

information or seeking clarifications. Some functions require a largely non-interactive use of language like telling a story, reporting an event or speaking in a debate where there is limited interaction with the audience. Interactive and non-interactive uses of language are the two varieties of spoken language.

Conversation is private speaking and normally has two or more participants who take turns to speak. This kind of speech is more spontaneous and cannot be prepared before hand. It is impromptu and needs alertness and a constant processing of ideas and language in the mind of the speakers as they respond to each other.

Non-interactive use of language is public speaking. It is less interactive than conversation. Sometimes it is not interactive at all. For instance, a speech is generally prepared and written down beforehand. It may be read out to an audience. Public speaking is intermediate between speaking and writing.

These two kinds of speaking can also be called conversation and extended talk.

### 3.4 OBJECTIVES OF TEACHING SPEECH SKILLS.

The major responsibility of a teacher are the following:-

- teaching of sounds of the language as well as stress, rhythm and intonation.
- stringing together features of pronunciation (sound, stress, rhythm and intonation) in grammatical and meaningful sequences.
- teaching the speech sequence in appropriate social situations to enhance social acceptability
- teaching the learners to identify and select points relevant to the purpose and situation as per social acceptability.
- teaching the sequencing of ideas into a coherent whole in extended talk.
- helping individual learners to develop fluency, pleasant conversation and ease of speech.

### 3.5 ACCEPTED TECHNIQUES IN CONVERSATIONAL/ ORAL SKILLS TEACHING

The communicative classroom lays a lot of emphasis on the learning of speech or oral skills. By the time the learners reach the secondary classes they would have mastered the sounds of English, aspects of stress and intonation to an extent that they are intelligible to others. Their expression or the sentences they construct may be simple. There may be some who may not have obtained language proficiency to this level. It thus becomes the task of the teacher to practice and consolidate what the learners may have learnt in their previous classes.

Some of the techniques to teach oral skills are given below.

#### \* The Conversation Class or the Question and Answer sessions

One of the common methods of teaching oral skills is the 'Question and Answer session' in which the teacher sits with a group of learners and asks them questions about their home, family, study, play, etc. The learners answer the questions with no other motivation but to respond to the teacher's queries. Thus, this is not always very productive as it is not very interesting. It also lacks a clearly defined topic or purpose to talk. With young learners it serves a purpose, however limited it may be, as the learners are still learning to string words into appropriate responses. But with older learners this is not a very motivating activity.