Contrasting terms

- declarative vs. procedural knowledge

- explicit vs. implicit learning

- deductive vs. inductive teaching

- controlled vs. free practice

- accuracy vs. fluency

Declarative vs. Procedural knowledge

Declarative knowledge:

- knowledge about something
- conscious and verbalized
- factual information

Examples:

- metalinguistics
- explaining a grammar rule
- explaining how a bird or plane flies
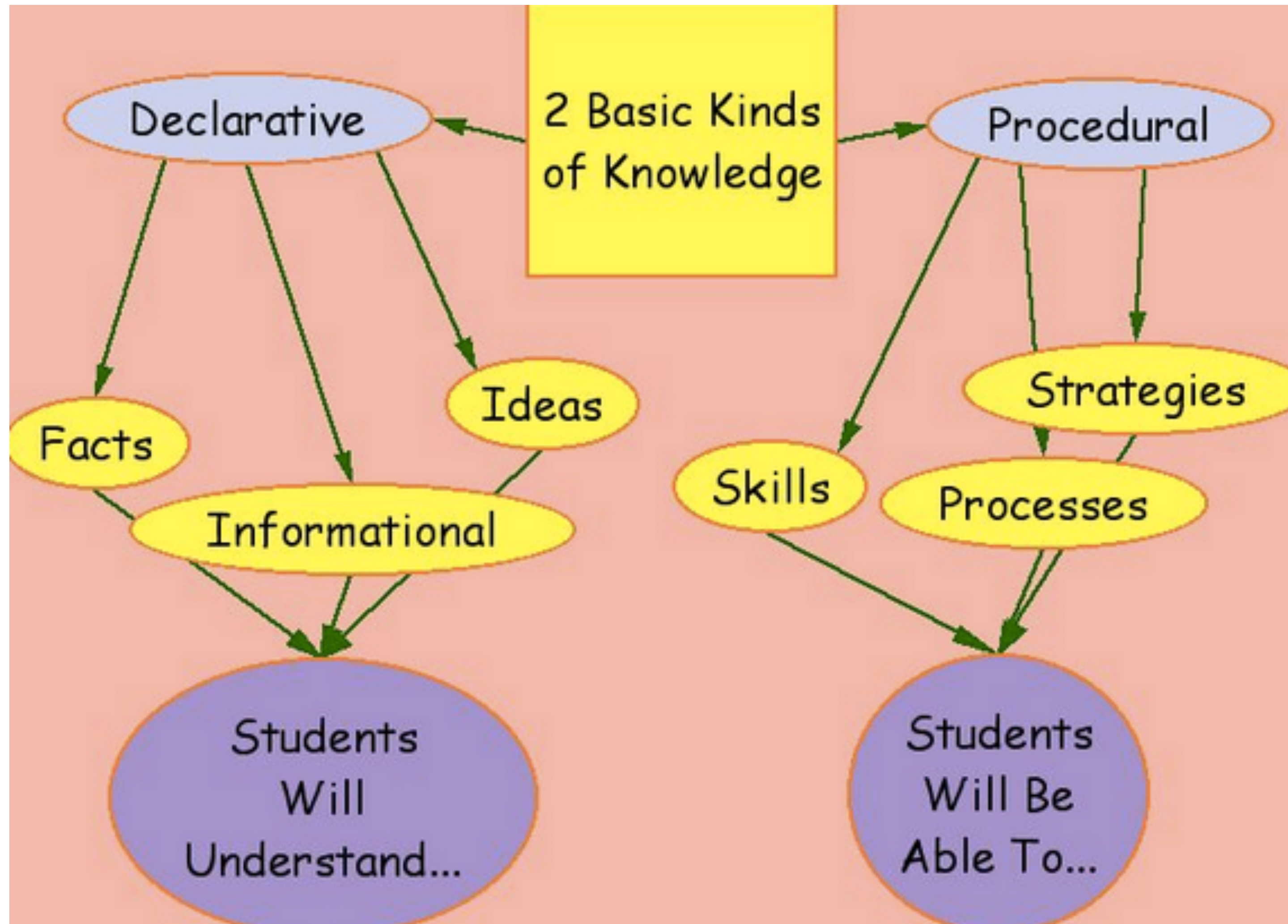
Declarative vs. Procedural knowledge

Procedural knowledge:

• knowing how to do something
• automatic performance
• 'motor skills'

Examples:

• driving a car and riding a bike
• painting and drawing
• many native English speakers and
  grammar rules

Declarative vs. Procedural knowledge

Declarative vs. Procedural knowledge

Explicit vs. Implicit learning

Explicit learning

- clearly defined goals
- awareness of what is being learned
- easily observable
- common in adults

