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# Building Fluency for All Students

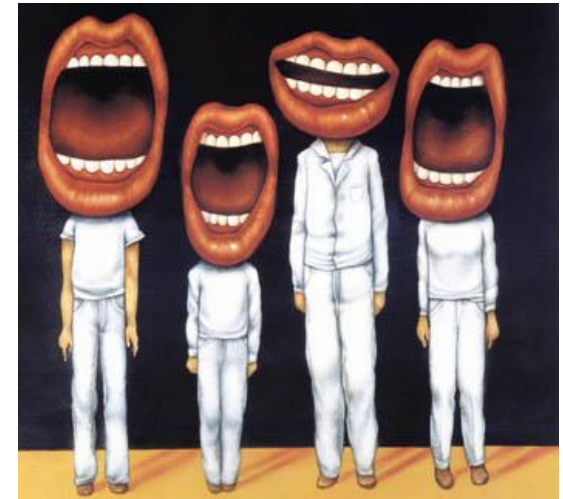
Tom Wiseman, Resource Education





# What is fluency?

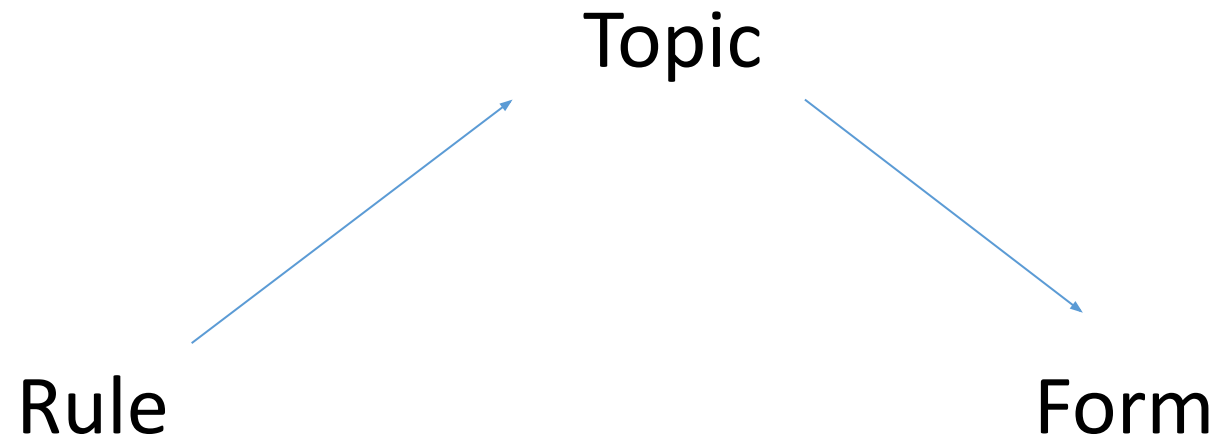
- Flexible use of what you know
- Reflexive
  - System 1: Automatic, Unthinking
    - Tying your shoes, riding a bike, using your smartphone
  - System 2: Logical, Effortful
    - Learning new things!





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# System 2: Logical, Effortful





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# System 1: Automatic, Unthinking

Topic

Rule  Form





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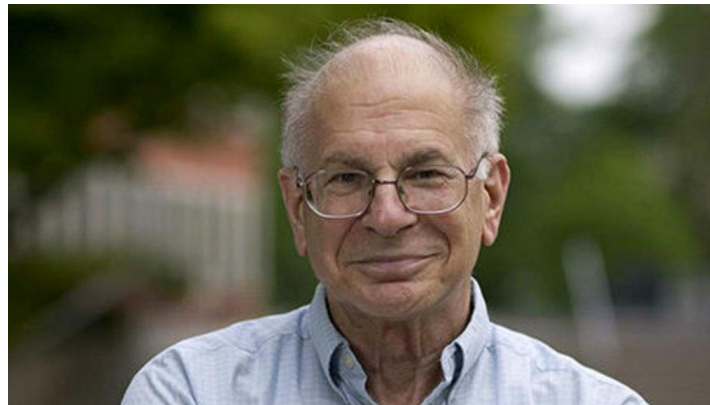
# System 1: Automatic, Unthinking

Topic

Rule



Form



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# Who are our students?

