# Enhancing Accuracy & Fluency: The SRE Method for Better Speech

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1. Corrective Feedback
2. SRE Method
3. Insights

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# Background

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24 pallets/cont
per pallet
reefer → R700/container
20ft GP → R200/container
cost demurrage
7 day $30
8-14 day $70
>14 $100
freight dynamics

# Why are students making the same mistakes?

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# Transfer

L1 L2

TOC

I like very much pizza.

TOC

# Transfer

Mi piace molto quella pizza.

I like very much that pizza.

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# Fossilization

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# My Own Experiment

TOC

# 91 students

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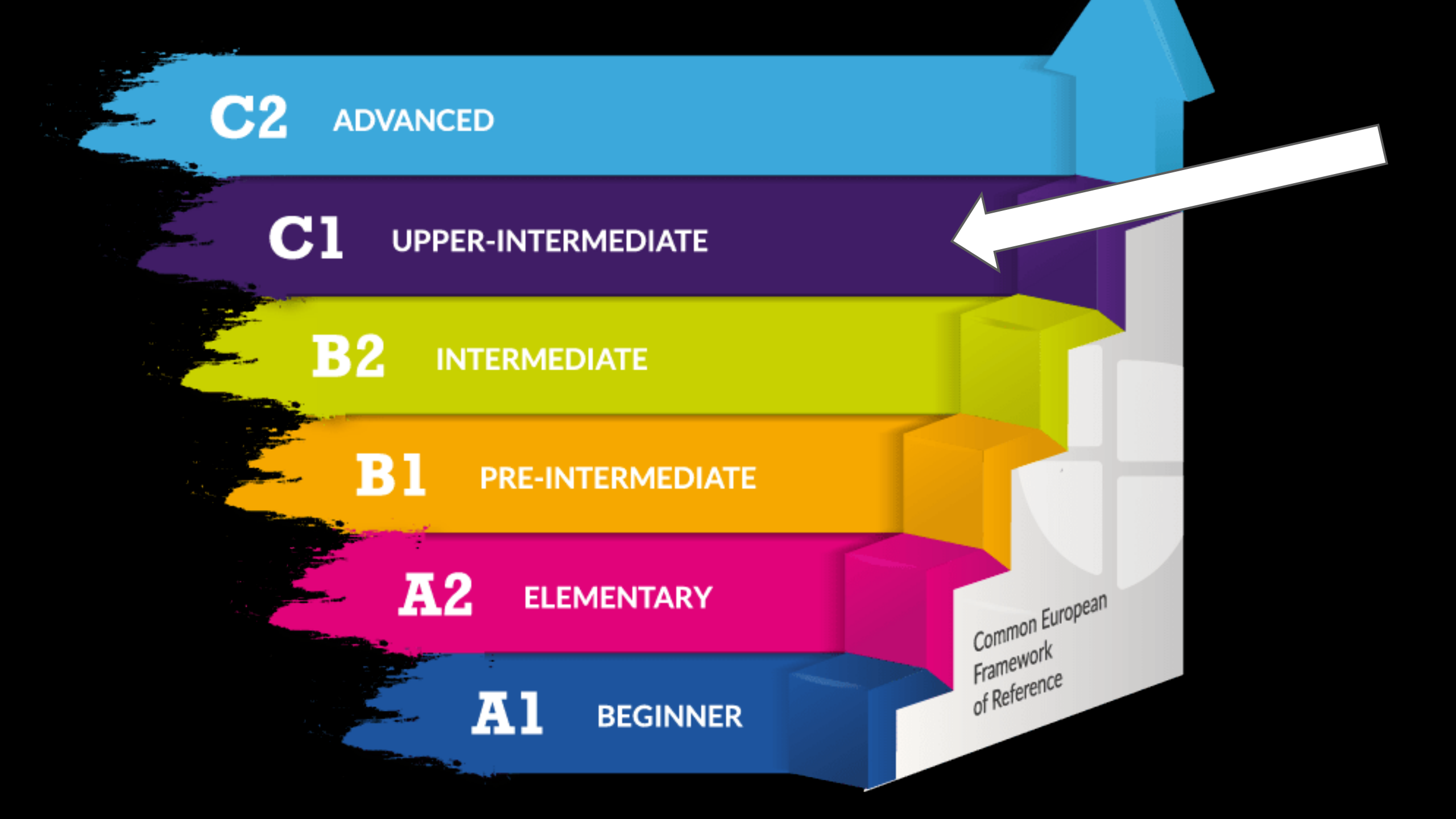
C2 ADVANCED
C1 UPPER-INTERMEDIATE
B2 INTERMEDIATE
B1 PRE-INTERMEDIATE
A2 ELEMENTARY
A1 BEGINNER
Common European Framework of Reference

