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Teaching Strategies of Georgian Colloquials and their integration in Georgian as SL Class

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ABSTRACT

In the process of learning a foreign/second language, students should learn spoken/colloquial language in addition to formal language. This is important for successful communication in a real life situation. Spoken/informal language occupies a significant part of everyday communication. Moreover, colloquial language and face to face interaction represent the essential aspects in both learning and teaching process and plays an important role in terms of linguistic and cognitive development of learner (Hinkel, 2006). According to Engknt, students “are well equipped if they can handle a basic formal! informal distinction and understand the principles of register use” (Engknt; 1986). Georgian as a second language teaching resource does not include materials discussing this part of the language. As a result, language learners do not have the appropriate skills and knowledge to select the correct forms and expressions, taking into account the quality of language formality and the actual communication situation, speaking, as well as obstacles in understanding the information received in everyday speech, which also requires specific knowledge. The aim of the article is to study the situation in Georgian higher education, to identify the level of students' knowledge and learning activities and approaches, and to develop relevant recommendations to address the above-mentioned problem. The research was conducted on the basis of Georgian higher education institutions, foreign students who speak Georgian as a foreign language took part in the research. Finally, 35 students of different nationalities participated in the study. The paper is mainly based on qualitative research. In addition, the interview method was used in the study; informants were 35 students who completed the questionnaires with open-ended and closed-ended questions. The observation method was also used in the research. We looked at the components of teaching speaking and reading. We conducted an experiment during the research process. Students were given a text with the same content in formal and informal style to read. In addition, we offered them the task of participating in a conversation situation on the same topic in a different context in terms of formality/language register and the results in both activities were observed. The study involved a relatively small focus group, which prevents a more in-depth and generalized picture from being displayed and the results obtained. Observations of the lesson process have shown that students understand the formal text more easily than informal style language. Even when the teacher provides spoken language forms, students find it difficult to comprehend such material. This is due to the fact that spoken language learning activities

are more spontaneous, less systematic and do not reinforce such knowledge in the audience. Student surveys and questionnaires completed by them revealed the following: At a certain level of language proficiency they find it relatively easy to learn information from university-created texts in literary language, but in everyday situations, it is difficult to establish successful communication and comprehend information due to ignorance of spoken forms. In addition, such activities are less covered in the curriculum as well as in the textbooks and in this regard, the experience of both teachers and students is relatively scarce. The experiment revealed that students understand the text of a formal genre more easily and correctly than spoken, informal information. The same goes for building a talking situation. In order for the student to realize the similarities and differences between formal and informal languages, it is necessary to carry out a variety of activities in the learning environment, including 1. Identify formal and informal distinguishing marks, which is achieved by reading, processing and comparing different texts according to different levels, genres and formality levels. 2. Use of lexical activities: Identify lexical items (slang, language contractions, acronyms, etc.) in texts, create a dictionary and perform relevant exercises. 3. Conversational activities on different topics: The teacher presents and discusses a particular form with a student, after which the students build the spoken situation in different language registers and make a presentation through role-playing games. 4. Use of authentic recordings and multimedia to master natural, informal language forms and structures.

Keywords: *colloquial language, second language teaching, foreign language teaching, language teaching strategies, Georgian language teaching*

Introduction

The development of speaking skills is one of the most complex tasks in the language teaching process. As it is mentioned in the literature, „to a great extent, spoken language and face-to-Face interaction constitute the foundational aspects of both teaching and learning at school“ (Hinkel, 2006). With this in mind, in the language teaching process, almost all speaking situations should be considered, including data of informal spoken language and proper linguistic tools.

Different studies reveal that high language proficiency implies that the student is able to use the language and to demonstrate productive language skills in any environment and conditions, to speak grammatically correctly, logically consistent, and contextually adequately (Burkart, 1998, p.4).