- Categories:
  - Strong
  - Weak #1: High Fluency, Low Accuracy
  - Weak #2: Low Fluency, High Accuracy
  - Weak #3: Low Fluency, Low Accuracy





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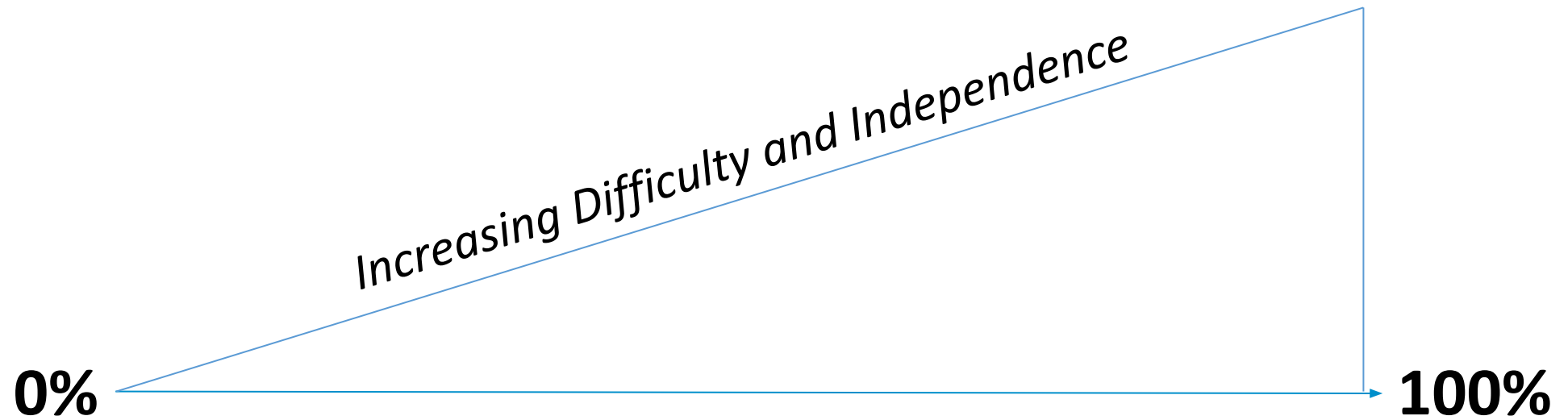
# Our Goal





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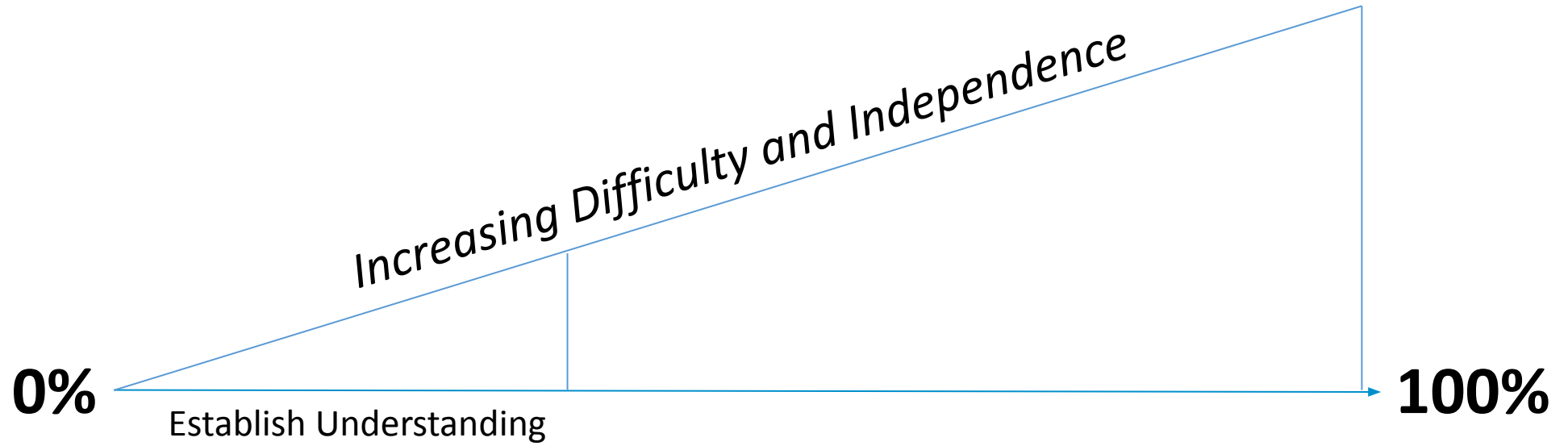
# The Build