# What skills do you need with?

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**80% - Speaking**

77% - Vocabulary

36% - Grammar

35% - Writing

27% - Reading

25% - Listening

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How would you feel if someone corrected you when you spoke English?

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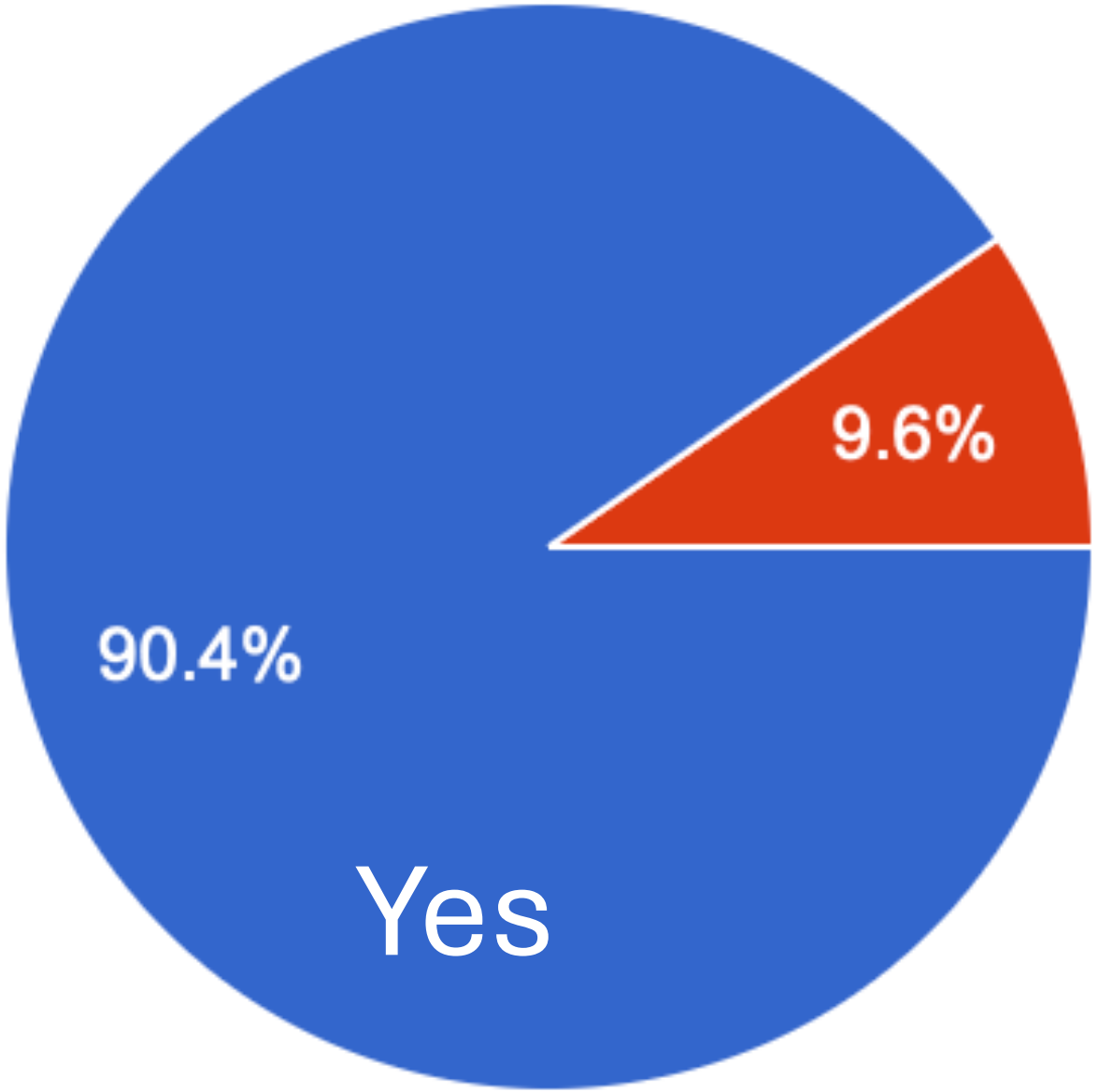
9.6%
90.4%
Yes

