PRESENTING NEW LANGUAGE

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Inductive or deductive?

- **Inductive learning is the process of 'discovering' general principles from facts. It** involves getting learners to discover rules and how they are applied by looking at examples

- **Deductive learning is the process of applying general principles to use**. It means teaching learners rules and then giving ss opportunities to apply them through practice. The role of the teacher is to present the rules and organize the practice.

Why use the inductive approach?

- It moves the focus away from rules to use – and use is, after all, our aim in teaching.
- It encourages learner autonomy
- The action of discovery helps learners remember
- This approach naturally encourages more communication, as learners need to discuss language together.

Why use the deductive approach?

- It can meet student expectations. For many learners the inductive approach is very new and somewhat radical, and it does not fit in with their previous learning experiences.

- It may be easier. A class using the deductive approach, if well-planned, goes from easier to more difficult – which may be more appropriate for some learners. It can also be easier for less experienced teachers as there is more control of outcomes.

- We can control the level of input language more.

Why use the deductive approach?

- We can control our learners' understanding of rules more – making sure that the ideas they form about language are the right ones. In this way we can try to avoid learners forming incorrect hypotheses.

- It may be a more efficient use of time; the inductive approach can take longer.

- It can be designed to meet the needs of more learning styles. The demands of the inductive approach make it more suitable for a specific kind of learner.

- It is used by many coursebooks and it fits in better with many syllabus structures.

Language presentation

- Language presentation can be done in different ways
- Dialogue presentation
- Perceptual frame (Find authentic material or design material that has all the necessary information)
- Elicited response (engage ss in short responsive conversational exchanges in which they focus on the meaning, but which prompt them to use or hear the new structure
- Highlighting the new structure

Language presentation

- Controlled practice: focus on form and accuracy
- Semi-controlled practice: focus on meaning/communication
- Speaking activity
- Sample activities(information gaps, games, interviews, opinion gap activities)
- Homework
- evaluation

Presenting Vocabulary

- Thousands of words in the English Language. Teaching vocabulary may seem a daunting prospect.
- SS won't need to produce every word they learn, some they will need to recognize.
- Selecting what to teach, based on frequency and usefulness to the needs of your particular students is therefore essential.
- Once you have chosen what to teach, the next important steps are to consider what students need to know about the items, and how you can teach them.

What a student may need to know about an item

What it means
The form
How it is pronounced

How it is spelt
The situations when the word is or is not used
How the word is related to others

Collocation or the way that words occur together

What the affixes (the prefixes and suffixes) may indicate about the meaning

Ways to present vocabulary

There are lots of ways of getting across the meaning of a lexical item.

Illustration
Mime
Synonyms/Antonyms

Definition
Translation
Context

Alternative ways of teaching vocabulary

- Give your students a few items of vocabulary and tell them to find the meaning, pronunciation and write an example sentenced with the word in. Then, they can teach each other in groups.
- Prepare worksheets and ask your students to match words to definitions.
- Ask students to classify a group of words into different categories. For example, a list of transport words into air/sea/land.
- Ask students to find new vocabulary from reading homework and teach the other students in the class.

Other things to consider

- Review the vocabulary you teach through a game or activity and encourage your students to do the same at home
- Encourage autonomy in your learners. Tell them to read, watch films, listen to songs etc and note the useful words
- Have a section of your board for vocabulary items that come up as you are teaching. Use different colours for the word / the prepositions / the part of speech
- It is a good idea to teach/learn words with associated meanings together
- Encourage your students to purchase a good dictionary and use class time to highlight the benefits of one
- Teach your students the grammatical names for the parts of speech

Other things to consider

- Always keep a good dictionary by your side in case a student asks about a word you don't know

- If you don't and have never heard of the word, tell the student you will check and get back to them. Do get back to them

- Give extra example sentences to the students if they are unsure and encourage them to write the word in an example sentence (maybe for homework)