

Methods and Approaches in Language Teaching

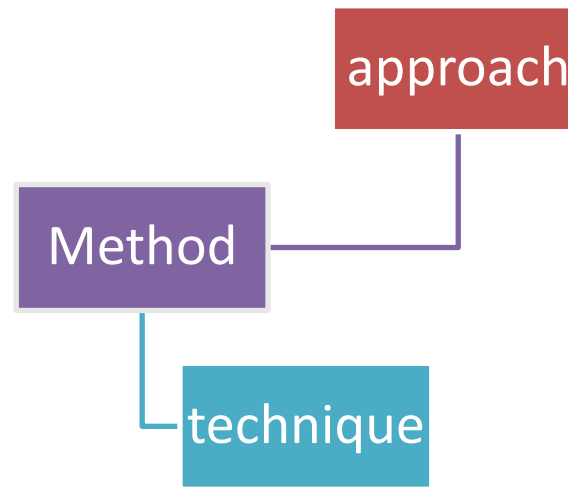
Approach: An approach is a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching. **Edward Anthony (1965).**

According to **Edward Anthony (1965)**.

- **approach** is the level at which assumptions and beliefs about language and language learning are specified;
- **method** is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; **technique** is the level at which classroom procedures are described.

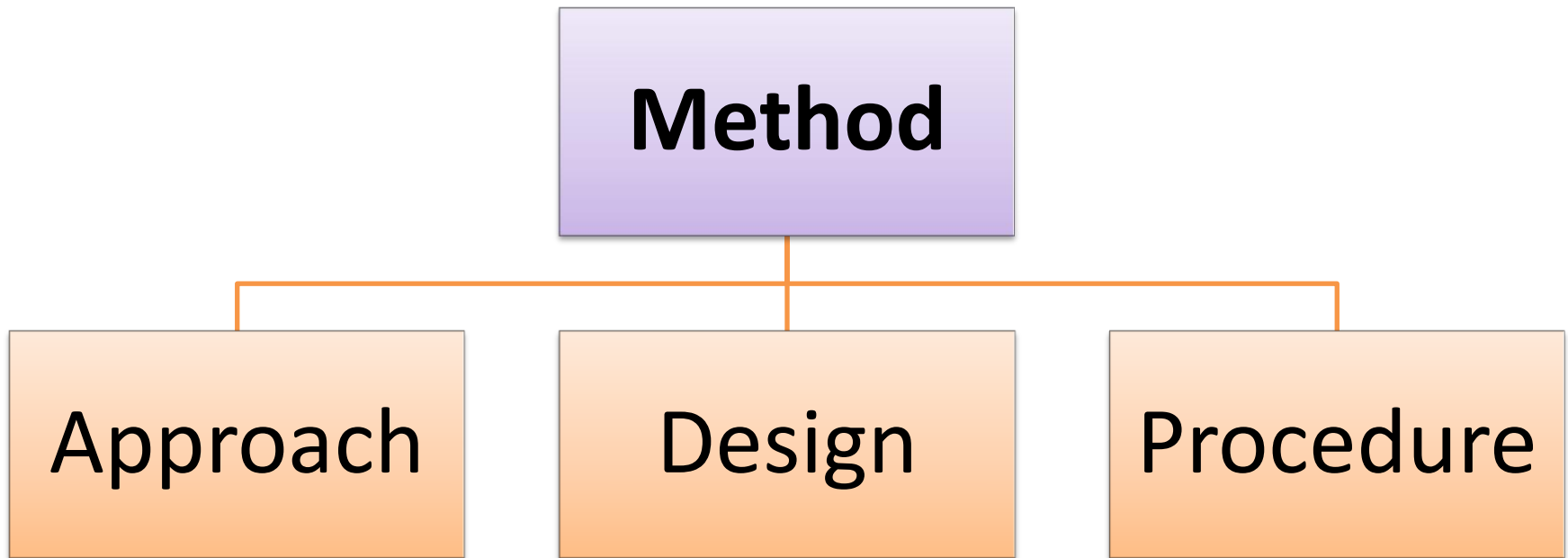
- **An approach** embodies the theoretical principles governing language learning and language teaching.
- **A method**, however, is “an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.

- The Antony framework attempted to portray the entire language teaching operations as simple, **hierarchical relationship** between



without in any way considering the complex connections between intervening factors such as societal demands, institutional resources and constraints or restrictions , instructional effectiveness, and learners needs.

Richards and Rodgers' taxonomy for method (2001, p. 33)