# What if the teacher were to correct you?

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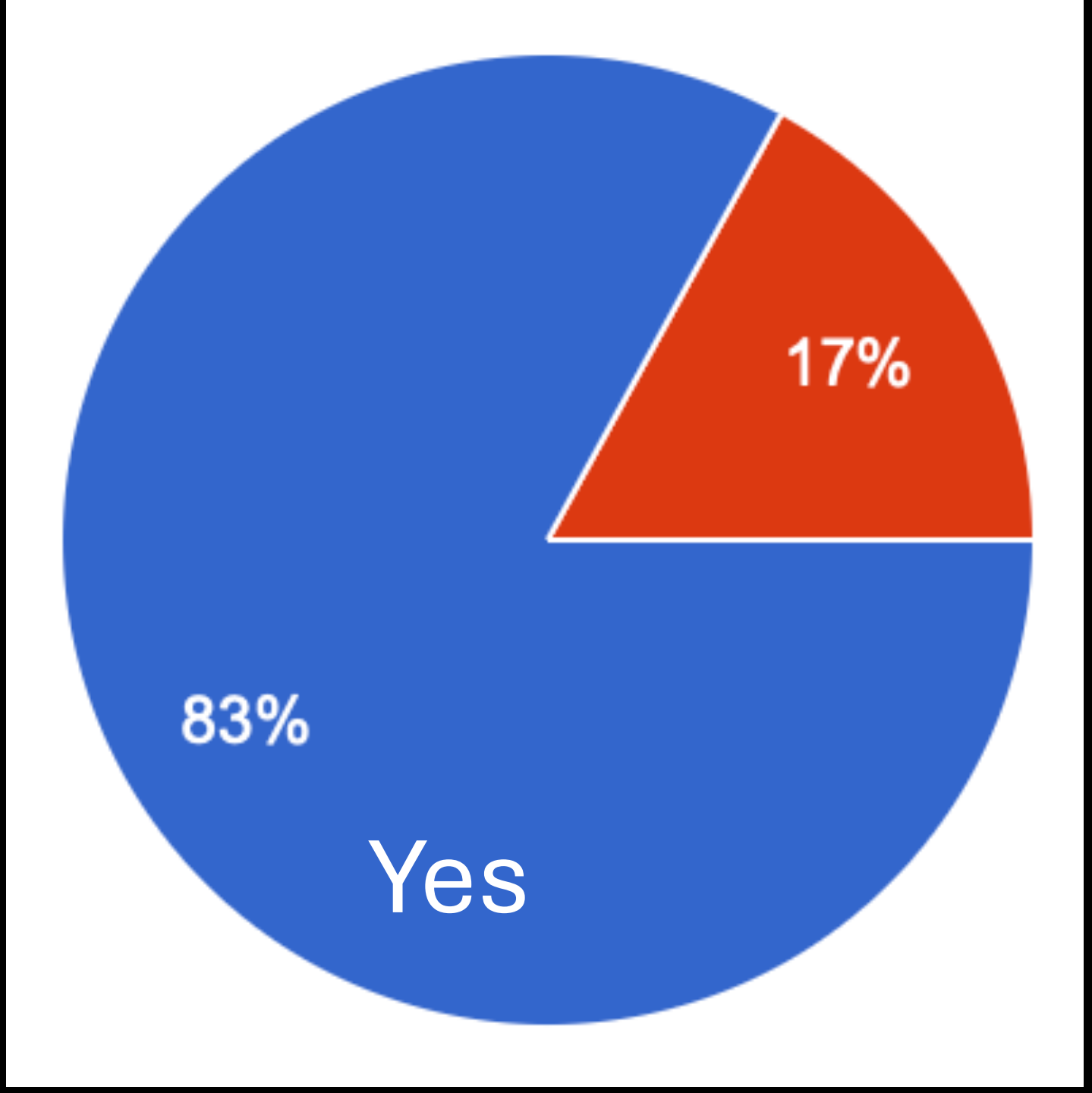


