

An Introduction to Teaching and Learning Methods/ Approaches

By

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The Content

- What is an approach?
- What is an approach influenced by?
- What is a method?
- How are approaches, methods, and techniques related to one another?
- What is recommended for teachers and learners in a method?
- The components of a method



What is an approach?

- **Approach** is a set of assumptions about language teaching which involve the nature of language, learning, and teaching (Anthony, 1963).
- Later, Richards & Rodgers (2001) stated that **approach** refers to the beliefs and theories about the nature of language, language learning, and teaching that emphasize a method.
- These theories are derived from the areas of linguistics, sociolinguistics, psycholinguistics and are the source of principles and practices of language teaching.



What is an approach influenced by?

A. Language Theories: How is language viewed?

- **Structural** view of language (e.g., Grammar-Translation Method)
- **Functional** view of language (e.g., Direct Method;)



If language is seen as a system of **structurally** related elements for the **coding** of meaning:

- What dimension of language is prioritized?
 - Grammatical dimension.
- What needs to be taught?
 - Phonological units.
 - Grammatical units and operations.
 - Lexical items.



If language is viewed as a vehicle for the expression of **functional meaning**:

- What dimension of language is prioritized?
 - semantic and communicative dimension of language.
- What needs to be taught?
 - functions, notions of language.



B. Theory of (language) learning: How do learners learn the language?

What are the **psychological**, and **cognitive** processes involved (habit formation, induction, inferencing, generalization, etc.)?

What are the conditions that need to be met for these learning processes to be activated?

Environmental;

Teacher-orientation vs learner-orientation (comprehension-based vs production-based)

Additionally, it focuses on **Social** or **interactional** theories.

The theories of (language) learning include:

1. **Behaviorism** (e.g., Audio-Lingual Method)
2. **Cognitivism** (e.g., Problem-Based Learning)
3. **Humanism** (e.g., Desuggestopedia)
4. **Constructivism** (e.g., Project-Based Learning)
5. **Connetivism** (e.g., Online Collaborative Learning)



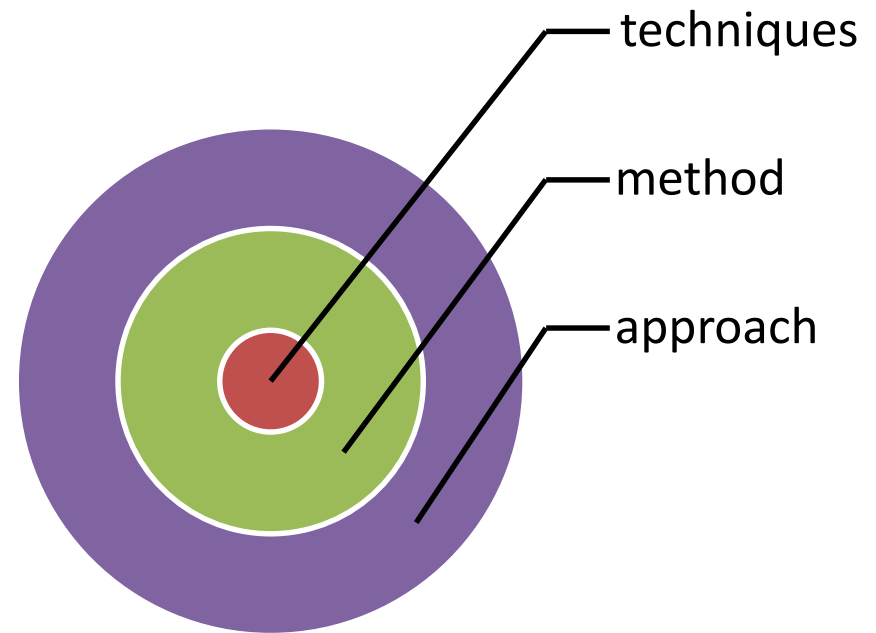
What is a method?

- According to Anthony (1963), a method is the plan selected to present language in a systematic way.
- Later, Richards & Rodgers (2001) stated that method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedures.
- **Design**: relates the theories of language and learning to the form and function of teaching materials and activities in the classroom; whereas **procedures** include the techniques and practices employed in the classroom as a result of specific approaches and designs (Richards & Rodgers, 2014).
- Larsen-Freeman (2000) calls this level of **design**—Principles; and **procedures**—techniques.



How do all of these relate?

Different theories about the nature of language and how languages are learned (the **approach**); implying different ways of teaching language (the **method**); and different methods make use of different kinds of classroom activities and practices (the **techniques**).



What is recommended for teachers and learners in each method?

Methods prescribe (or recommend) what **materials** and **activities** should be used, **how** they should be used and **what role** teachers and students should take in teaching and learning processes based on the theories of language and language learning.



Main Components of a method

1. Syllabus

- Syllabus is the level at which theory is put into practice and at which choices are made about the content to be taught, the skills to be developed, the order of the content etc.
- The theory of language adopted will affect the organisation and selection of language content.
- Different methods have different types of syllabi associated with them i.e. different ways of selecting and organising content.



2. Teaching/Learning Practices (1/2)

- **Types of learning tasks and activities** to be used in the classroom.
- **Roles of learners in the classroom:** the degree of control that learners have over their learning, roles that learners will assume in the classroom, learning groupings recommended.
- **Roles of teachers:** functions that the teacher is to fulfil in the classroom, the degree to which the teacher influences the learning process and the kind of interaction between the teacher and the learners.



- **Role of materials:** the function of materials in the learning process and the forms they take. In some methods, materials are designed to replace the teacher so that learning can take place independently. In others, materials are teacher proof so that even poorly trained teachers with imperfect control of the language can use them.



3. Assessment

- How students' language knowledge is to be assessed.
- Error correction policy.



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