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Written vs spoken grammar  
When is it appropriate to teach  
spoken grammar?

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Ben Hoyt, MA TEFL/TESL Coursework paper  
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# Why are there different grammars?

- Written language vs spoken language
- Product vs process
- Diamonds vs rivers

# Some features of spoken grammar

- Fluency enabling features
- Appropriacy monitoring features

# Some features of spoken grammar

- Fluency enabling features
  - Phrasal chains and simple structures
  - Lexical chunks
  - Flexible word order
  - Non-canonical forms

# Some features of spoken grammar

- Appropriacy monitoring features
  - Vague language
  - Hedges
  - Two-step questions

# Do learners need spoken grammar?

- Learners can already communicate effectively
- Do learners really want to achieve native fluency?
- Should English as a lingua franca be recognized as a dialect?

# Do learners need spoken grammar?

- Few students want to study an incomplete model
- Spoken grammar enables increased fluency

# Who should learn spoken grammar?

- Lower levels
  - Lexical chunks
  - Vague language
  
- Higher levels
  - Hedges
  - Two-step questions



# How can we teach spoken grammar?

- Authentic input
- Authentic output
- Induction and automaticity

# Conclusion

- There are major differences
- Help learners notice the differences
- Help them understand what they do
- Let learners use language authentically

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