Examples:

- memorizing word lists
- using dictionaries
- learning how to learn

Explicit vs. Implicit learning

Implicit learning

- not directly expressed
- incidental, not conscious
- not easily observable
- common in young learners

Examples:

- life experiences, field trips
- projects, discussions
- learning from classroom language

Explicit vs. Implicit learning

Explicit learning

Implicit learning

Deductive vs. Inductive teaching

Deductive teaching

- is teacher-centered
- explanation -> practice
- goals and objectives are stated
- learners apply rules and practice

Example:

- The teacher explains regular past tense verbs with '~ed' and the students complete a gap fill activity.
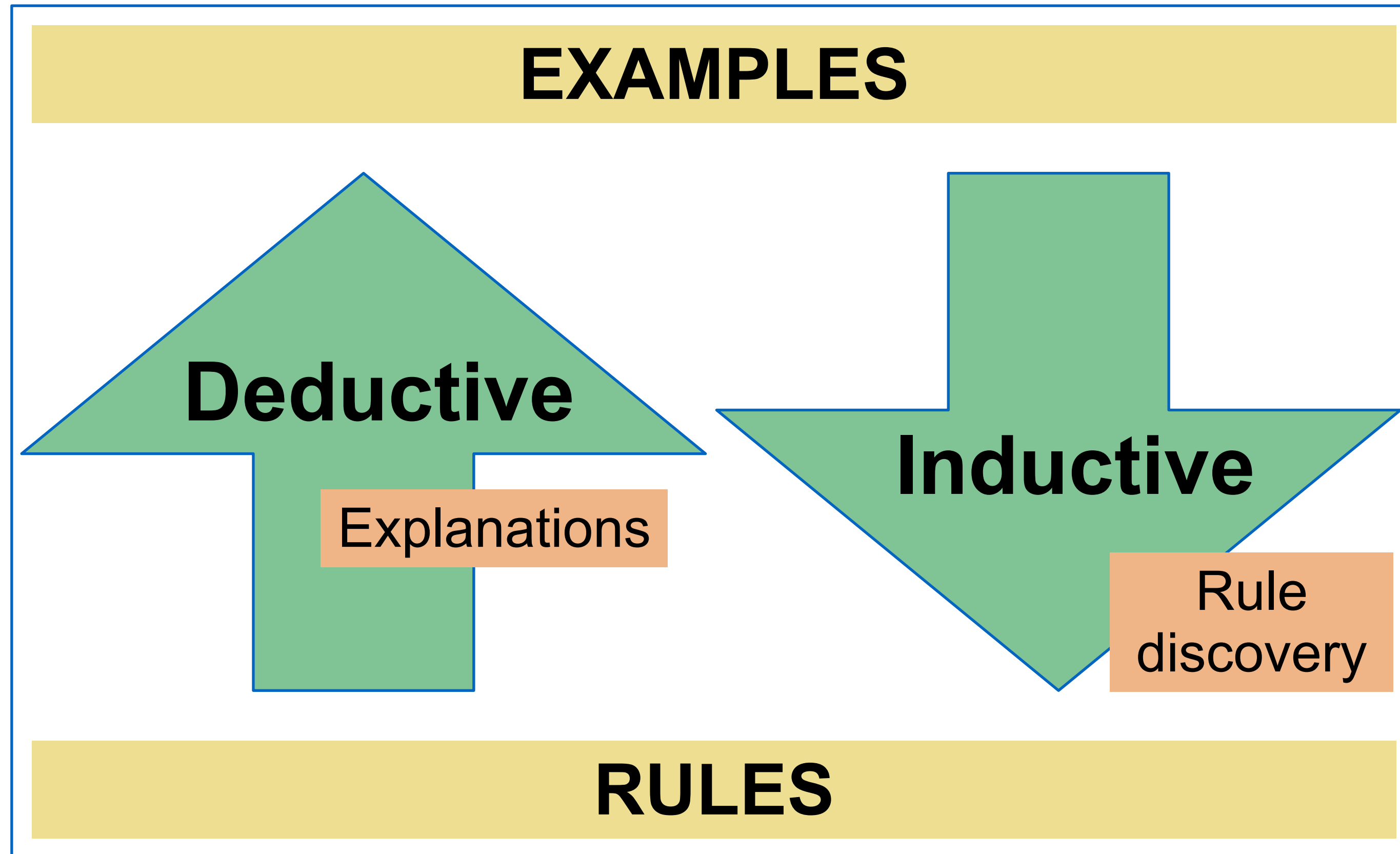
Deductive vs. Inductive teaching

Inductive teaching

- is student-centered
- Ss observe examples -> Ss generalize rule
- involves 'noticing'

Example:

- Students read a text about someone's life experiences (that contains many instances of present perfect tense). They then write about their own life experiences.