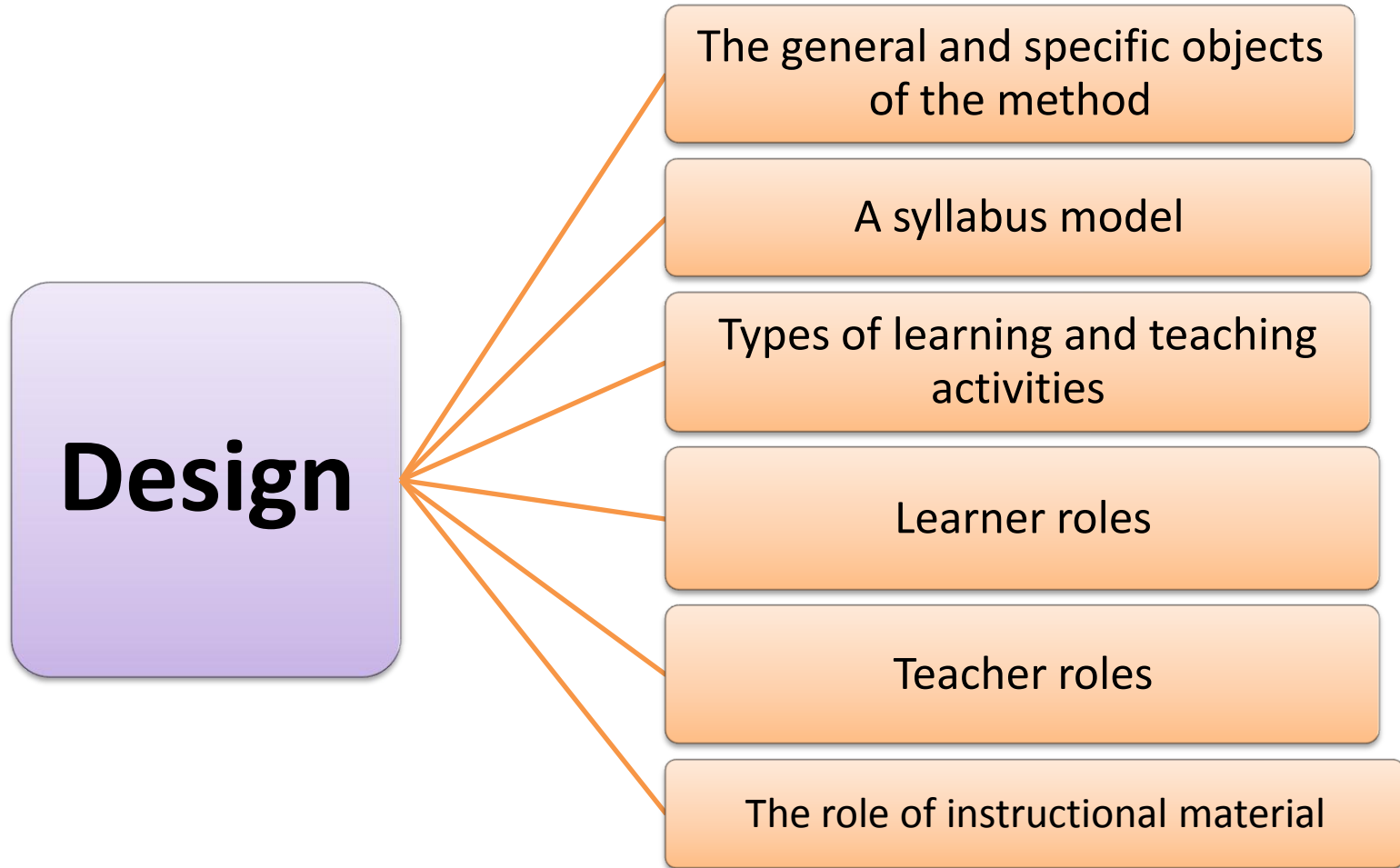


Approach

```
graph LR; A[Approach] --- B[A theory of nature of language]; A --- C[A theory of the nature of language learning];
```

A theory of
nature of
language

A theory of the
nature of
language learning



Procedure

```
graph LR; A[Procedure] --- B[Classroom techniques, practices and behaviors when the method is used]; A --- C[Resources in terms of time, space and equipments used by the teacher]; A --- D[Interactional patterns observed in lessons]; A --- E[Tactics and strategies used by students and teachers when the method is used];
```

Classroom techniques, practices and behaviors when the method is used

Resources in terms of time, space and equipments used by the teacher

Interactional patterns observed in lessons

Tactics and strategies used by students and teachers when the method is used

Three different views of the nature of language

- **Structural view:** It views language as a system of structurally related elements.
- **Functional view:** It regards language as a vehicle for the expression of functional meaning.
- **Interactional view:** It sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals.

The common assumptions about the nature of the language

1. Language is a group of sounds with specific meaning and organized by grammatical rules (The Silent Way).
2. Language is the everyday spoken utterance of the average person at normal speed (Audio Lingual Method).
3. Language is a system for the expression of meaning (Communicative Language Teaching).
4. Language is a set of grammatical rules and language consists of language chunks (Total Physical Responses)

Definitions of learning

1. A change in behavior as a result of experience or practice.
2. The acquisition of knowledge.
3. Knowledge gained through study.
4. To gain knowledge of , or skill in, through study, teaching, instruction or experience.
5. The process of gaining knowledge.
6. A process by which behavior is changed, shaped, or controlled.
7. The individual process of constructing understanding based on experience from a wide range of sources.

The nature of language learning

- **Behaviorism:** Stimulus- Response-Reinforcement.
 - Drilling, exercise, repetition.
- **Nativism:** A child naturally has a language acquisition device.
- **Constructivism:** A child acquired a language through interaction between the child and environment.

Method

- The plan of language teaching which consistent with the theories. (Edward Anthony-1963)
- Method may mean different things to different people (Mackey, 1975:155) For some , it means a set of teaching procedures; for others, the avoidance of teaching procedures. For some, it is the primary of a language skill; for others, it is the type and amount of vocabulary and stucture.
- According to Richards and Rodgers (2001), a method is theoretically related to an approach, organized by the design, and practically realized in procedure.

Technique

- Carry out a method. It is implementational meaning that a technique is something that actually takes place in language teaching or learning in the classroom.

The questions we will answer:

What are the goals of teachers who use this method

What is the role of teacher?

What is the role of students?

What are some characteristics of the teaching/learning process?

What is the nature of student-teacher interaction?

What is the nature of student-student interaction?

How are the feelings of students dealt with?

How is language viewed?

How is culture viewed?

What areas of language are viewed?

What language skills are emphasized?

What is the role of the students' native language?

How is evaluation accomplished?

How does the teacher respond to student errors?

References

- Çelik, S. (2014). *Approaches and principles in English as a foreign language (EFL) education*. Ankara: Egiten Kitap
- Larsen-Freeman, D. & Anderson, M. (2015). *Techniques and principles in language teaching*. New York: Oxford
- Richards, J. C. & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press