Approach, method and technique

Discussion

- Suppose: you are to travel to Ecuator, what methods (**as many as possible**) would you like to use? And why do you think they can work.

Approach

- What is an approach?
- ----the act of getting close to
- ----way, path, road
- In language teaching, approach is a set of assumptions dealing with the nature of language teaching and learning. It describes the nature of language & language learning.

Method

- What is a method?
- ----way of doing sth
- Method 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. Theory is put into practice.

Technique

- Technique: technical or mechanical skills
- A technique is implementational– that which actually takes place in a classroom. It is a particular trick, procedure to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

Common techniques

- ----reading aloud, listening to the tape,
-      discussion, translation
- ----………?????

Relations

- What's their relations?
- For approach, method, and technique, which determines which?
- ----approach determines method, in turn,
-        method determines technique.
- The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach

Richards and Rodger's model

- It includes approach, design and techniques

APPROACH

- A. THEORY OF NATIVE LANGUAGE
- 1. An account of the nature of language
-     proficiency
-         ----what can be called language
-             proficiency
- ----an account of the basic units of
-     language structure

- 2. An account of the basic units of
- 　　language structure
- 　　----basic units of language structure:
- 　　　letter, word, phrase, sentence,
- 　　　discourse
- 　　----phonology is important?
- 　　---- meaning and form, which is more
- 　　　important?

Theoretical Views of Language & Nature of Languages

1st: Structural View: the view that lg is a system of structurally related elements for the coding of meaning. The target of lg learning is seen to be the mastery of elements

2nd: Functional View: Semantic & communicative dimension rather than merely the grammatical characteristics of lg. (meaning & function)

3rd: Interactional View: Language is seen as a tool for the creation & maintenance of social relations.

b. NATURE OF LANGUAGE LEARNING

1. Psycholinguistics and cognitive processes

What are the psycholinguistic & cognitive processes involved in language learning?

b. NATURE OF LANGUAGE LEARNING

2. Conditions allowing for the process

What conditions need to be activated?

Process-oriented Theory: built on learning processes like habit formation, inferencing, induction, etc

Condition-Oriented Theory: focuses on the nature of human beings & the physical context for learning to take place.

DESIGN/ METHOD

A. The general and specific objectives of the method

What's the general & specific objective?

Process-oriented or Product-oriented
(Focus on grammar & vocabulary vs focus on oral skills)

A syllabus model

- criteria for the selection and organization of linguistic and /or subjective-matter content

- --what materials to be selected?

- --how should the materials be organized?

- -- what to talk about (subject matter) & how to talk about it (linguistic matter)?

Types of learning and teaching activities

- kinds of tasks and practice activities to be employed in the classroom and in materials. Compare focus on form or focus on meaning/communication.

- ---- tasks and practice, listening, note-taking, translation or others, sts arrangement?

Learner roles

- -- types of learning tasks set for learners
- -- degree of control learners have over the content of learning
- -- patterns of learner groupings that are recommended or implied
- -- degree to which learners influence the learning of others
- -- the view of the learner as a processor, performer, initiator, problem solver, etc.

Teacher roles

1. **Types of functions teachers fulfill** (partner, resource of information, participant, organizer, director, manager)

2. **Degree of teacher control over learning**

3. **Degree to which the T is responsible for determining content.**

4. **Interactional Patterns between T & S.**

The role of instructional materials

- --- primary function of materials
- --- the form materials take (e.g., textbook, audiovisual)
- --- assumptions made about teachers and learners, T´s degree of training & experience.

PROCEDURE

Classroom techniques, practice, and behaviors observed when the method is used

- resources in terms of time, space, and equipment used by the teacher
- interactional patterns observed in lessons
- tactics and strategies used by teachers and learners when the method is being used (drills, info-gap, etc)