



Toward Fluent Speaking: Spoken Grammar Instruction in EFL Classrooms

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Abstract

Grammar teaching in EFL classrooms is high-stakes, which can raise anxiety when students try to speak. This also results in their lack of natural and authentic English. The presenter introduces an effective way to help students decrease such anxiety to enhance confidence for more fluency in real-life conversations.

Session Description

The National Foreign Language Project 2020 initiated in 2008 and managed by the Vietnam Ministry of Education and Training is aimed at assisting high school students to master their English, which would enable them to communicate intelligibly with various international partners in the future (Socialist Republic of Vietnam, 2008). However, the English language that students have learned in classroom settings may not be used naturally and fluently in real life since this language is textbook-based, more professionally oriented, and less authentic. Such students' academic English is inappropriate in various social settings because "...spoken and written grammars may draw on the grammatical resources in different ways, reflecting their different purposes and different contexts of use..." (McKathy & O'Keeffe, 2014). This means it is crucial for language learners to be aware of the two distinct modes of communication: spoken and written. The more the learners understand the features characteristic of spoken grammar, the more natural and proficient they can become when using the target language. Based on this concept, this presentation will focus on (a) classroom instruction of spoken and written grammar – their differences and how important it is to differentiate them, (b) six features of spoken grammar for EFL high school students, and (c) increasing students' awareness of spoken grammar. The presenter will demonstrate how to design 10- to 15-minute classroom activities introducing features of spoken grammar, and assigning homework tasks or out-of-class activities to develop students' awareness of spoken grammar. This presentation will raise both teachers' and students' awareness of spoken grammar used in

authentic contexts and show the need to introduce more elements of spoken grammar into the grammar syllabus.

References

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