

Introduction

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| 1 | What speakers do | 1 |
| | <ul style="list-style-type: none">• Introduction• Speech production• Conceptualization and formulation• Articulation• Self-monitoring and repair• Automaticity• Fluency• Managing talk | |
| 2 | What speakers know | 11 |
| | <ul style="list-style-type: none">• Extralinguistic knowledge<ul style="list-style-type: none">◦ Sociocultural knowledge• Linguistic knowledge<ul style="list-style-type: none">◦ Genre knowledge◦ Discourse knowledge◦ Pragmatic knowledge◦ Grammar◦ Vocabulary◦ Phonology• Speech conditions | |
| 3 | Speaking in another language | 27 |
| | <ul style="list-style-type: none">• Differences between L1 and L2 speaking• Communication strategies• What L2 speakers need to know• Availability for use: implications for teaching | |
| 4 | Awareness-raising activities | 41 |
| | <ul style="list-style-type: none">• Awareness-raising• Using recordings and transcripts• Focusing on selected language features• Using live listening• Using noticing-the-gap activities | |

5 Appropriation activities

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- Appropriation: practised control
- Drilling and chants
- Writing tasks
- Reading aloud
- Assisted performance and scaffolding
- Dialogues
- Communicative tasks
- Task repetition

6 Towards autonomy

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- Autonomy and automaticity
- Criteria for speaking tasks
- Feedback and correction
- Presentations and talks
- Stories, jokes, and anecdotes
- Drama, role-play, and simulation
- Discussions and debates
- Conversation and chat
- Outside-class speaking

7 Planning and assessing speaking

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- Integrating speaking into the curriculum
- Organizing a speaking syllabus
- Classroom talk
- Assessing speaking
- Assessment criteria

Task File

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Task File Key

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Further reading

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