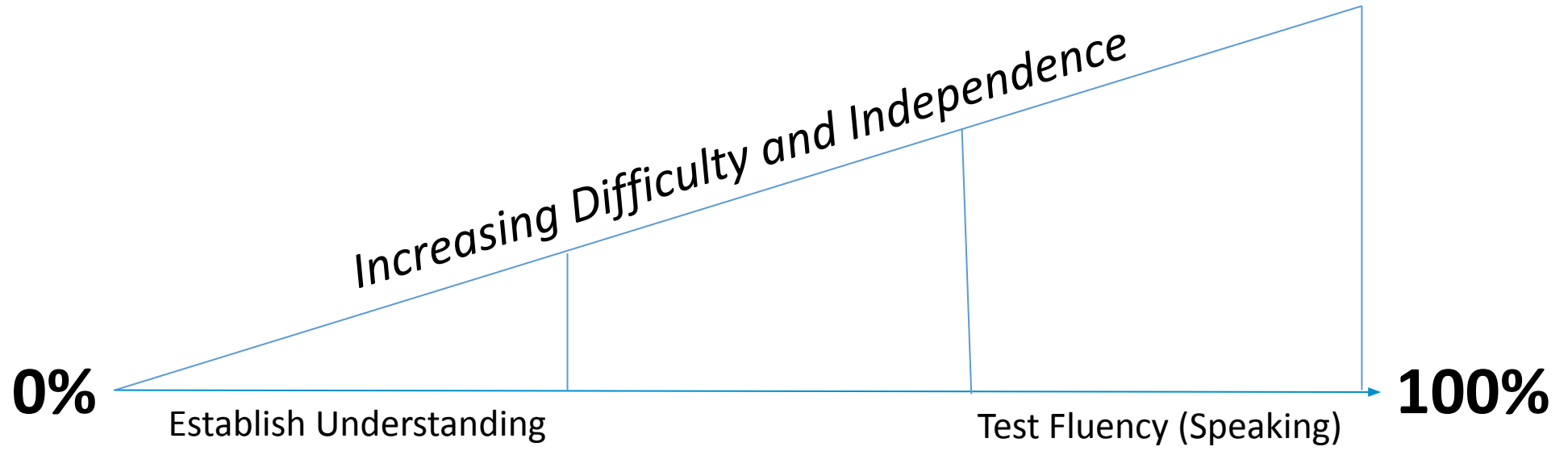


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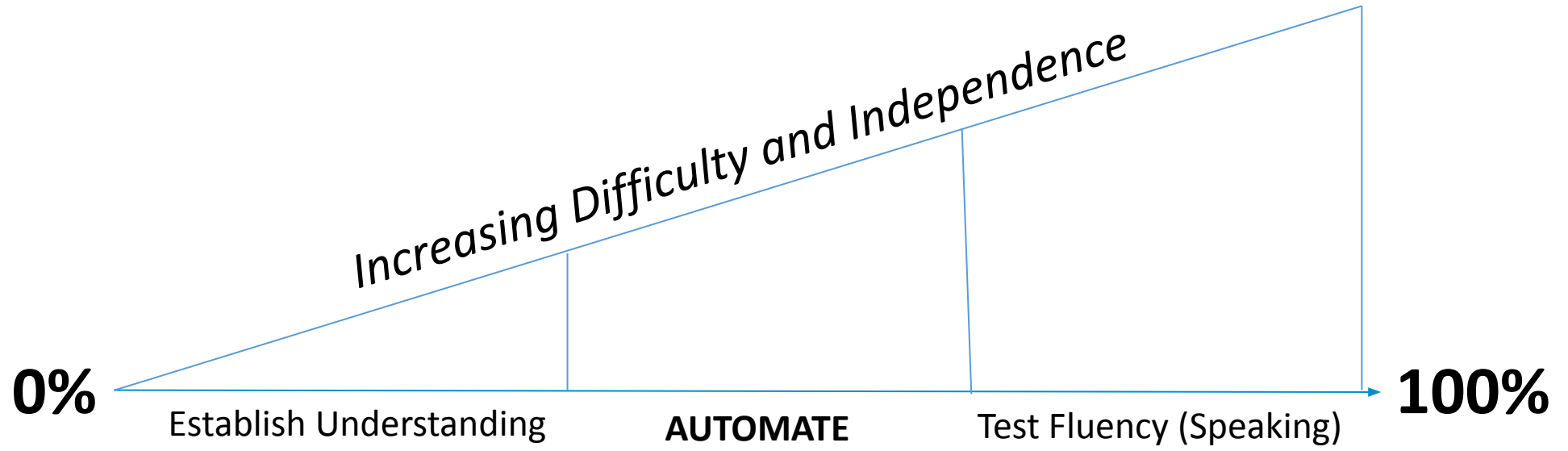