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# History

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# Audiolingualism

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# Communicative Approach

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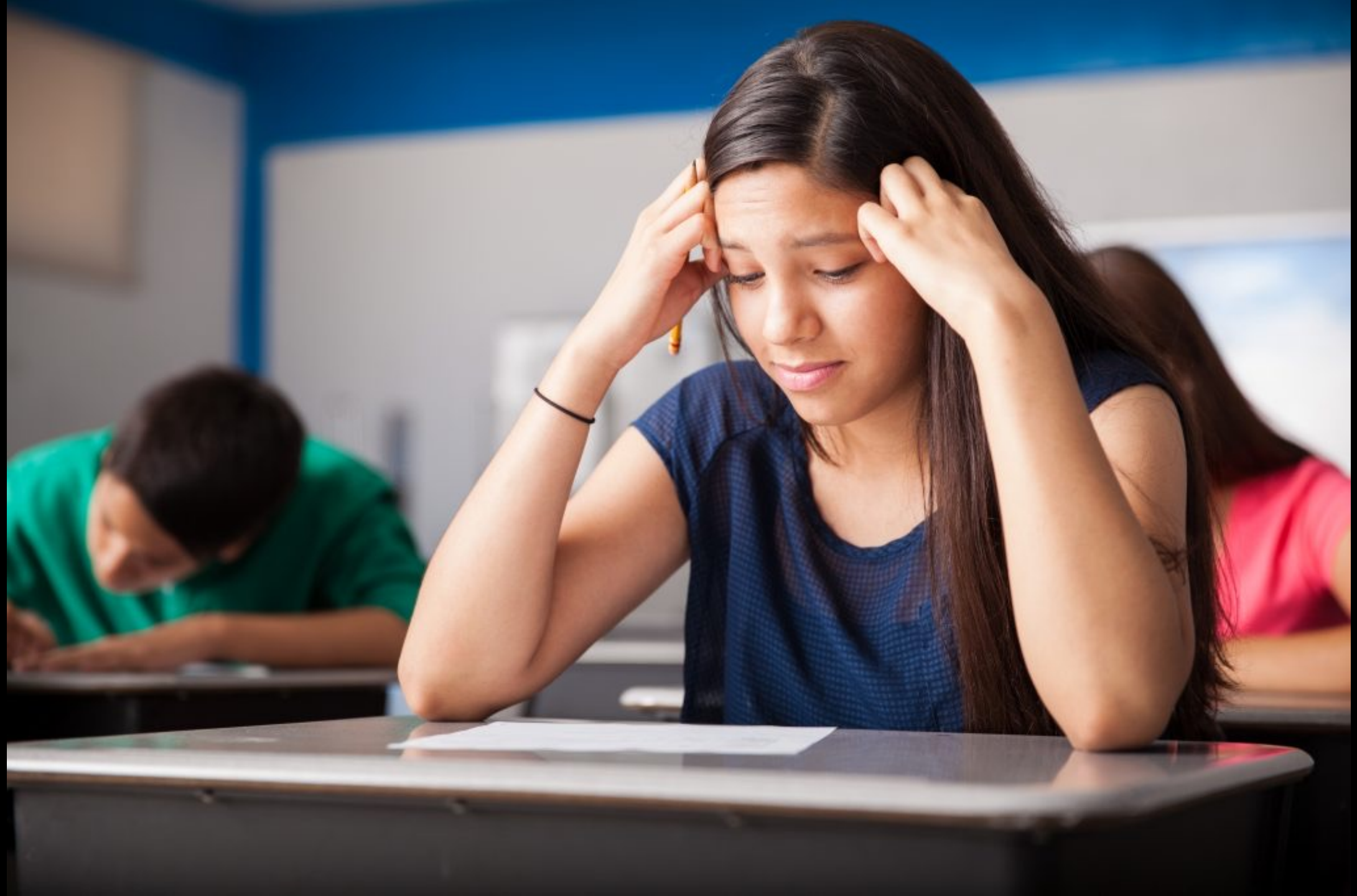

