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## TEACHING ENGLISH THROUGH SHORT DIALOGUES

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**Abstract:** *This article discusses the value of short dialogues in teaching English to elementary and beginner learners. Short dialogues are one of the simplest and most practical tools for helping students use English in real communication. They give learners ready models of everyday speech, support pronunciation practice, and create a natural connection between vocabulary, grammar, and speaking. In elementary classes, many students know separate words but cannot easily use them in sentences. Dialogues help them move from isolated language items to meaningful communication. The article explains why short dialogues are effective, how they can be used in the classroom, and what techniques teachers may apply to make dialogue-based activities interesting and useful. Special attention is given to pair work, role play, repetition, substitution, listening before speaking, and creating a friendly classroom atmosphere.*

**Keywords:** *short dialogues, elementary English, speaking skills, communication, pair work, role play, vocabulary practice, language teaching.*

### INTRODUCTION

Teaching English at elementary level requires simple, clear, and practical methods. At this stage, learners usually have limited vocabulary and basic grammar knowledge. They may understand some classroom words, greetings, numbers, and common phrases, but they often feel shy when they need to speak. For this reason, the teacher should choose activities that make speaking easier and less stressful. Short dialogues are very useful because they show students how English works in real situations.

A short dialogue is a small conversation between two or more speakers. It may include greetings, asking for information, ordering food, introducing oneself, talking about family, or asking about daily routines. Such dialogues are not long, but they are meaningful. They give learners a model that can be repeated, changed, and used in new situations. In this way, students do not simply memorize words; they learn how to use them politely and naturally.

In many elementary English classes, students need confidence more than difficult explanations. A well-chosen dialogue can help them speak step by step. First, they listen. Then they repeat. After that, they practise with a partner. Finally, they change some words and create their own small conversation. This process is simple, but it can gradually develop fluency, pronunciation, vocabulary, and classroom interaction.

#### Main Body

One important advantage of short dialogues is that they present language in context. Young or beginner learners often forget new words if they learn them only from a list.

25-May, 2026-yil

However, when the words appear in a conversation, their meaning becomes clearer. For example, the phrase “How are you?” is easier to understand when students hear the answer “I am fine, thank you.” In the same way, “Can I help you?” becomes meaningful when it is used in a shop dialogue. Context makes the language alive and easier to remember.

Short dialogues also help students understand the social side of English. Language is not only grammar and vocabulary; it is also a way of communicating with people. Through dialogues, learners notice polite expressions, turn-taking, questions, answers, and common reactions. They learn that “please,” “thank you,” “excuse me,” and “sorry” are important parts of everyday communication. Even at elementary level, this is very useful because students begin to feel how English is used in real life.

Another benefit is pronunciation practice. When students repeat a short dialogue several times, they hear and practise rhythm, stress, and intonation. For example, questions usually have a different voice pattern from statements. Dialogues allow learners to practise this naturally. The teacher can read the dialogue with clear pronunciation, play an audio recording, or ask students to repeat line by line. This type of controlled repetition is not boring if the dialogue is short and connected with a real situation.

Dialogues are also helpful for building speaking confidence. Many beginner learners are afraid of making mistakes. They may know the answer but still remain silent because they do not feel ready to speak freely. A short dialogue gives them safe language. They know what to say and when to say it. At first, students may read from the text. Later, they can practise without looking. After some practice, they can change names, places, numbers, or objects. In this way, the activity slowly moves from memorization to independent speaking.

The teacher can use short dialogues at different stages of the lesson. At the beginning of the lesson, a short dialogue can work as a warm-up. For example, two students may greet each other and ask about the weather or the day of the week. In the middle of the lesson, dialogues can introduce new grammar or vocabulary. At the end of the lesson, students can use a dialogue to demonstrate what they have learned. This flexibility makes dialogues suitable for many topics and classroom aims.

A common technique is listen and repeat. The teacher first reads the dialogue or plays an audio recording. Students listen without speaking. Then they repeat each line. After that, they practise the whole conversation in pairs. This method is especially useful for elementary learners because it gives them a clear model. Listening before speaking is important because students need to hear the correct form before they produce it themselves.