Moreover, some argues that in classroom it is important to teach colloquialisms, since the given forms are essential and inseparable part of the everyday communication. As it is known, the main characteristics of the spoken language, particularly colloquialisms, are as

follows: concise sentences, violation of rules of grammar, rhetorical deviations (McCrimmon, 1963, p.143). According to Epoge (2012), colloquials include diverse linguistic forms revealed within the different informal contexts and these forms are those of people use in their everyday speeches. Consequently, these linguistic forms should be applied in the second language teaching process.

Spoken language and particularly colloquialisms and face-to-face interaction serve as a main factor in teaching process and play an essential role in the development of learner's linguistic and cognitive development (Henkel, 2006). According to Engkent (1986), students have enough knowledge while being acquainted with the basic formal language and its informal variations and main principles of using language register. As the researchers point out interactive listening and speaking is the complex cognitive task particularly for the second language learners. Speaker performs multiple tasks simultaneously, namely, the speaker produces text, makes interpretations and evaluations, and in parallel responds to the answers in real time during the speaking (Vandergrift, 2004).

To raise students' awareness of spoken language and colloquialisms, language instructors should consider a few important aspects, in particular students' age, education, "culturally absorbed ways of learning" and the goal of language learning (Rivers, 1987). There is much discussion in the literature about the texts which should be applied in the spoken language teaching process. Teems (2005) argues that achieving this goal two essential aspects should be considered: 1. text should trigger out the students' interest and 2. text should reflect the natural conversation, should be authentic, and contain elements of both natural and pre-written text (118). As Tomlinson (2002) discusses, a text which contains colloquials should enable students to make connections between information given in text and his/her culture. The proper topics, information, facts and etc. should be reflected. Tomlinson believes that it helps language learners to generalize knowledge and to build parallels (Tomlinson, 2002). Teems (2005) notes that while working on such texts, it is important for students to complete four types of assignments in the classroom: „cultural access tasks, global understanding tasks, noticing tasks, and language discussion tasks“ (119). Besides, when choosing the text (as in all other teaching activities) the level of students' language proficiency should be considered and texts should be modified according to this data.

It must be mentioned, that the above-mentioned approach is less considered in Georgian literature, methodological toolkits, and teaching resources. consequently, language learners don't acquire the skills and relevant knowledge to choose the proper forms and expressions according to their language proficiency and communicative situation. The Georgian resources mainly contain the data of formal normative spoken language and proper activities, which in its turn prevents students to use the language actively and participating successfully in everyday communication.

The article aims to study the situation in the higher education system of Georgia, as well as to identify and analyse how the teaching of the spoken language, particularly colloquial, is integrated into the process of teaching Georgian as a second language. Therefore, the following research questions are central to the discussion developed in the paper: are colloquials involved in Georgian as a second language teaching process? If not how do students fill this short fire? How adequately do students understand and use colloquials in their daily communication? Do they communicate successfully in a formal or informal environment?

The paper is structured in the following way: In the first section theoretical background is outlined, the research methods and the results are analyzed afterward. In the final part of the article, the data of Georgian language is discussed in terms of defining particular Georgian colloquials and their teaching strategies within the classroom.

Research methods

The paper is mainly based on qualitative research method, interviews, questionnaires, experiment and statistical analyse are also applied. 5 students were interviewed, 57 students answered the questions presented in questionnaires, all of them were also participated in experiment.

The research was conducted on the basis of Georgian universities. 57 international students, learning Georgian as a foreign language at Georgian universities namely TSU and Geomedi, participated in the research. their language proficiency varied between B1 and B2 levels. The research did not aim to identify students' answers according to their age, social class, gender, or cultural background. It was important to reveal their acquaintance with the informal language.

Students filled out questionnaires with both open and multiple-choice questions. In total, there were 9 questions with the alleged answers. At the beginning of the questionnaire, there were brief explanations for the following concepts: spoken language, colloquials, standard language.