Message

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# Accuracy Fluency

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Form Meaning

TOC

# Interactionist Approach

TOC

# CEFR C1

# Criteria for assessing Spoken performances

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| | RANGE | ACCURACY | FLUENCY | INTERACTION | COHERENCE |
|---|---|---|---|---|---|
| C2 | Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms | Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions). | Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it. | Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc. | Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices. |
| C1 | Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. | Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur. | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers. | Can produce clear, smoothly-flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. |

# Computer Mediated Communication

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# AI Mediated Communication

TOC

# SRE Method

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S – Sprinkle

R – Repeat

E – Engage

TOC

# Mapping

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My name is shir, I'm 23 years old from Kiryat Ono.
I live here in the past 1.5 year with my 2 best friends. originally Im from Rosh pinna wich is a small town in the north of israel.

Im studing pshycology in the Academic Tel Aviv yafo because I heard good reviwes about the degree here and had a lot of recomendations.

I want in the future to work as a terapist and help different people with their daily struggles.

My hobbies are to travel in the nature, workout, meet friend, cook and listen to music.

I wish I did more of reading books because it's something that Im not use to do and this skill can be

# Mistakes Archive

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| **Incorrect** |
| --- |
| *He need to go.* |
| **Correct** |
| *He need**S** to go.* |
| Explanation |
| בהווה הפשוט Present Simple יש להוסיף s בעת השימוש בגוף שלישי יחיד: he, she, it |

| **Incorrect** |
| --- |
| *He going to Eilat.* |
| **Correct** |
| *He **is** going to Eilat.* |
| Explanation |
| בהווה העכשווי Present Progressive תמיד צריך להוסיף am/are/is לפני הפועל |

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# Sprinkle

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# During Class

TOC

# Face to Face Computer

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# Explicit

# Implicit

TOC

# Explicit Correction

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# Correct 5 sentences

**Question 1**

Not yet answered

Marked out of 1

Flag question

Edit question

Correct the following sentence:

*He need to go.*

Answer:

TOC

**Question 1**

Incorrect

Mark 0 out of 1

Flag question

Edit question

Correct the following sentence:

*He need to go.*

Answer: He needs to go ✖

**בעת השימוש בגוף ראשון יחיד s יש להוסיף Present Simple בהווה הפשוט**

**he/she/is**

זכרו:

כל משפט באנגלית מתחיל באות גדולה

כל משפט באנגלית מסתיים עם נקודה

The correct answer is: He needs to go.

# Not public
# Non-human

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# Homework

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Jane need to go to the gym.

She like to go to the gym every Monday.

Today she don’t have time.

She going home now.

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**Question 1**

Not yet answered

Marked out of 1

Flag question

Edit question

**Please record the correct version of this text:**

Tal **need** to go to the supermarket.

She **like** to go to the supermarket every Monday, but she **don't** have a lot of money.

She **have** only 20 shekels. She **going** home now.

No recording

Start recording

# Metalinguistic Explanation

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Student:

*Jane need to go.*

Teacher:

*Third person, singular*

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# When students ask me questions

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# Clarification Request

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Student:

*I can go home?*

Teacher:

*Sorry, did you mean can I go home?*

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# Implicit (indirect)

TOC

# Mingling

TOC

# recast

TOC

Student:

*I have book.*

Teacher:

*Oh, you have **a** book?*

TOC

# Class Discussion

TOC

# Elicitation

TOC

Student:

*She don't like pizza.*

Teacher:

*She don't like pizza?*

TOC

# repetition

TOC

Student:

*I have saw.*

Teacher:

*You have* _____ ?

