DESIGNING SPEAKING MATERIALS

Teachers are

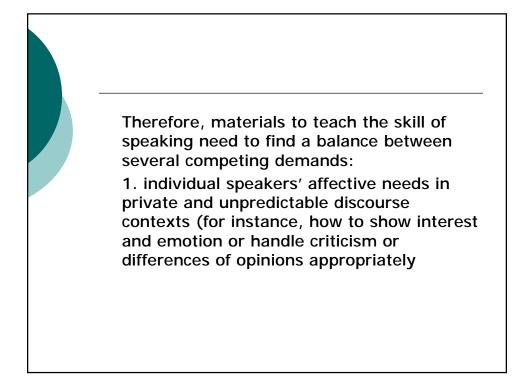
- i Evaluators and selectors of materials
- i Adapters of materials
- i Developers of materials
- i Users of materials
- i Language teaching professionals

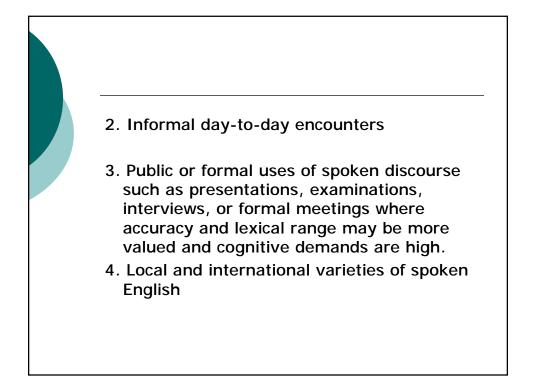
DISTINCTIVE CHARACTERISTICS OF SPEAKING

 More than the other language skills, speech production is intimately tied up with questions relating to affect and identity.
How you sound, how well you are understood, and how you project yourself in a range of discourse contexts are inextricably linked in ways that do not hold for the written mode.

Whereas a text can be edited and retracted, reread, analyzed, and objectified from "outside", spontaneous spoken discourse unites speaker and content at the time of production. i To become a proficient user in spontaneous conversational settings, a second language user needs to acquire an array of cultural and pragmatic skills and knowledge alongside the building blocks of vocabulary and grammar, fluency, and pronunciation

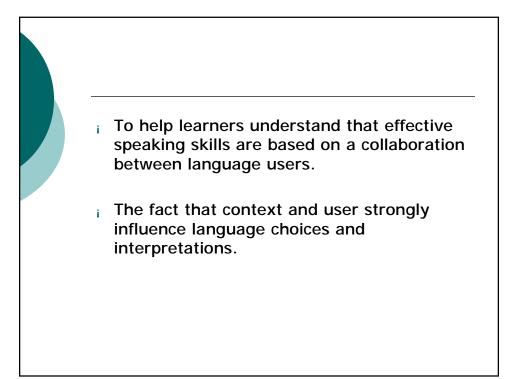
i The demands of speech processing in realtime conversational and other speaking contexts place tremendous cognitive load on the second language user as they attempt to draw together the various elements from lexical retrieval to syntactic processing to the motor skills of speech articulation.





AIMS OF MATERIALS TO TEACH SPEAKING

i to raise awareness of the feature of speech (speaking does automatically split itself up into neat sentences, and teaching speaking as if it were a matter of placing one accurate sentence after another as in formal writing does not help the learner.)



TWO MAIN AREAS TO FOCUS ON

i The learner needs to become aware of some of the differences between spoken and written mode, the "give and take" of speaking, the greater tolerance of mistakes and lower vocabulary range, and the potential for cultural differences

 They also need to build strong language production skills, including confident projection of the voice, pronunciation and fluency, pace, gesture/gaze and so on.
Often, aspects of the spoken form (for example, idioms or strategies for seeking clarification) are taught in isolation from these fundamental productive skills

ASSESSING MATERIALS FOR THE SKILL OF SPEAKING

- i Are the aims of the materials clear?
- i Are these aims compatible with the nature of speech?
- i What aspect of spoken discourse is being taught/presented, exactly?
- Is the aspect being taught/presented really something particular to speech, or is it using speech as a means of practicing a language feature/function?

