

## ELIMINATING GRAMMAR MISTAKES DURING THE SPEECH OF THE 9TH CLASS PUPILS

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### ABSTRACT

This research paper explores an experimental approach to eliminate the grammar mistakes during the speech at teaching the 9th form pupils at specialized schools, namely avoiding grammar or spelling mistakes, such as tenses, verb «to be», misusing adjectives and adverbs and their degrees, using proper collocations or idioms and so on.

**Keywords:** speech, spelling, quality of speech, correct grammatically, mistake, tutor, word order, wrong tense, subject-verb agreement

### INTRODUCTION

Why is grammar so essential in our life especially during the speech? As many other people we could just mumble some important words without challenging ourselves finding proper words, making sequence of tenses... However, as intelligent human being, we try to be more sophisticated and civilized. Perhaps it's the main reason we need grammar not only in speaking but also in writing. Academic speech demands students to engage in an attentive process to deliver qualified speech. However, it is a great challenge for pupils of secondary schools especially 15-16 years old teenagers who are learning English only for passing the exams, not for basic engagement. Basically, common grammar mistakes tend to distract readers from having a constant flow of ideas. However, these errors do not distract the meaning. Then, some grammar errors make the audience to experience negative perceptions. However, these errors may not distort the intended meaning. Finally, spelling mistakes are likely to destroy the actual meaning of the idea. In this case, learners try to use words or antonyms which are grammatically incorrect during their speech. Consequently, students should engage in proper preparation to avoid such common mistakes that prevent listeners from comprehending the intended idea.

## METHODOLOGY

Why we are so engaged in grammar?

Making progress in academic speech requires learners of 9th grade to struggle for perfection. First of all, teachers demand the pupils to make beautiful perfect speech without any mistakes to achieve their intended goals. In practice, grammar, punctuation, and spelling mistakes are basic criteria that lower the quality of speech makes teachers to interrupt the pupils during their speech all the time so that they can be corrected grammatically. Moreover, each learner should comprehend the difference between these common mistakes to avoid them during the speech.

“Some theories suggest that fixing a mistake on spot is very effective as it draws the students’ attention immediately to it, identifies the error and makes sure the same mistake is not made again. There are students who prefer this type of error correction and ask to be interrupted and corrected every time it happens.

Others argue that interrupting the students every time to fix a mistake, results in creating an artificial barrier for them to speak and they start to be afraid of making a mistake every time they want to engage in a conversation.

In my experience, the best approach here is to define the target of the activity before deciding whether to correct a mistake or ignore it at the time being”, according to the research of Armenia Seghbosyan, ESL senior trainer with 8+ years of teaching experience, specializing in ESP (Medical, IT, Financial, Business English), course content creator, CELTA certified trainer, PTE examiner. As it can be seen from the passage grammar is considered the most priority in teaching English.

As pupils who are studying the foreign language we often encounter errors as it is the second language which means we don’t speak it often, only during the lessons only. Commonly, during the speech in English we sometimes forget articles which don’t exist in our native language, forget the prepositions which are placed after the words in our native language but in English before the words and followed by strict grammar rules, which leads to rough grammar mistakes. Mistakes are essential part of our speech as it’s said in Russian proverb-on mistakes you learn.

According to research paper of Fazliddinova Sevara Nematovna, which was published in “Молодой Ученый” N7(111) April 1 2016,” It is an important part of the learning process. If they are not making mistakes, then they are not being given difficult enough topics and structures to work with. You have to choose material that is challenging but manageable for your class and correct mistakes in positive ways. Singling out students who make errors will make students feel self-conscious and shy so some tact when correcting mistakes is important. When our students learn something new they always make mistakes. What is the best way to correct these mistakes? Which mistakes should be corrected? Should all student errors be marked? If they are

mistakes, the instructor should point them out. Again, we should go back here to the purpose of correction. If the purpose is to help students improve production, then correction should be limited to one or two areas for students to focus on which are important to overall comprehensibility: the student's pattern of run-on sentences, for example, or stress patterns, not a single misspelling or mispronunciation. “

The most important thing is when and how to improve the mistakes of pupils or just ignore them giving them opportunity to speak without interruption?