The experiment was conducted during the research. Students were given both formal and informal texts with the same content. Moreover, they had a task to participate in a conversation modeled in advance which aimed to use the given colloquials. At the beginning, the students listened to authentic texts about conversations between consultant and customer in the supermarket. The formal text contained standard language expressions and addressing forms, while informal text consisted colloquials, namely unfinished sentences, addressing and thanking forms. As a next step students identified elements of both formal and informal texts and revealed consequent distinguished linguistic forms and their matchings. afterward, students were offered to create dialogues in pairs about the same topic using the above-mentioned forms relevant for both formal and informal environments. As the final task students presented the dialogues to the group. Based on the above-mentioned activities we observed if the students were able to understand and to use colloquials.

Results and Discussion:

- 1) The analysis of the questionnaire responses revealed the following results: The first question aimed to find if students are taught elements of spoken language, in particular colloquialisms, in Georgian language classes. The majority of students (50,9%) answered that colloquials are not included within the classroom activities, 31.6% of respondents claimed that the given informal linguistic units were offered during the Georgian language teaching but not on a regular based and only 17.5% of students mentioned that they were familiar with colloquials due to the classroom activities.
- 2) Students were asked to answer the following question as well: Is it easy for you to communicate in Georgian language in everyday conversational situations outside university? particularly:

- a. speaking of familiar topics: negative answer (36.8%), positive answer (47.4%), it is more or less easy (15.8%)
 - b. speaking of unfamiliar topics: negative answer (64.9%), it is more or less easy (14.0%), positive answer (21%)
 - c. in transport: negative answer (38.6%), it is more or less easy, (17.5%), positive answer (43.8%).
 - d. in shops and etc. negative answer (31.6%), it is more or less easy (21%), positive answer (47.4%).
- 3) The third question was designed in a following way: Do you understand informal addresses and small talks in everyday Georgian-speaking environment? Most students (47.4%) gave the negative answers. 36.8% of respondents answered positively and only 15.8% of the total amount responded that they more or less understand the given forms.
- 4) From your point of view, what serves as the main obstacle when you are not able to understand everyday spoken language and separate phrases?
- a. **Abbreviations /incomplete sentences:** 38.6% of students answered positively, 17.5% of students gave negative answers and the majority of them, namely 43.8%, think that it is more or less hard to understand.
 - b. **Fast conversation:** the majority of students (64.9%) answered that they were struggling with these forms, 24.6% answered that sometimes it is hard to them to understand and only 10.5% of them answered that they can understand it.
 - c. **Lack of knowledge of slang, phraseological units, other non-standard language:** 71.9% of students admitted that they don't understand the above-mentioned forms, More or less understand only 14.0%, and don't understand at all also 14.0% of them.
 - d. **Altogether** is hard to understand for the impressive number of respondents (59.6%), it is more or less hard for 24.6%, and only 15.8% of respondents answered that it is not issue for them.
- 5) Students were provided with the high frequency colloquial phrases and words according to the data of the Georgian language. The question was formed as follows: Which words

and phrases of everyday spoken language are you familiar with and how did you learn them (possibility of more than one answer)

- a. ვაიმე [vaime] (exclamation) - 75.4%
- b. ჯიგარი ხარ [jigari khar] (you are good) - 31.6%%
- c. პაკა [paka] (means bye and is borrowed from Russian) -17.5%
- d. რავა ხარ [rava khar] (shorten version of the question - how are you) -12.2 %
- e. ძმაო [dzmao] (brother, bro, mainly used as addressing form) - 43.8 %
- f. გაიხარე [gaikhare] (blessing form. mainly used as the mean of expressing gratitude) - 42.1%
- g. პრივეტ [privet] (means hello and is borrowed from Russian) – 21%

In the next section of the given question Students were allowed to point more than one answer:

- a. Teacher taught me - 8.8%
- b. Learned from Friends - 52.6%
- c. I hear them every day - 43.8%
- d. I do not know - 21%.