Deductive vs. Inductive teaching

EXAMPLES

Deductive

Explanations

Inductive

Rule discovery

RULES

Think about which sequence suits your lesson content and target language.

Controlled vs. Free practice

Controlled practice

- specific language structures used
- predictable
- teacher-centered

Examples:

- drilling (repeating after the teacher)
- gap fill activities
- questions with limited answers

Controlled vs. Free practice

Free practice

- might include many language structures
- unpredictable
- student-centered

Examples:

- debates and discussions
- activities with many outcomes
- open-ended questions

Controlled   vs.   Free

Accuracy vs. Fluency

Accuracy

- language use without grammar mistakes
- correct spelling or pronunciation
- language appropriate for the context

Examples:

- drilling (repeating after the teacher)
- written language exams
- learners who don't want to make mistakes
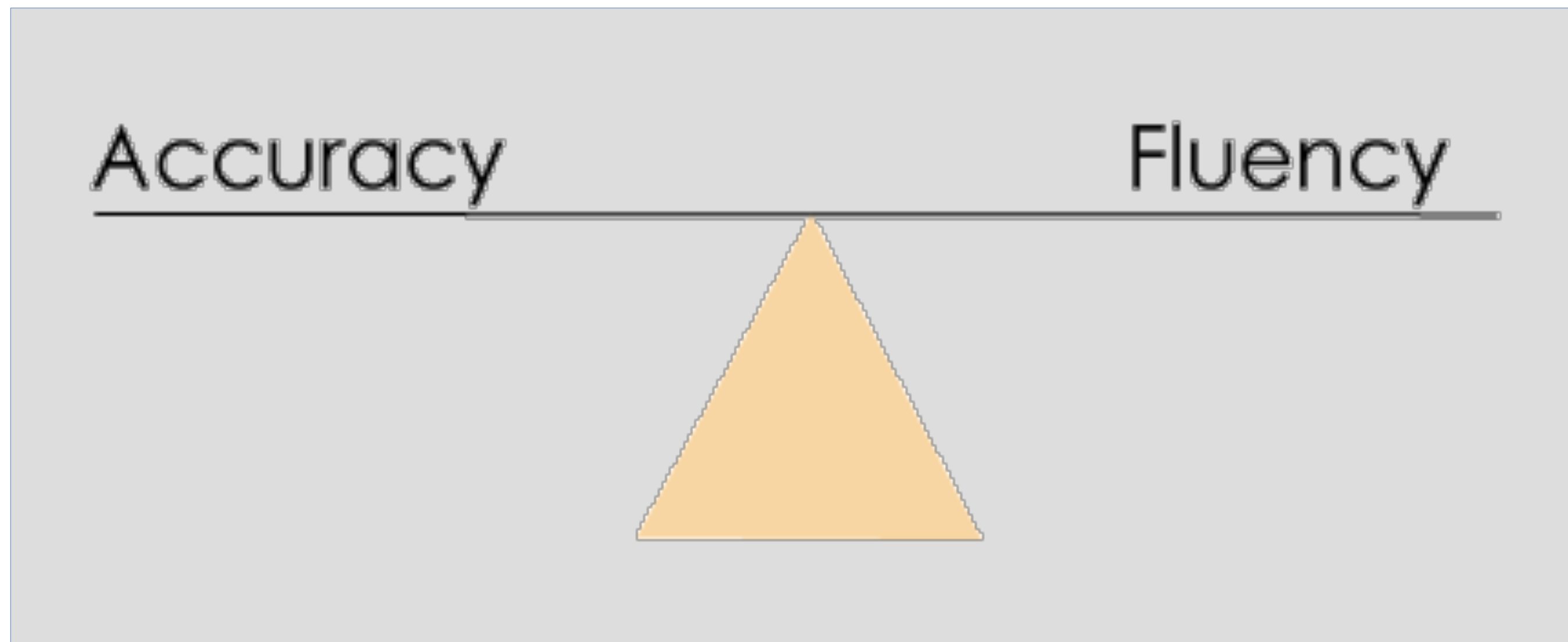
Accuracy vs. Fluency

Fluency

- natural flow of language
- pauses that sound natural
- responsiveness

Examples:

- active communicators
- meaning is more important
- learners who are willing to make mistakes

Accuracy vs. Fluency

Try to help your students have a balance.

Accuracy vs. Fluency

"Hey! Food. Drink. Table. Come!"

Is it fluency or accuracy?

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Question:
How are these terms related?

Contrasting terms

declarative	procedural
explicit	implicit
deductive	inductive
controlled	free practice
accuracy	fluency