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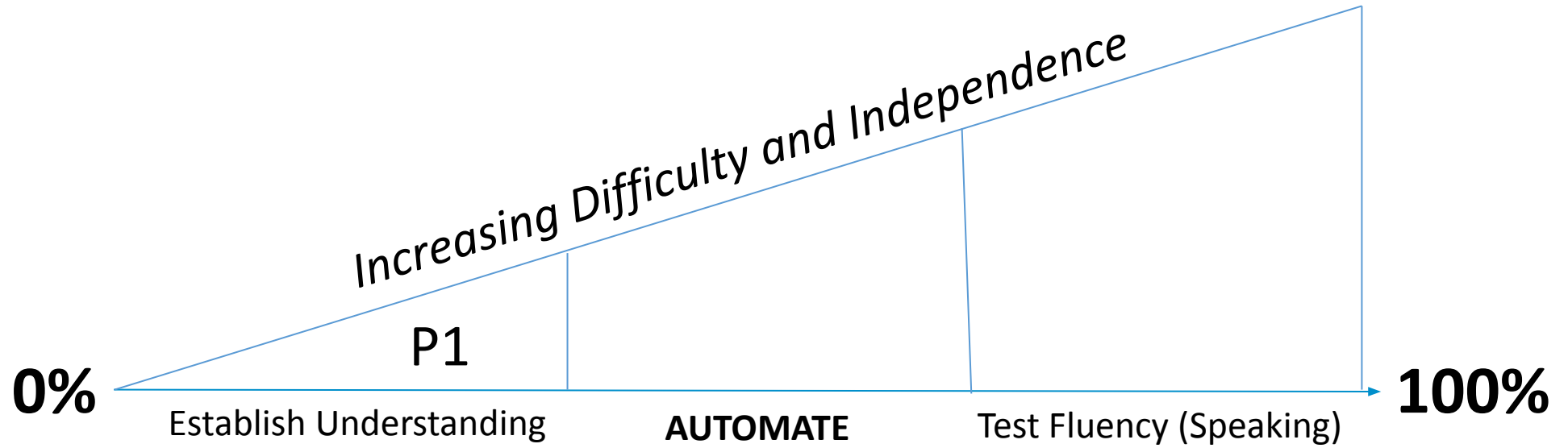


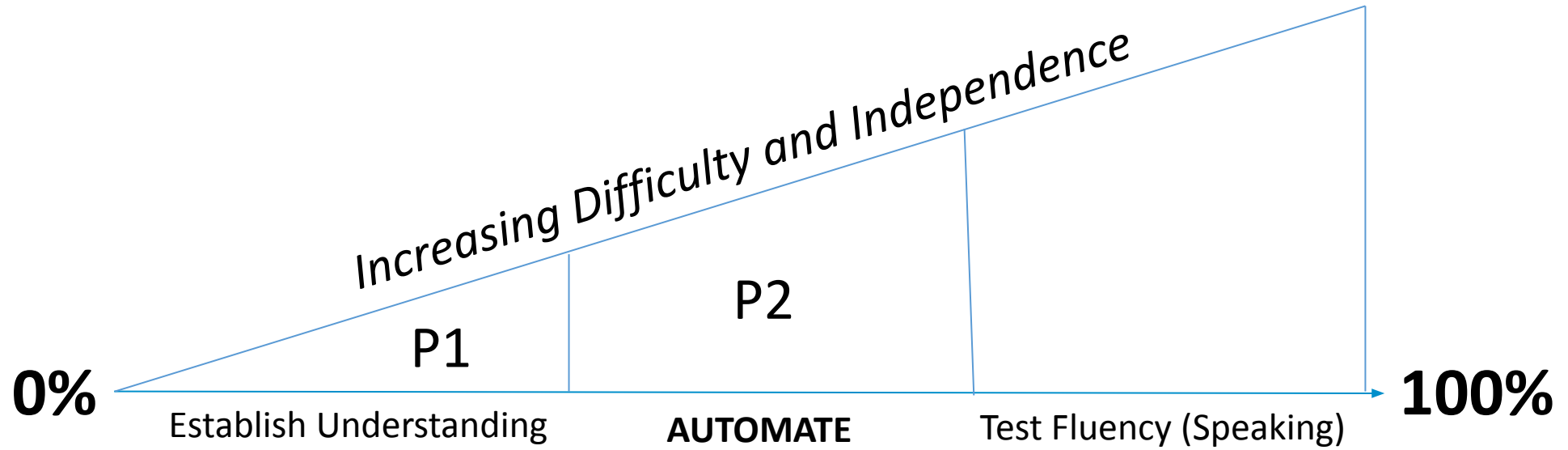
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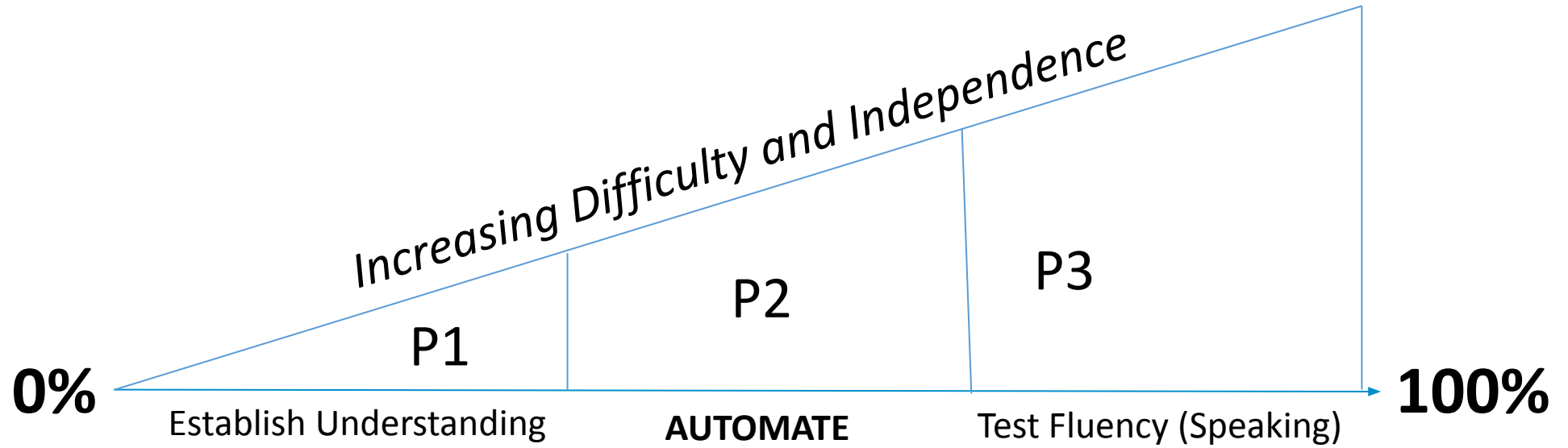




