with real-world Strategies



Time Pressure
Access to Input
Surprise Extension



Different Information
Different Partner
Different Time Limit

Let's put what we have learned into practice.

You are going to run the speaking activity you see in the picture in a **202 class**. After needs analysis you realized that the students have the following issues:

- The students speak fluently but they make a lot of mistakes.
- The students are early finishers.
- They don't react to each other when they speak.

3 GRAMMAR: Present continuous for future plans

A Circle the correct options to complete the rules. Use the sentences in the grammar box to help you.

- 1 You can / can't use the present continuous for the future.
- 2 Use the present continuous for plans or arrangements / predictions.

Present continuous for future plans

Comic Con is coming this weekend. I'm bringing my camera. Are you going to Comic Con?

B Now go to page 132. Look at the grammar chart and do the grammar exercise for 4.1.

C **1.36** Complete the sentences with the present continuous of the verb in parentheses (). Listen and check. Then read the conversation in pairs.

A What ¹ are you doing (do) on Saturday?
 B We ² (go) to the music festival in the afternoon.
 A Yeah? I ³ (go), too! My brother's band ⁴ (play).
 B No way! When ⁵ he (play)?
 A At 8:30, on the new music stage.
 B Oh, no! We ⁶ (not stay) that long.

D **PAIR WORK** Look at the activities. Ask and answer questions about this weekend with your partner.


go to a concert go to the movies see friends study visit family work

Are you going to the movies this weekend? Yeah, We're seeing the new Star Wars movie.

4 SPEAKING

GROUP WORK What is your group doing between this class and the next one? Find a time when you can all meet.

What are you doing after class, Ricardo? I'm meeting my sister for dinner.
 Are you doing anything tomorrow? Tomorrow? No, I'm free all day.



4 SPEAKING

GROUP WORK What is your group doing between this class and the next one?
Find a time when you can all meet.

What are you doing after class, Ricardo?

I'm meeting my sister for dinner.

Are you doing anything tomorrow?

Tomorrow? No, I'm free all day.

10 mins

In your breakout rooms prepare a plan for this activity. Think about what you are going to do in all the three phases of before speaking, while speaking, and after speaking.

- The students speak fluently but they make a lot of mistakes.
- The students are early finishers.
- They don't react to each other when they speak.



Conceptualization
Formulation
Articulation



Before Speaking
While Speaking
After Speaking



Conceptualization Support
Formulation Support
Planning Opportunity



Support with Words
Support with Chunks
Support with real-world Strategies




Time Pressure
Access to Input
Surprise Extension

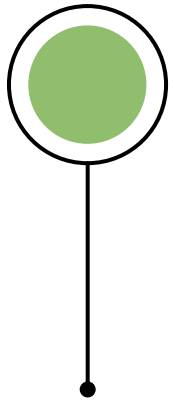


Different Information
Different Partner
Different Time Limit



Before Speaking	While Speaking	After Speaking
<ul style="list-style-type: none"> • Conceptualization support can happen via a google search about where they can go to have fun. • Since they don't react to each other we can remind them of the real-world strategy on page 27 of Evolve 2 about “reacting to information.” • We can pre-teach some chunks such as: get together, hang out, and etc. • Some prompts can help planning like: <ol style="list-style-type: none"> 1. Where will you go for meals? 2. Will you go out or stay in? 3. What will you do after dinner? • We will give them 2 minutes to plan to observe improvements in students' accuracy as well as fluency. 	<ul style="list-style-type: none"> • Since students make a lot of grammatical mistakes and need accuracy practice: <ol style="list-style-type: none"> 1. There <u>will not</u> be any time pressure. 2. They will have access to input. • And since they are early finishers there can be a surprise extension like: <i>Students are told that they will have a vocabulary test next session. How would they change their plans?</i> 	<ul style="list-style-type: none"> • We can have a task repetition by asking the students to change their groups and design a new plan while reducing the length of their time constraint. • Since they need more accuracy practice, there will be feedback on task and language both before and after task repetition. <div data-bbox="2058 1153 2542 1332">  <p>FEEDBACK</p> </div>

Agenda



The process of Speech Production



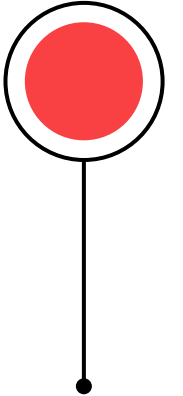
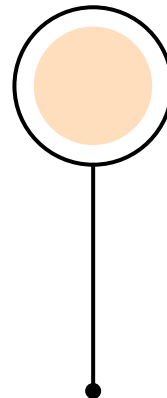
Before Speaking Phase



While Speaking Phase



After Speaking Phase



Thank you

