

PROVEN METHODS OF TEACHING GRAMMAR TO BOOST SPEAKING SKILLS OF EFL STUDENTS

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Abstract:

The following article offers an instructional recommendation on how to teach spoken English grammar, which is crucial to achieving true language mastery. In order to clearly define spoken grammar, the theoretical framework must first be built. This includes an overview of the characteristics of spoken grammar as described by various authors. After that, this article looks at how to teach it and how to do so using audio-visual resources in the classroom. The intervention proposal is then described in terms of the goals, skills, and topics it aims to address, as well as the kind of methodology and evaluation it will use. Finally, a thorough explanation of the pedagogical concept is provided, outlining each session and activity that it has.

Keywords: heads, ellipsis, tails, phrasal chunks

I. Introduction

Typically, standards of written English serve as the foundation for traditional, formal descriptions of English grammar; However, researchers and linguists have recently begun to focus on describing features of spoken grammar and to question the appropriateness of applying writing-based standards and grammatical descriptions to spoken English, particularly as a result of analysis of large corpora of spoken data and an emphasis on spoken communication. Recognizing spoken grammar's role in the classroom is more important than ever before due to current trends that place an emphasis on authenticity and communicative language instruction.

You can empower your students to improve their overall fluency and face-to-face conversation by learning about spoken grammar characteristics and ways to teach them. You can also increase the authenticity of your speaking lessons and prevent your students from speaking English like a textbook.

II. Problems

There is no consensus regarding the approach that teachers should take or the extent to which they should teach features of spoken grammar, even among researchers who advocate teaching specific characteristics of spoken English to English as a foreign language (EFL) students. This segment centers around three educational issues for showing spoken language: the requirement for materials; the need of showing spoken punctuation for fostering understudies' verbally expressed correspondence abilities in all specific situations; and the topic of whether to show creation or to zero in on the acknowledgment of spoken sentence structure qualities. These issues must be taken into account in light of the particular teaching contexts of teachers who want to incorporate spoken grammar activities into their own classes.

III. Main Body:

In order to introduce the features, raise students' awareness, and provide controlled practice, several grammatical activities and suggestions isolate specific spoken grammar characteristics. Yet the fact of the matter is that numerous aspects of spoken grammar are typically present in genuine, natural conversation. As a result, many of the activities can be modified to focus on multiple aspects of spoken grammar simultaneously. For instance, over the course of the semester, students could incorporate a number of characteristics of spoken grammar into written conversations. This would provide continuity to the instruction and enable students to clearly see how their conversation changes as a result of each addition. Following a discussion of the significance of spoken grammar in face-to-face conversation at the course's conclusion, students were given the opportunity to perform both the initial and final conversation for the benefit of the entire class.

In a similar vein, teachers could ask students to watch a video and simultaneously count several features of spoken grammar or to fill in blanks in a script for multiple characteristics of spoken grammar after introducing a number of those features. By focusing on multiple characteristics, we can see how they work together to produce natural, smooth speech and help speakers deal with the pressures of real-time conversation.

Asking students to complete a project in which they interview and record an advanced or native English speaker, then transcribe the conversation is another way to raise students' awareness of the role of spoken grammar in authentic speech. Students give a presentation in which they play the recording, highlight the characteristics of spoken grammar in their transcript, and discuss with the class after identifying the elements of spoken grammar that were taught in class. Again, this kind of project emphasizes the significance of spoken grammar in everyday conversation and helps students apply what they have learned in class to real-world speech.

A: So, do you live in Tashkent?

B: Yup, I sure do.

A: How long have you been living here?

B: **15 years.** (ellipsis)

A: **Good, okay.** So, **uh**, what's the best thing about it? (backchannel, filler)

B: **Best thing**, there's always something to do, places to go. There's lots of tourist attractions around here. **Um, things**, that's the main thing, it's things to do. You can never be bored. (A: **Yeah**). **Always places, things to see.** (head, filler, head, backchannel, ellipsis).

In order for students to accurately transcribe their interview, they will need to listen to the recording a number of times and analyze the actual data. This will improve their comprehension of spoken grammar, its role in conversation, and its frequency in actual speech. Before beginning the project on their own, the instructor could have the students transcribe and analyze texts in class to better prepare them for it. Students will feel empowered and motivated to create and share their own videos with their own interview questions after watching the videos and analyzing the transcripts.

IV. Conclusion

The improvement of students' capacity for meaningful communication is a major objective of communicative language instruction. This article has discussed specific aspects of spoken English

grammar and demonstrated how they can be used to meet the requirements of real-time, interactive conversation.

This article outlines a variety of activities for teaching features that contribute to the development of fluency by allowing students to adapt to the pressures of real-time communication for teachers who find that ELT materials lack activities for teaching spoken grammar.

Students need to be taught the conventions and features of spoken English that will enable them to become effective communicators now more than ever given the increasing use of English in international contexts. Students are better able to deal with the pressures and interactive nature of English conversation when they are taught specific aspects of spoken English through specific instruction and practice. This should be supported by any teacher who advocates a communicative language teaching approach. Teachers can assist students in interacting in English while also preventing them from sounding like an unauthentic English textbook by incorporating a few of the suggested activities into their English classes.

References

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