During the article the following is said: “There are a number of types of corrections that teachers are expected to make during the course of any given class. Here are the main types of mistakes that need to be corrected:

Grammatical mistakes (mistakes of verb tenses, preposition use, etc.) –

Vocabulary mistakes (incorrect collocations, idiomatic phrase usage, etc.) –

Pronunciation mistakes (errors in basic pronunciation, errors in word stressing in sentences, errors in rhythm and pitch)–

Written mistakes (grammar, spelling and vocabulary choice mistakes in written work)”. The main issue at hand during oral work is whether or not to correct students as they make mistakes. On the other hand, correction of written work boils down to how much correction should be done. In other words, should teachers correct single mistakes, or should they give a value judgment and correct only major mistakes. With oral mistakes made during class discussions, there are basically two schools of thought:

1) Correct often and thoroughly;

2) Let the students make mistakes; Sometimes, teachers refine the choice by choosing to let beginners make many mistakes while correcting advanced students often.

However, many teachers are taking a third route these days. This third route might be called “selective correction”. In this case, the teacher decides to correct only certain errors. Which errors will be corrected is usually decided by the objectives of the lesson, or the specific exercise that is being done at that moment. In other words, if students are focusing on simple past irregular forms, then only mistakes in those forms are corrected (i.e., *goed*, *thinked*, etc.). Other mistakes, such as mistakes in a future form, or mistakes of collocations (for example: *I made my homework*) are ignored. Finally, many teachers also choose to correct students after the fact. –Fazliddinova Sevara Nematovna, “Молодой Ученый” N7(111) April 1 2016.

As it is clearly seen from the passage, mistakes should be corrected by teachers.

In my opinion such kind of mistakes are encountered during the speech of pupils at 9th grade.

1. Subject-Verb Agreement

Police is coming on the way.

Police are plural, but 9 th grade pupils often forget to use proper correction of verbs which are correct to the subject

## 2. UNPROPERLY USED Word Order

I English learn.

In this sentence word order is correct in my native language, but in English this used order is incorrect, as the basic rule for sentence structure is “Subject+Verb+Modifier” which means to be as “I learn English”. It shows that when teaching speaking to

9th grade pupils tutor must be aware of grammar mistakes

## 3. Using the Wrong Tense

I learned English for 15 years.

As we can see from the example the pupil misuses the present perfect tense with the time phrases “for” as with the past time which refers unspecified time, Present Perfect must be used. However, the fact is that they express their ideas in a comfortable way

## 4. Using the Wrong Preposition

I was waiting to you. Or I came to home.

In this case the preposition is misused as the verb WAIT is used with preposition FOR and in second case verb COME isn't used with preposition with the word HOME as an exception. Prepositions are the most confusing aspects of grammar and such kind of mistakes cannot be avoided.

## 5. Confusion between the Infinitive, Gerund or other forms of the Verb

I can to speak several languages.

Pupils at 9th grade confuse the verbs and its forms as gerund, infinitive and others. As an example the sentence is given above. In 9th form themes like gerund and infinitives are taught narrowly but some grammar can be taught additionally.

## 6. Omitting definite and indefinite Articles

I have brought you interesting book.

As a teacher you can easily find mistakes related to articles but it is a real challenge for the pupils.

## 7. Misusing Adverbs and Adjectives

You are using the adverbs bad.

Adverb and adjectives were at top at making mistakes between the pupils especially at 9th grade.

#### 8. Plural form of Nouns

She has got three sheep's.

Almost in every lesson you can encounter such kind of mistakes as children, fishes, boxes and so on.

#### 9. Misusing degrees of adjectives

My brother is tall as my father.

My room is large than yours.

Pupils not only confuse the adverbs and adjectives but also misuse the degrees of adjectives, and some phrases as well.

#### 10. Misusing the verb TO BE

I English teacher.

Even advanced learners can make such kind of mistakes not speaking about pupils of secondary schools. In Uzbek language we have a rule "Noun-verb" which means a noun or pronoun can be considered as verb which is not allowed in English.

### CONCLUSION

How can we help the pupils to overcome such kind of mistakes during the speech?

In my humble opinion, we have several ways of overcoming mistakes of pupils while speaking. The most essential one is correcting them and the second is practicing a lot.

But it is not a good step to correct pupils all the time but as a tutor teacher must know how to treat each student. Some of them need to be corrected immediately but some are so affecting so teacher must do it privately or continually. And the other the most crucial step is practice. Practice makes students speech perfect

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