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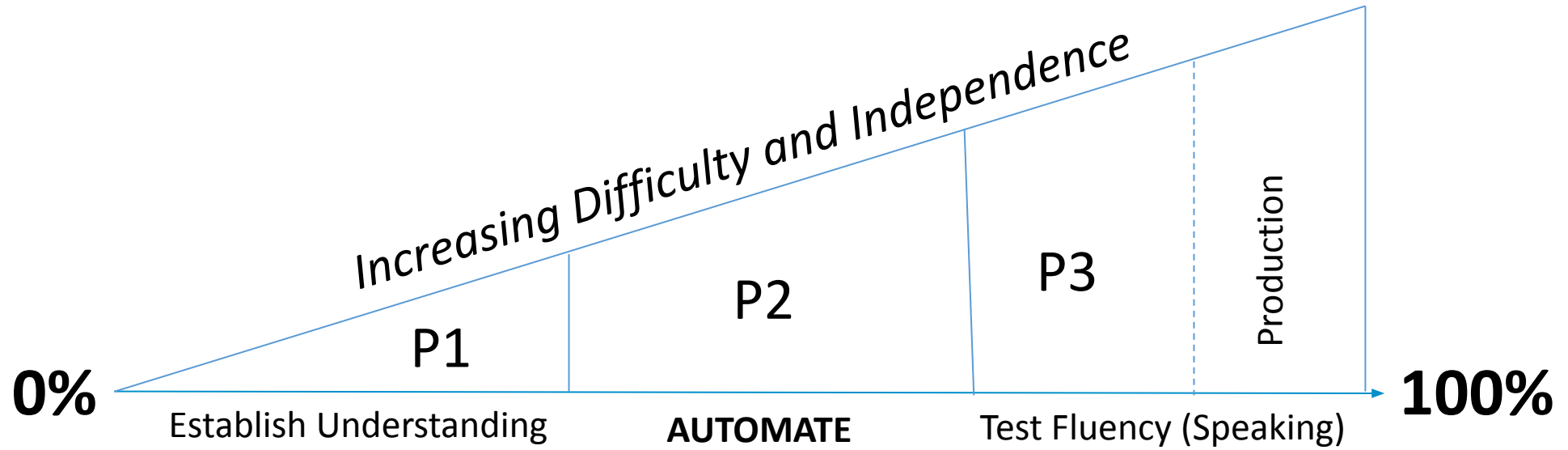








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# Establishing Understanding

- Parts
  - Presentation
  - Basic Practice
- Students have to understand, and they have to *understand that they understand!*







# What is a good explanation?

- Easy Reference
  - Too many words = out of reach for too many students!
  - ...but oversimplified definitions make for *useless* definitions!
- Reliable
  - Understanding confirmed in the low-level practices
- Shows the *necessity* of the form





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# 2<sup>nd</sup> Conditional

- “The **second conditional** (also called conditional type 2) is a structure used for talking about unreal (not true or possible) situations in the present or the future – things which don’t or won’t happen.”



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of Victoria





# 2<sup>nd</sup> Conditional

- “The **second conditional** (also called conditional type 2) is a structure used for talking about unreal (not true or possible) situations in the present or the future – things which don’t or won’t happen.”
- Weaknesses:
  - Asks for a qualitative assessment of the situation
  - No immediate necessity
  - No differentiation between “If I wasn’t working...” vs. “If I didn’t work...”



