

TESOL Materials Development

Week 1: Lecture B

Main concepts: Contrasting terms

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- declarative vs. procedural knowledge
- explicit vs. implicit learning
- deductive vs. inductive teaching
- passive vs. active learning
- controlled vs. free practice
- accuracy vs. fluency

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

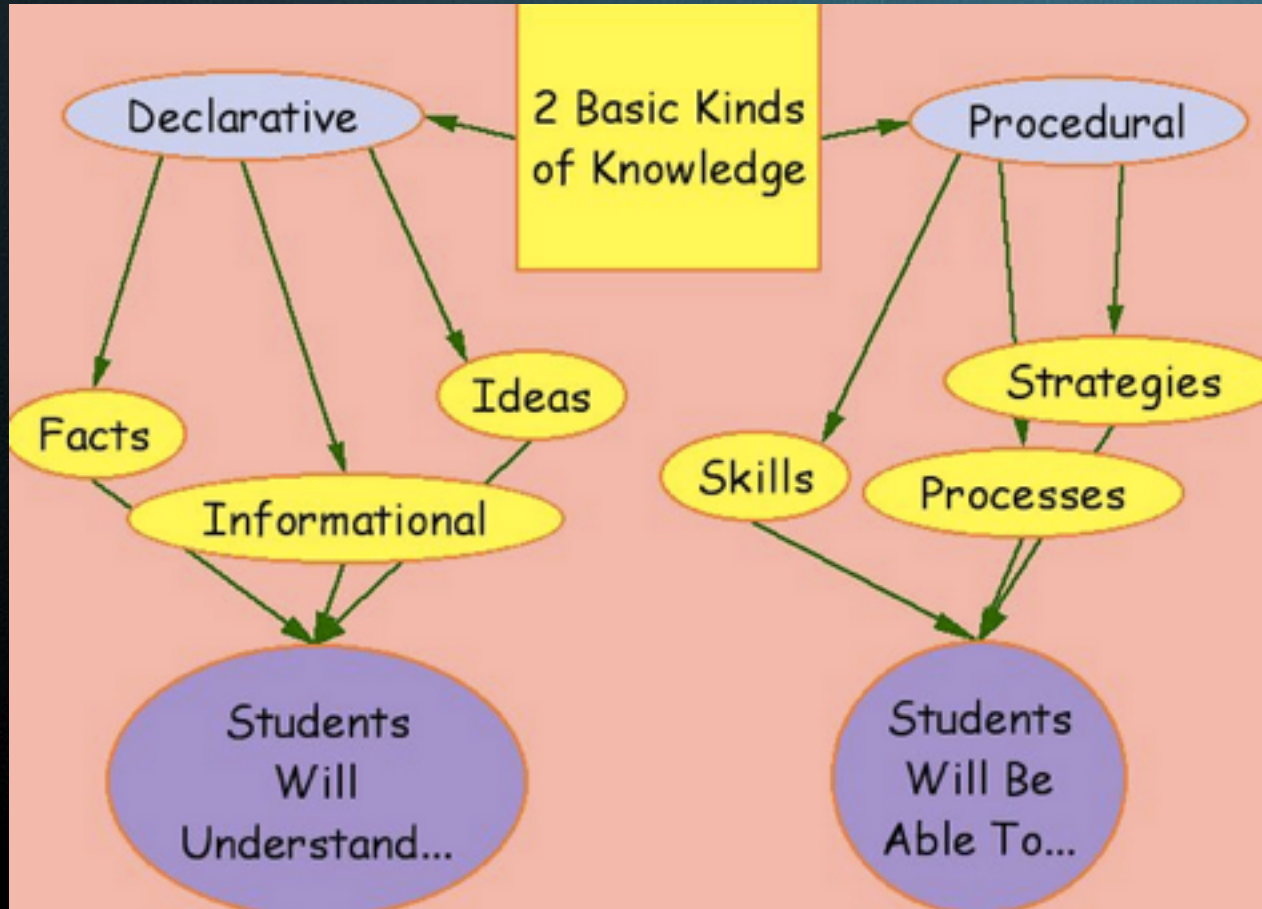
Declarative knowledge:

- 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



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

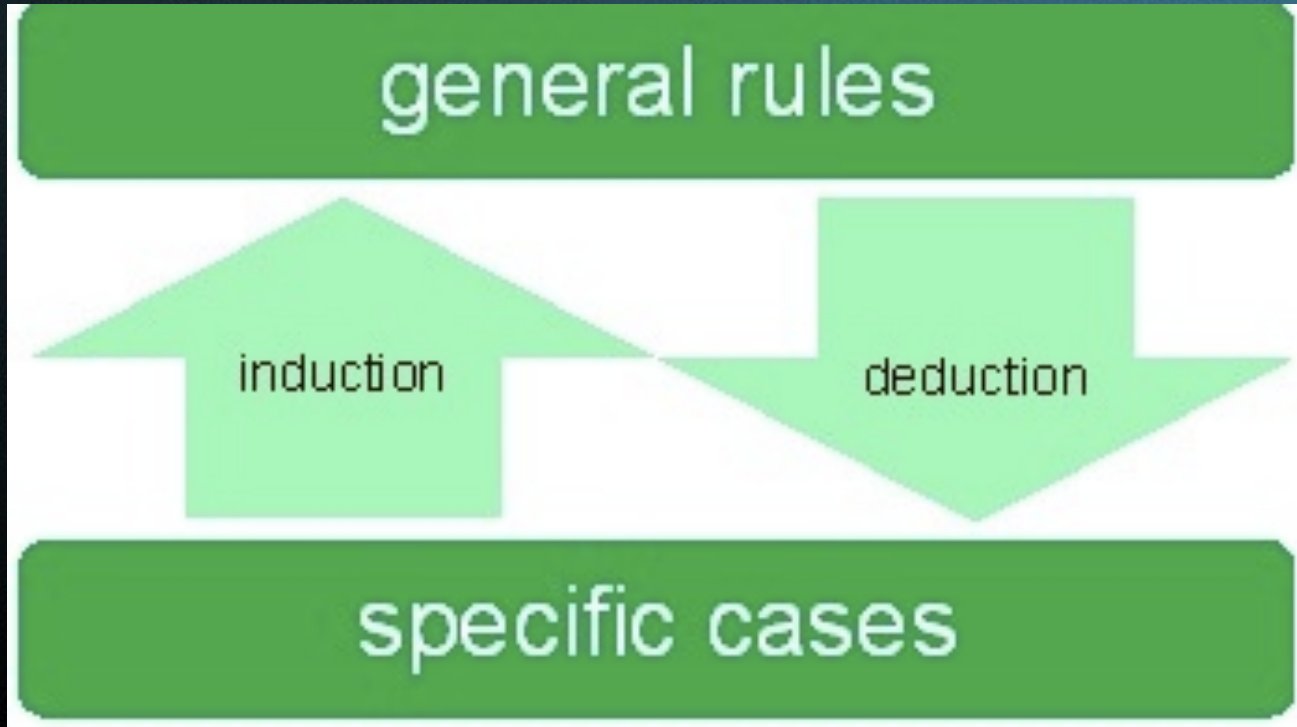
Inductive teaching

- 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

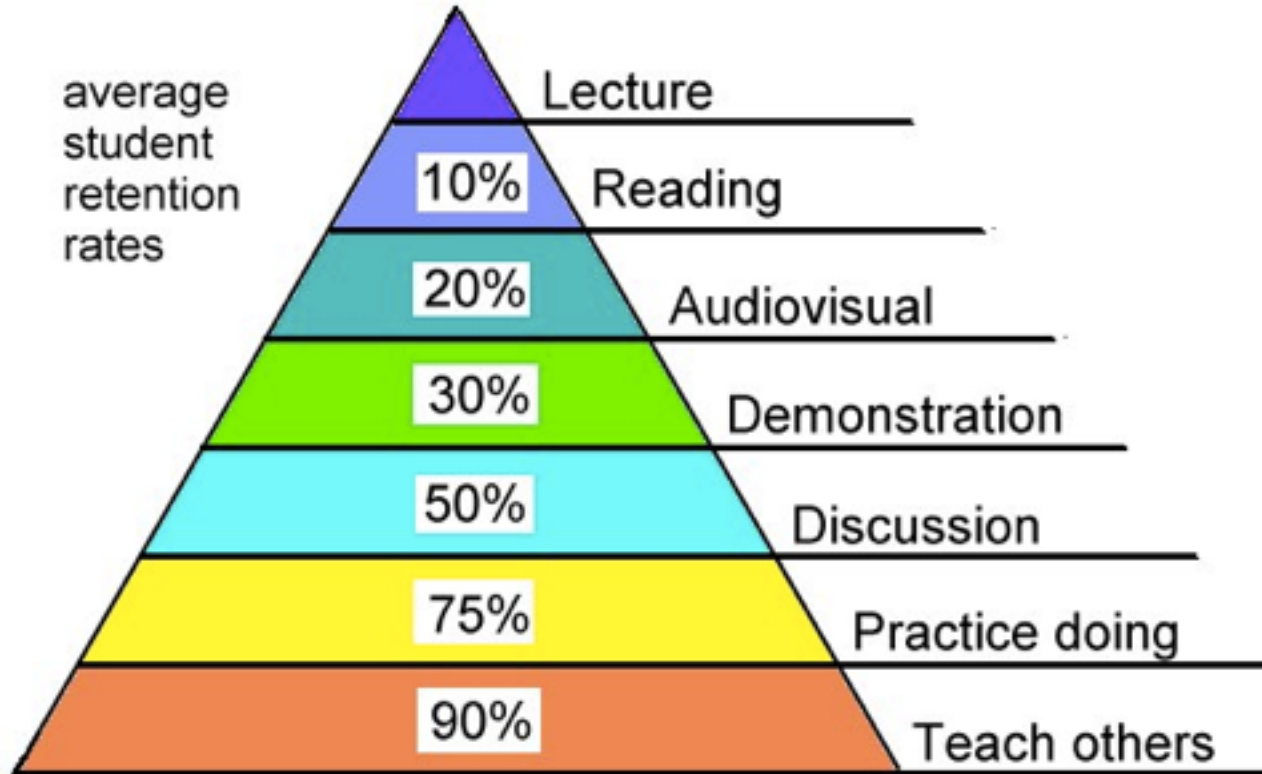


Think about which sequence suits your lesson content and target language.

Passive vs. Active learning

Dale's Cone of Learning

Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

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



Controlled vs. Free practice

Lesson sequence:

Controlled



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

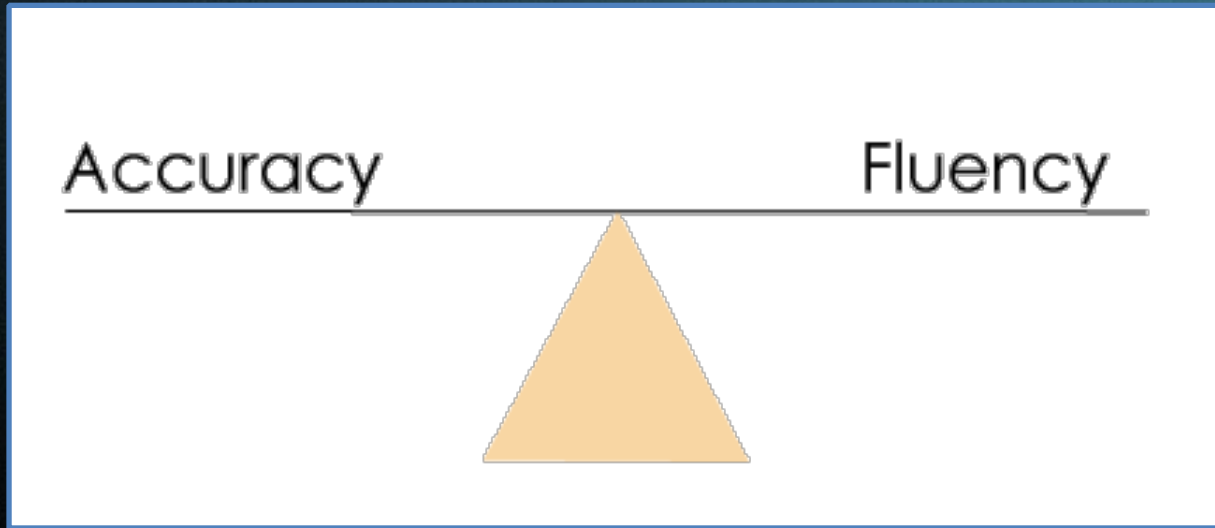
Fluency

- 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

Lesson sequence:

Accuracy



Fluency

Accuracy vs. Fluency



“Hey! Food.
Drink. Table.
Come!”

Review of main concepts

- declarative vs. procedural knowledge
- explicit vs. implicit learning
- deductive vs. inductive teaching
- passive vs. active learning
- controlled vs. free practice
- accuracy vs. fluency

Homework 1

Weekly Reading due Week 2

Section 4

Readings with Guiding Questions

- Read Harmer's Describing Learners
- Answer Guiding Questions (about learning styles and motivation)

Submit a hard copy (printed A4 is preferred) to my mailbox at HUFS. Details of my mailbox will be emailed to you.

Homework 2

Create a new post on the online discussion board.
Include two paragraphs:

1. Introducing yourself!

Share some information from the 'Questionnaire for students' that you have completed

2. Choose two of the contrasting terms from today's lesson and write about how they are similar

e.g. procedural knowledge and fluency
accuracy and controlled practice

Next week

- Review of contrasting terms
- Discussion of Harmer's Describing Learners