6) The next question seeks to study if students are using colloquials in the formal environment. As the questionnaires found the majority of students in particular 57.1% of them are not able to identify colloquials, because of this they are not able to answer the question 8.8% of them are using the given forms and only 14.0% of the total amount do not apply the colloquials within the formal conversational situations.

7) The questionnaire also aimed to investigate how do they respond to the informal addressing forms. It was a multiple-choice question, so the students' answers were distributed in the following way: I am not using informal addressing forms at all when speaking with others in Georgian 49.1%. I am repeating the forms the speaker used 5.3%. I am replying with the familiar to me forms, but I am not aware if they are characterized as formal or informal units 45.6%.

8) Have you had an unsuccessful communication when using a non-standard language in an informal setting and for what reason? (Possibility of more than one answer)

- a. I could not understand what was said at all and I could not answer anything and could not reacted properly 47.4%
- b. I understood, but I had a wrong reaction 12.21%
- c. I respond but wrongly 42.1%
- d. I understood, but could not answer 7.1%

9) The next question aims to study the following: Do students find it more difficult in general to communicate in a formal environment or in an informal one? The answers show that for 31.5% of students it is easier to communicate in the formal environment and the 21% of respondents claim that they prefer to establish communication in informal speaking situations. 40. 3% of students admit that the success of their communication in the Georgian language depends on the topic of conversation.

Student surveys and questionnaires completed by them exposed the following: Students found it relatively easy to understand the type of information that is characteristic/specific to the academic environment, but in everyday speaking situations, it is difficult for them to establish successful communication and adequately perceive information due to ignorance of spoken forms. Besides students find it easier to communicate on familiar topics than to use spoken language elements when talking about unfamiliar topics. Otherwise, students are filling gaps due to the lack of colloquial knowledge by face-to-face communication in everyday Georgian native speaking environment, mainly by communication with friends in an informal environment.

However, as a result, they often use colloquialisms incorrectly and inadequately. As a result, they often resort to colloquialisms in a formal situation. For example, in Georgian informal language, the following forms are frequently used in everyday conversation: ძმამ [dzmao] with the meaning of brother, bro, which represents informal addressing form. International students are using the above-mentioned form when addressing professors, teachers in a formal environment which is not acceptable for Georgian socio-cultural stereotypes. It is also frequent that non-Georgian students are using informal (non-polite)

addressing forms when speaking with unfamiliar or older people, which is in conflict with the Georgian linguistic system of politeness.

Moreover, it can be said that students know only those language units that are most often used in various everyday conversational situations and often get them from Georgian language speakers, for example, the forms: გაიხარე [gaikhare] – rejoice (blessing form, used often for expressing gratitude in informal conversation), ძმაო [dzmao] – brother, პრეტ [privet] slangborrowed from Russian to say hello, პაკა [paka] – slangborrowed from Russian to say bye.

Classroom observation reveals that students are able to understand formal texts more than those of informal Genre. Even when the teacher provides spoken language forms, students find it difficult to comprehend such material. This is due to the fact that colloquial activities are of a more informative nature and it is not reinforced such knowledge in the audience and is not systemic in nature. In addition, the consolidation of this type of knowledge does not take place through extracurricular activities, which is one of the important factors in the language learning process.

five non-Georgian students from India, Poland, and Germany were interviewed. The semi-structured interview revealed the following results: when students apply colloquials they are often using them inadequately, mainly they are making the above-mentioned mistakes which as a result can be considered typical for Georgian language learners.

It can be claimed that students know only those language units that are most frequently used in various everyday conversational situations and language learners often hear them from the Native Georgians.

The limited knowledge of colloquials can be explained by the reason that Georgian language instructors are mostly avoiding applying colloquials and generally spoken language elements in the classroom. It is triggered out by the fact that the curricula do not contain necessity of teaching discussed forms. Moreover, even the proper teaching materials do not exist. Lack of time for the lesson/subject can also be mentioned as one of the hindering factors. Consequently, teachers' experience in this regard is relatively scarce.