# 2<sup>nd</sup> Conditional

- Our definition:
  - 2<sup>nd</sup> Conditional = A Different Now *or* A Different Reality
- “If I had a million dollars, I would buy a house.”
  - A Different Reality
- “If he wasn’t watching TV, he would be playing video games.”
  - A Different Now



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# Testing the Definition

- If I had a million dollars, I would buy a big house.
- If I were you, I would drive more carefully in the rain.
- Paula would be sad if Jan left.
- If dogs had wings, they would be able to fly.

Source of Examples:



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# A Reference for Students

- “The **second conditional** (also called conditional type 2) is a structure used for talking about unreal (not true or possible) situations in the present or the future – things which don’t or won’t happen.”



- A Different Reality or a Different Now





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# Consistency in Explanations

- What about 3<sup>rd</sup> Conditional?
- What about mixed conditionals?





# Consistency in Explanations

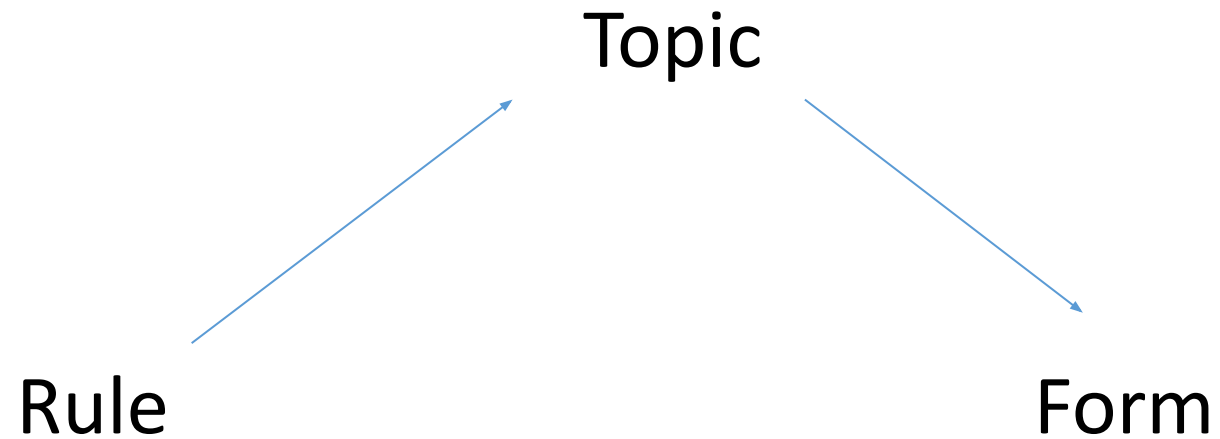
- What about 3<sup>rd</sup> Conditional?
  - “If Katerina hadn’t invited me, I wouldn’t have come to talk today.”
- What about mixed conditionals?
  - “If I hadn’t paid for the internet, I wouldn’t be speaking right now.”
  - “If you were on vacation in Hawaii, you wouldn’t have started to watch this webinar.”
- Student: “I was right before. This makes sense based on what I know.”
  - They are ready to trust it faster!





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# System 2: Logical, Effortful





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# System 1: Automatic, Unthinking

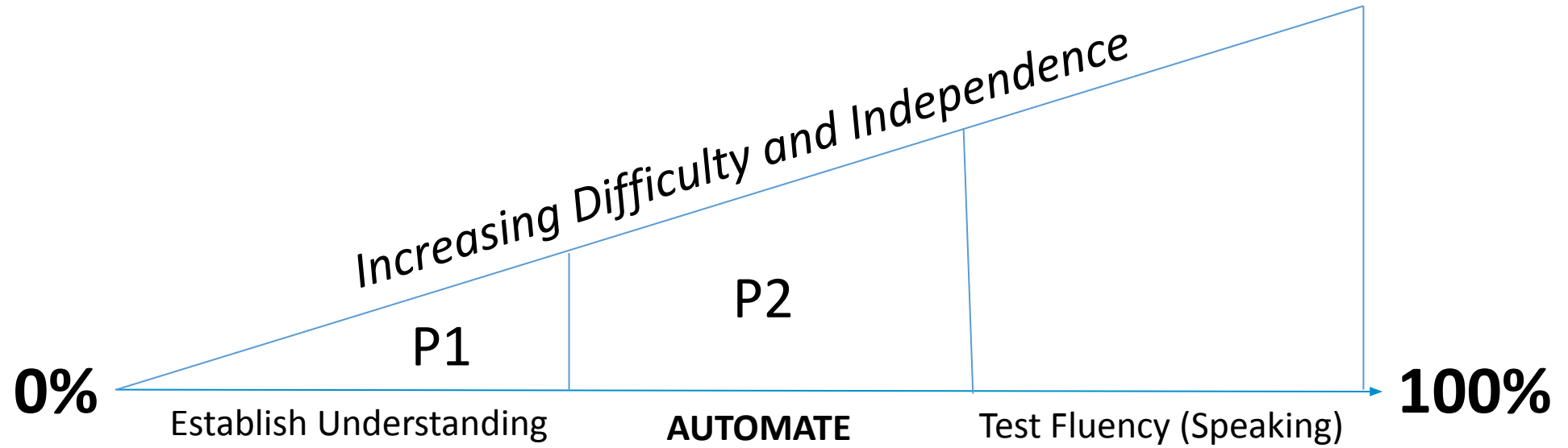
Topic

Rule  Form





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# Automate Activities (P2)

- Repetition that
  - Helps make the form reflexive
  - Shows clear progress for all students
  - Takes limited time
- Rules: Start slow and check before making them move quickly!