TOC

# Repeat

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# Showing the same mistakes again and again

TOC

# Vocabulary Exercises

TOC

chip in

**Contribute money help or advice**

*We all chipped in and bought flowers for the workers.*

You was in Paris.

# Texts

TOC

**Question 18**

Not yet answered

Marked out of 1

Flag question

Edit question

**What does the example of pointing out biases in performance reviews and the cafeteria line at Google illustrate?**

**Question 20**

Tries remaining: 1

Marked out of 1

Flag question

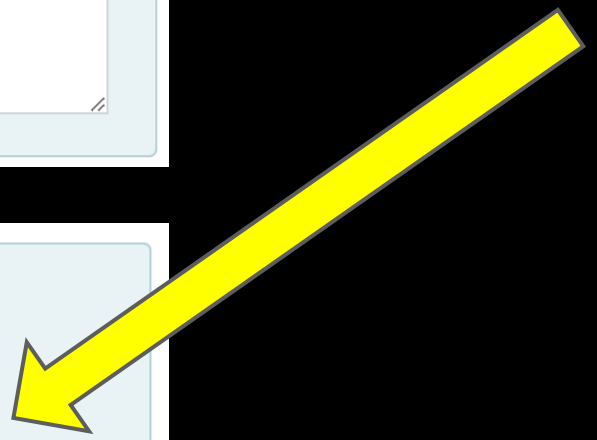
Edit question

Correct the following sentence:

*She have computer.*

Answer:

Check



# Exams

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13. What is the purpose of this article? **(Circle one).** (8)

a. to help Google recapture the nimbleness and innovative spirit of its early years
b. to evaluate some predictable traps in job performance reviews
c. to point out that only naturally helpful and accessible people are able to become good managers
d. to introduce Google's new management model
e. to convince other Internet companies to apply the findings of the Oxygen Project to their companies.

14. Correct the following sentences: (5)

a. What its mean?

.....

b. Dana have many books.

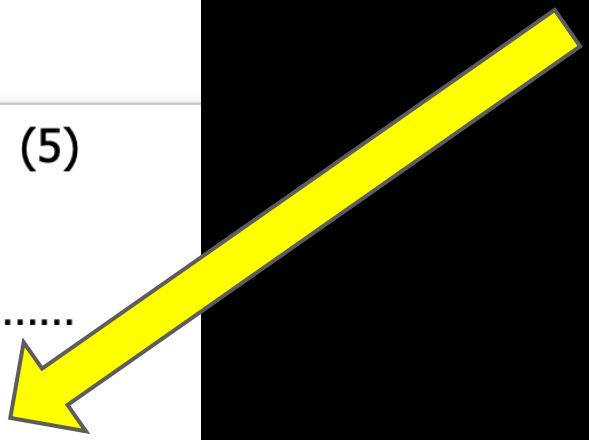
.....

c. Dana need to go home.

.....

d. He going to Eilat every Monday but now he going to Holon.

.....



# Presentation

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# Summarize Article Using Your Own Words

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# ChatGPT

TOC

# Record Video

TOC

# Engage

TOC

# Technical

# Large class
# 3.5 hours
# 16:15-19:45

TOC

# Games = Low risk

TOC

# Games → Less Anxiety

TOC

# Games → Cooperation

TOC

# Kahoot

link

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Which word means accepting of different opinions or beliefs?