The experiment revealed results in accordance with the above-mentioned data. The experiment showed that students understand the text of a formal genre more easily and

correctly than spoken, informal information. The same goes for building up a speaking situation.

According to the above discussion, it can be concluded that the Georgian language learners have a requirement to learn informal Georgian verbal forms in order to participate successfully in everyday conversation. The only way to enrich their knowledge is through everyday natural communication. But in this case, international students are not able to use the colloquials adequately especially within the formal environment. Besides, in the classroom elements of informal language is less taught which prevents students to enhance their language competence and skills.

The present part of the paper proposes the ways and means of solving the above-mentioned problem, which is analysed in the scientific literature and is based on modern approaches and experiences of linguistics. In order for the student to understand the similarities and differences between formal and informal languages, it is necessary to carry out the following types of activities in the learning environment:

1. To Identify the distinguishing features of formal and informal language, which is achieved through reading, processing, and comparing texts of different levels and genres.
2. Vocabulary activities: Identifying lexical items (slang, jargon, acronyms, abbreviations, etc.) in both written and oral texts, creating a dictionary by students, and performing relevant exercises.
3. Conversational activities on various topics: The teacher gives and discusses with the students in advance this or that particular form, after which the students create the conversational situation and participate in the role-playing language forms/colloquialisms studied.

This section presents material specific to the Georgian language in terms of colloquialisms and the types of relevant activities that need to be integrated into the learning materials and learning process. The data is selected in concordance with the theoretical framework of Engent (1986). According to Engkent (1986), the colloquials are: Hesitant Phrases and exclamation, Euphemisms, Vulgarisms, Slang and Jargon, Modifiers, Ellipse, etc. Based on the approaches mentioned in the paper, Georgian language data are analyzed, appropriate forms, separate lexical units, and frequently used phrases from the

modern Georgian spoken language are selected. which is a novelty of the paper. All the forms contain cultural and social values and compliance with the students' interests as it was discussed in the literature review.

Expressing Hesitation (hesitation markers)

When teaching colloquialisms, it is important to teach phrases and interjections expressing hesitation, which are rarely included in Georgian as a second / foreign language textbook. Hesitation is a characteristic phenomenon of oral speech, which is actively expressed in everyday communication with both verbal (linguistic) and extralinguistic signs.

It is generally believed that such forms indicate low language proficiency, although, according to Engent (1986), they give the speaker time to think. The researcher supports the idea of the importance of teaching given material 229).

In Georgian we can consider such words and phrases as: ანუ (anu) - or, ნუ (nu) - that's it, you know? In principle, in general, I think ...

When teaching this vocabulary, the teacher should contextually explain to the students that in certain contexts, such words and phrases often lose their primary meanings and are used to fill in a certain pause or to change the topic of conversation. Teachers should also explain to students that the participant of interaction (listener) should not translate them, since such words and expressions usually do not change the content, because they themselves have no real meaning. Another task for the teacher is to help students develop skills of recognizing when these words and expressions are used with primary meanings and when as the hesitation markers.

There are number of effective ways a teacher can apply to help students in developing such skills. One of the effective activities is the following: the teacher offers students written or listening parallel texts (one formal and one vernacular) and students will recognize hesitation words and phrases in these texts.

Another effective way is to work on the target forms in the Georgian National Corpus and work together with students to identify where these words carry primary meanings and where they are used is meaningless content as hesitation markers.

Slang

Many research works have demonstrated that the teaching of slang is important, however, to date, its systematic teaching has not been introduced in the learning process (Engkent, 1986, pp. 231-232)

Experience shows that learners who live in a target language environment often hear slang words or expressions and ask teachers about them. One way to teach slang may be to give feedback to learners' questions. In this case, in addition to linguistic information, it is necessary to analyze the appropriateness and context of their use, to model their situational use and offer relevant activities to students.