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# 2<sup>nd</sup> Conditional: King of the Mountain



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Conditional  
King of the Mountain

Number		Name
25.	She would have a cat if...	
24.	I would go with you if...	
23.	I wouldn't be so stressed if...	
22.	If I had more money, ...	
21.	If my phone wasn't broken, ...	
20.	I wouldn't be cold if...	
19.	If I had a dog, ...	
18.	If my head didn't hurt, ...	
17.	If it wasn't so cold, ...	
16.	I would wake up early if...	
15.	I would read more if...	
14.	My friend would be happy if...	
13.	If I had chocolate, ...	
12.	If this coffee tasted better, ...	
11.	If he was a doctor, ...	
10.	She would do well in school if...	
9.	If I had a car, ...	
8.	We would go on holiday if...	
7.	I would buy a new computer if...	
6.	If I had more time, ...	
5.	They wouldn't be busy if...	
4.	I wouldn't be late if...	
3.	I would spend more time on my hobby if...	
2.	I would study French if...	
1.	If it was very cold outside, ...	

2<sup>nd</sup> Conditionals B1-B2 [A]

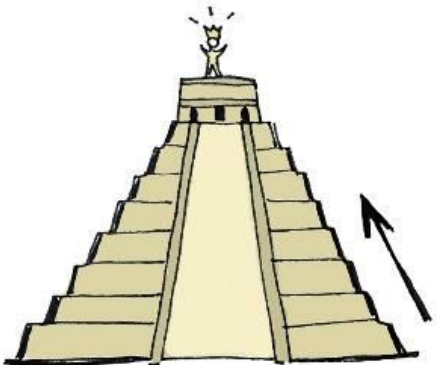


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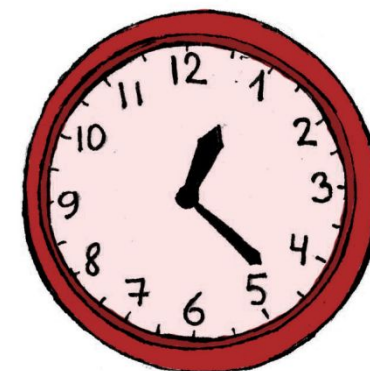


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# 2<sup>nd</sup> Conditional: King of the Mountain



16.	I would wake up early if...	
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# Automate Activities

- Strong students are interested
- Weak students see clear progress
- Lots of exposure in limited time
  - Listening to one another
  - Repetition on own





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# System 1: Automatic, Unthinking

