Teaching the Language System
Deductive Approach

- Top - down
  - Move from general to specific
  - Present rule, then produce form
Deductive & Inductive Approaches

From: coerll.utexas.edu/methods/modules/grammar/03/
Inductive Approach

- Seliger (1975): Teacher presents the grammatical rule at the end of the session.
- Shaffer (1989): Students' attention is focused on the structure being learned; and the students are required to formulate for themselves and then verbalize the underlying pattern.
- Decoo (1996): Exposure to instances of language use, from which learners gather patterns of use, "goes from the specific to the general, namely first the real language use, from which will 'emerge' patterns and generalizations."
- Herron & Tomasello (1992): Students learn best when they produce a hypothesis and receive immediate feedback because this creates maximal conditions under which they may cognitively compare their own developing system to that of mature speakers.
- Erlam (2003): Students take an active role in hypothesis testing but do not search for rules or an underlying pattern. Neither teacher nor students state grammatical rules.

From: coerll.utexas.edu/methods/modules/grammar/03/
Imagine yourself in front of a mirror. You can only see your head. If you wanted to see your whole body:

(a) would you move closer to the mirror?
(b) step back from the mirror?
(c) it doesn’t matter how far or close you are from the mirror?

Adapted from: coerll.utexas.edu/methods/modules/grammar/03/
Inductive & Deductive Points

- Norris & Ortega (2000)
- Explicit or Implicit?
  - Metalinguistic awareness
  - Negative feedback
Practice

- Controlled practice
  - Choral repetition, cue-response, etc
- Freer practice
  - Personalized
- Mistakes
  - Slips, errors, attempts