

Rationales:

Communicative tasks

Fundamental to the view that speaking is cognitive skill is that the idea that knowledge becomes increasingly automated through successive practice. The kind of practice that helps automatization is best when the learner's attention is distracted from the temptation to refer to the rules of grammar and to generate every utterance from scratch (Thornbury, 2005. p.79)

Task repetition

Repeating a task shows the most consistent and wide-ranging gains overall, although the jury is still out as to the extent that these short-term gains translate into long-term ones. For example, 'abnormally fluent' speakers, such as race-callers and auctioneers, get constant practice at the same kind of 'task', suggesting that task familiarity, if not exact repetition, is a factor in the development of fluency (Thornbury, 2005. p. 84).

Closed pair work

One of the 'Student-student pairwork' forms. Closed pairwork is when adjacent students perform the dialogue, all pairs working at the same time. The teacher's role at this stage is to move around the class, checking to see that students are 'on task', and offering any guidance or correction, as appropriate. When pairs finish their dialogue, they can be asked to switch roles and do it again [...]

(Thornbury, 2005. p. 73)

Simulations

Situations that learners are likely to encounter when using English in the real world can be simulated and a greater range of registers can be practiced than are normally available in classroom talk. Students 'play' as themselves in a simulation situation. What follows is a selection of drama activity types, chosen because they are potentially highly language productive, can be adapted to different levels of proficiency and for different topics, and because they allow learners to experience autonomy in the speaking skill (Thornbury, 2005. p. 98).