These activities will of course vary depending on the learner's level of language proficiency. Beginners might work on modelling dialogues during friends' gathering, where they will also be exposed to greetings, saying goodbye, etc. After reaching B1 level, they should analyse text messages, posts in social media, they should use and construct relevant texts.

Modifiers

Engkent (1986) in his article discusses the need to teach modifiers in English (230-231). In Georgian, modifiers are used to enhance the utterance and make the utterances more expressive. Adjectives and adverbs are often used to enhance what is being said in the Georgian spoken language, In Georgian, in the role of such "amplifiers" are often used „მაგარი“ (magari) lit.hard, "cool" / "strong (magrad) lit. firmly, tightly., „მართლა“ (martla) - lit. "truly", "really".

Example:

მაგარი დაღლილი ვარ (magari daglili var) (informal, spoken)) - Same as ძალიან დაღლილი ვარ (dzalian daglili var) I am so tired (formal).

A native speaker intuitively feels in which communication situation it can be used and in which it cannot, the case of language learners is different, so they need special training.

Euphemisms

The use of euphemisms in any natural language is related to certain cultural norms and is conditioned by the same norms. In Georgian, there are euphemisms that are

characterised of spoken language. Their ignorance negatively affects the quality of communication.

An important part of euphemisms in Georgian culture is related to sexual life: მასთან წევს (mastan tsevs) – lit. lying with her/him, მასთან ცხოვრობს - lit. lives with her/hem – euph. having sex);

There are some interesting examples of euphemisms related to death in Georgian: წავიდა - tsavida, lit. He/she left, სული დალია - sulī dalia, lit. drank his/her own soul, აღარ არის- agar aris lit. she/he no longer is here).

It is also very common to use euphemisms that describe love relationships (ერთად არიან -ertad arian, lit. they are together) ...

Vulgarisms

Vulgarisms, though socially unacceptable, are used quite frequently both in spoken language and fiction. From a linguistic point of view vulgarisms are the normal parts of the everyday language. When learning a language, they cannot be ignored, because, as in all of the above-mentioned cases, their knowledge is necessary for faultless communication.

ცეცხლე (tsetskle) - lit. eat fire

დაგდება(dagdeba) - lit. To fall down - to sit down. Sh. დაჯდომა

ჩაძაღლება (chadzagleba) - lit. To die as a dog. death

Using shorter forms of words

Another characteristic of Georgian is the shortening of words, usually used in high frequency words – nouns and verbs.

For example: Words of kinship: დე - დედა - De (mother), მამა - Ma (father), ბებო Be (grandmother), პა - პაპა Pa (grandfather).

Proper names:

ნინ Nin (ნინო Nino), კეთი Kety (კეთევან, Ketevan), თემო (Temo) (თეიმურაზ-Teimuraz)

Verbs

წამო (წამოდი); Tsamo (tsamodi); Come მომე (მომეცი) – mome- mometsi (give me), ჩამო (ჩამოდი) – chamo, chamodi (come down)...

Second Person Pronouns in Fixed Phrases

შე (შენ) – შე კაი კაცო She kai katso literary meaning: you good body/man (informal form of address to male).

შე კაი ქალო - she kai kalo literary meaning: you good woman (informal form of address to female).

თქვე (თქვენ) -თქვე ოჯახაშენებულებო (tqve ojakhashenebulebo) informal addressing form with negative connotation, mainly with ironic nuances.

Since the use of such forms is more or less finite, the teacher can offer language learners a list of these words and involve them in the teaching process.

Diminutives

The teacher should introduce the teaching of diminutives as well. The teacher can prepare a list of suffixes and then offer exercises prompts such as finding the diminutives in a given text, converting regular forms to diminutive, and so on.

