

5. In what ways can conversation be regarded as a skill? How might this influence our approach to teaching it?

Both motor-perceptive skills and interaction adeptness are usually required in conversation. Many times this pairing calls upon effective understanding of the two in order to implement oral exercises in an effective manner. Motor skills involve perceiving, recalling, and articulating in the correct order sounds and structures of the language. Interaction skills involve making decisions about communication, such as what to say and how to say it. Keeping in mind the difference, the class level should play a large part in determining which of the two skills are predominately used during the course.

Generally the situation or setting makes a difference in the way the speaker uses the language, for example, time limitations. Does the speaker have time to "process" his or her thoughts before speaking out loud? Other conditions can also affect the use of language. Does it make a difference whether the speaker is interacting with one person or with a group? Differing situations do have distinct aspects and thus can influence the way in which the speaker uses language.