Skip

5

0

Answers

▲ inscrutable

◆ staggering

● ephemeral

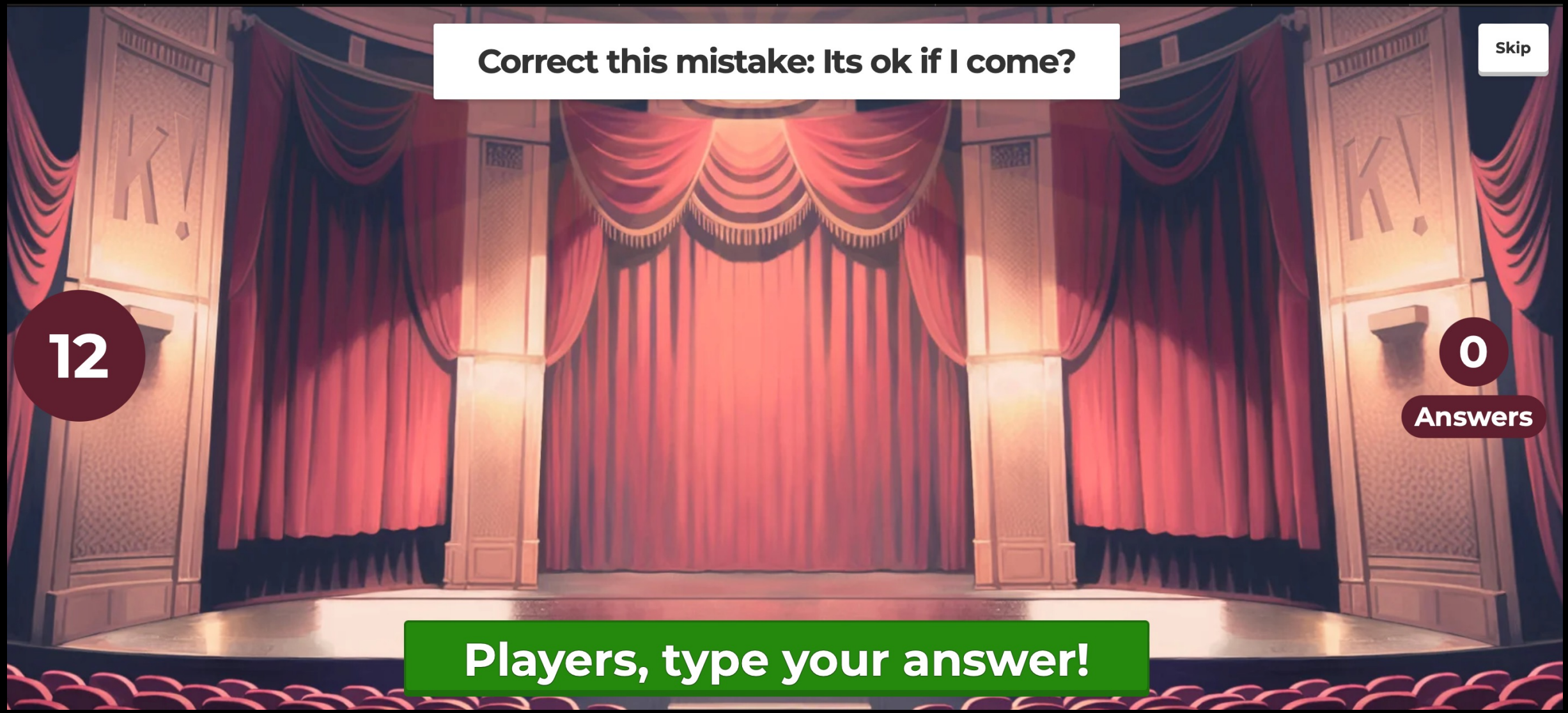
■ tolerant



kahoot.it Game PIN: 5265499

link

TOC

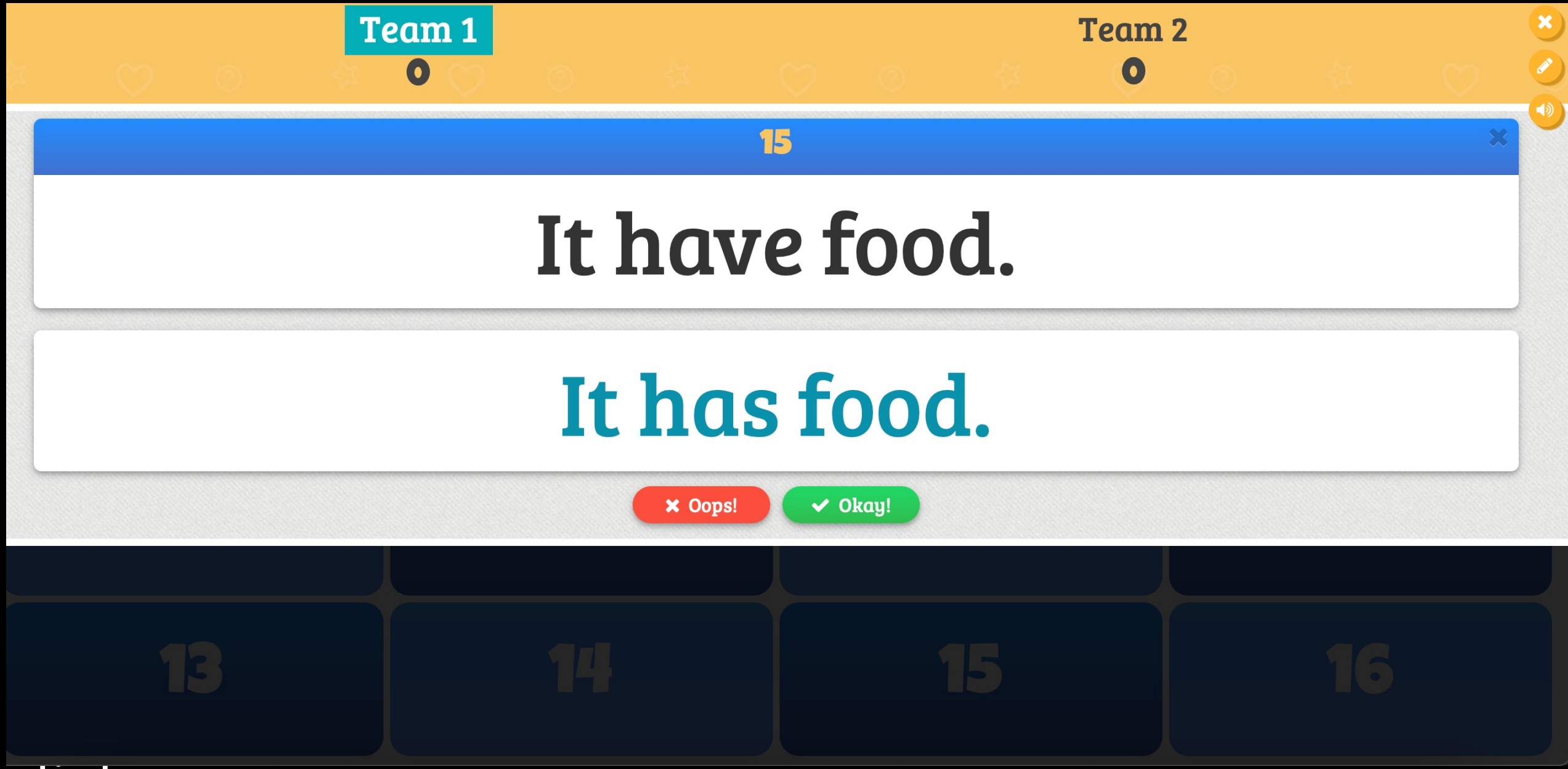

Correct this mistake: Its ok if I come?
Skip
12
0
Answers
Players, type your answer!

link

# Baamboozle

link

TOC

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# Self-Repair

TOC

# Quizlet

link

TOC

Flashcards

1 / 185
Common Errors in English

Options

Get a hint

Incorrect : I have a good news for you.

link

TOC

# Interview Video

TOC

# Results

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# 50% improved grades in CF exam

TOC

# Partial success in written assessment

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# Students are asking for more

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# Insights

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# Positive Atmosphere

TOC

# Not attempting to correct ALL errors

TOC

# Balance Accuracy / Fluency

TOC

# Selecting the appropriate time

TOC

# Combining different CF strategies

TOC

# Lower vs. Higher levels

TOC

# Games support learning

TOC

# Summary

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1. Evolution of CF
2. SRE
3. CF deserves attention

TOC

# Questions?

TOC

THANK
YOU