Another useful technique is substitution. In this activity, the teacher gives a basic dialogue and then asks learners to change some words. For example, the original dialogue may be: “What is your name?” “My name is Ali.” Students can replace the name with their own names. Later, they can change the question: “Where are you from?” “I am from Andijan.” Substitution makes the dialogue more personal and prevents simple mechanical repetition. It also helps students understand sentence patterns.

25-May, 2026-yil

Role play is another effective way to use short dialogues. When learners act as a customer and a shop assistant, a student and a teacher, or two new friends, they become more involved in the task. Role play gives a small purpose to speaking. Students are not only reading sentences; they are playing a situation. This can make the lesson more enjoyable and memorable. Simple props, such as a picture, a card, a bag, or a toy phone, can make role play even more interesting.

Pair work is very important in dialogue activities. If only the teacher speaks with one student, the rest of the class may become passive. Pair work gives more students the chance to speak at the same time. It also reduces fear because students practise with a classmate, not always in front of the whole group. The teacher can walk around, listen, help with pronunciation, and correct only the most important mistakes. This creates a more active classroom atmosphere.

Short dialogues can support grammar teaching in a natural way. For example, the structure “Do you like...?” can be practised through a simple conversation: “Do you like apples?” “Yes, I do.” “Do you like milk?” “No, I do not.” In this case, students practise grammar without a long explanation. They see how the structure works in communication. This is useful because elementary learners often understand grammar better when it is connected to speaking practice.

Vocabulary learning also becomes easier through dialogues. If students learn words about food, family, school objects, clothes, colours, or daily activities, they can immediately use them in short conversations. For example, after learning school objects, students can practise: “What is this?” “It is a pencil.” “Is it your pencil?” “Yes, it is.” Such practice helps students remember new words because they use them actively, not only repeat them from the board.

The length of the dialogue should match the learners’ level. For beginner students, two to four lines may be enough at first. If the dialogue is too long, students may become tired or confused. A good elementary dialogue is short, clear, and useful. It should include familiar vocabulary and one or two new expressions. Gradually, as students become more confident, the teacher can use longer conversations and add more natural phrases.

It is also important to make dialogue topics close to students’ lives. Learners speak better when the topic is familiar. Greetings, family, classroom objects, hobbies, food, school, weather, and daily routines are suitable themes for elementary English lessons. Dialogues about these topics give students language they can use immediately. This increases motivation because learners feel that English is not only a school subject but also a tool for simple communication.

The teacher should not correct every mistake during dialogue practice. Too much correction can stop students from speaking. It is better to let them finish the conversation and then give short feedback. For example, the teacher can write two or three common mistakes on the board and correct them together with the class. Praise is also important. When students hear that they are improving, they become more willing to speak again.

25-May, 2026-yil

Dialogues can be combined with pictures, cards, songs, and games. A picture can help students understand the situation before reading the dialogue. Cards can give students different roles or words to use. A short song can introduce useful phrases, and a game can make repetition more enjoyable. These combinations are especially helpful for younger learners because they need visual and active support.

One more practical idea is to ask students to create their own mini-dialogues. At first, they can use a model with small changes. Later, they can write two or three lines with a partner. For example, after learning how to ask about likes, students can prepare a dialogue about favourite food or sports. This activity develops not only speaking but also writing and creativity. It also shows the teacher whether students can use the language independently.

Assessment of dialogue activities should be simple and encouraging. The teacher can pay attention to pronunciation, correct use of phrases, confidence, and cooperation. It is not necessary to give a strict mark for every small mistake. In elementary classes, the main aim is to help students speak more often and more naturally. When assessment is supportive, students understand that speaking English is a process, not a test of perfection.

### **CONCLUSION**

In conclusion, short dialogues are a practical and effective tool for teaching English at elementary level. They help learners understand language in context, practise pronunciation, learn useful expressions, and develop speaking confidence. Dialogues are simple enough for beginners, but they can be used in many creative ways. Through listening, repetition, substitution, pair work, and role play, students gradually move from controlled practice to more independent communication.

The success of dialogue-based teaching depends on the teacher’s careful choice of topics, clear modelling, friendly correction, and active classroom organization. When dialogues are connected with real-life situations and students’ interests, English lessons become more meaningful and enjoyable. Therefore, teaching English through short dialogues is not only a traditional method but also a lively and useful approach for beginner and elementary learners.

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