Using kinship vocabulary with a nonessential function

Such linguistic forms can be found in many languages of the world, including Georgian. In this group, the following subgroups can be distinguished:

1. Son, aunt, uncle, grandmother, grandfather, brother, sister - as a form of addressing to people with whom they have no kinship.
2. One of the peculiarities of Georgian is that the representatives of the older generation use words when speaking to the representatives of the next generation, which, in fact, indicate their own status, for example:

მოდი, დედა/მამა/ბებო/ბაბუ... (modi, deda/mama/bebo/babu.. (come mother/father/ grandmother/grandfather). To explain it more simply, a mother might say to her daughter: “**mom**, come here”. This is one of the most different socio- cultural

peculiarities that confuses non-Georgian language learners/users, thus it is necessary to pay special attention to them.

Expressions for swearing, cursing, blessing, and gratitude as the frequently used colloquials should be also considered in Georgian language teaching process. Their teaching, though may not be systematic, but it is recommended to introduce such words to students to some extent.

As for proper exercises and activities when teaching language modifiers, euphemisms, slang, vulgarisms, kinship words, and diminutives, the teacher can use all the activities that are applied in the ordinary lexical-phraseological exercises.

Classroom observation shows that using informal education approaches and teaching by doing methods in the language learning process are highly effective methods as well.

Conclusions

Research on Georgian language learners confirms that knowledge of colloquialisms is one of the necessary components for target language learners, because along with knowledge of standard language, knowledge of such forms allows for adequate understanding and delivery of information for full-fledged communication in everyday conversation. However, it should be noted that less attention is paid to the teaching of this component in the Georgian higher education space. There are several reasons for this, including: lack of teaching hours, teaching colloquialisms is not included in the curriculum and there are almost no teaching resources of this type. Besides, fewer extra curriculum activities are designed to increase students' knowledge in this term.

Many international students study the Georgian language in Georgian universities. Providing such knowledge should be one of the main goals in the language teaching process, because students, in addition to the university environment, have to live in Georgian society and need to integrate with Georgians. In addition to this, internships are often part of their curriculum, which usually takes place in a Georgian-speaking environment.

The research has shown that students make up for the deficit of colloquial expressions by observing everyday speech, communicating with Georgian language native speakers, although they often use such forms inadequately and in inadequate situation, without

paying attention to the language register. Students who speak a relatively high level of language ask Georgian speakers the meaning of a word unknown to them. The paper has practical value, since the proposed activities are aimed at solving this problem and their integration in the language teaching process.

The second language teacher should teach the learners to identify the spoken forms and use them in the appropriate context. To do this, they should use visual material, parallel texts (formal and informal), arrange simulation of dialogues that will be as close as possible to natural real interaction. It is also effective to use the media as a learning resource, as they instantly and accurately reflect the processes taking place in a living spoken language. Students should also be offered listening materials, authentic texts, which they will use as a model and try to build their own texts based on them. Besides, the teacher should consider the level of language proficiency of the students and should accurately select the time of teaching the spoken language and colloquialisms. In particular, such material can be integrated from A2 level. It is also important for the learners to be aware of the primary meanings of the colloquialisms. The teacher should clearly explain to the students the difference between the primary meanings and the meanings in spoken language in order to avoid misunderstanding and misuse of such forms. The language learner must understand that there are different forms of conveying the same concept or event in any language and they cannot be automatically transferred from one language to another. It is important to teach them where and in what context to use them.

In a broad sense, the teaching of colloquialisms is related to the teaching of the "fifth language skill", culture, and is aimed at develop socio-cultural competence, as their proper use is often conditioned by social and cultural contexts. This in turn creates the basis for successful communication.

In addition, to teach the elements of spoken language it is effective to use extracurricular activities, in particular, organizing a language club, talking to invited guests representing the target language, excursions, city tours, participating in natural situations such as shopping at the market, flea market, cooking masterclasses, etc.

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