Topic

Rule  Form







# Testing Fluency (P3/Production)

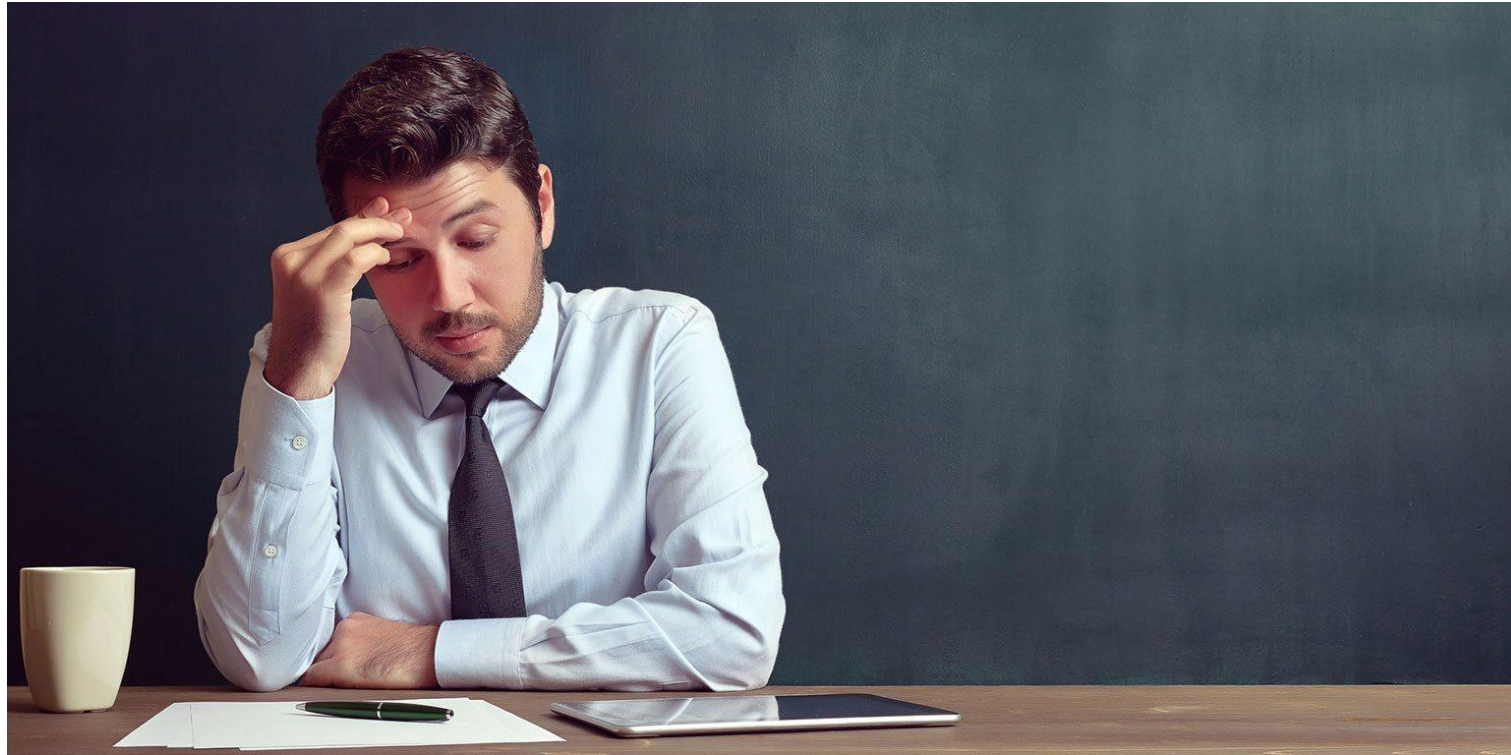
- Goals for the teacher:
  - What are they using?
  - What are they avoiding?
  - What mistakes are they making?
- Good speaking activities:
  - Give a reason to speak
  - Require flexibility





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# 2<sup>nd</sup> Conditional: Good Hire





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# Bill: Good hire?





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# Paul: Good hire?



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# Karen: Good hire?



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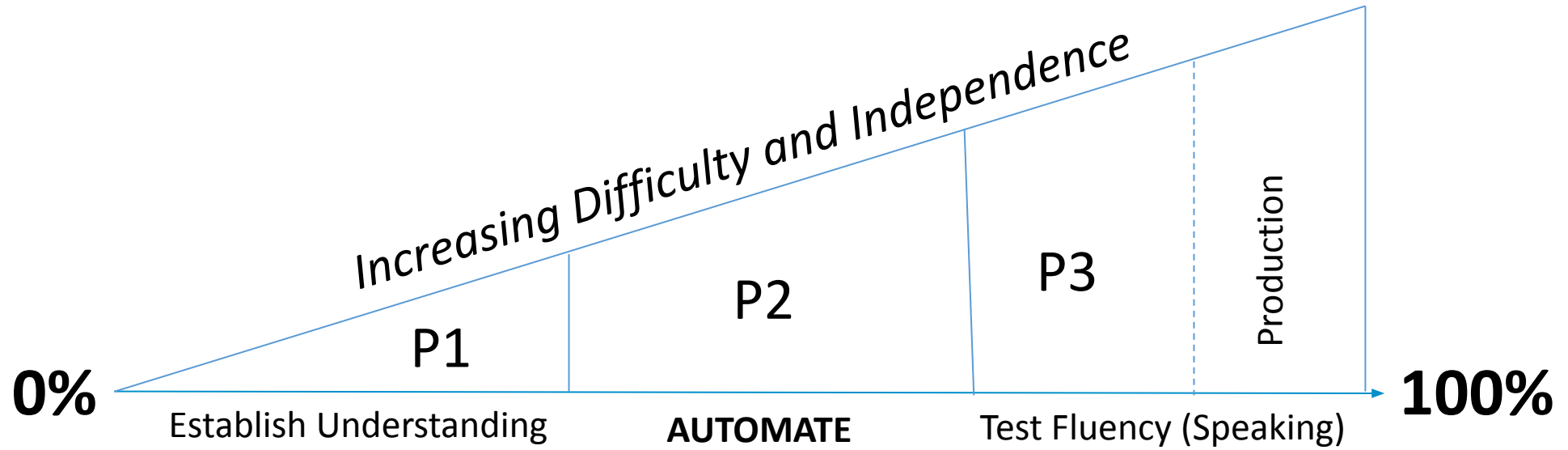
# Why It Works

- Movement away from the personal = Freedom
- Requires flexibility and adaptability
- Reason to speak
- Fun!





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# Building Fluency for All Students

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