**Approach, Method, Procedure and Technique**

**Approach**

* Theories about the **nature of language and language learning** that serve as the source of practices andprinciples in language teaching in the classroom or reasonsfor doing them.
* Offers **a model of language competence** (describes howlanguage is used and its constituents interlock)
* Describes **how people acquire their knowledge of the language** and makes **statements about the conditions which will promote successful language learning**
* The broadest of the three (approach, method, technique)

**Method**

* A **practical realization** of an approach
* **Defines** activity types, roles of teachers/learners, material, and syllabus organization
* Consists of **procedures and techniques**
* A system that **spells out a set of procedures or activities** that have been chosen by the teacher in order to reach the course objectives

**Procedure**

* Ordered sequence of techniques
* Somewhere **in between** a method and a technique
* Usually described in such terms as “first you do this…, and then you do that…”

**Technique**

* A technique is a classroom device or activity and thus represents **the narrowest term of the three** (approach method and technique)
* Some techniques are **widely used** and **found in many methods** (imitation, repetition) and others are specific to a given method.

Or...

Approach Method Technique

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| --- | --- |
| APPROACHES | METHODS |
| have a set of theories and beliefs to be used as the basis for teaching language | specific instructional designs or systems based on a particular theory of language and language learning. |
| no specific set of prescriptions | prescriptions for teachers what and how to teach |
| open to interpretation | fixed- little scope for interpretation |
| long shelf of life | relatively short shelf life |
| can be revised and updated | learned through training |

Approaches and Methods

1. The Grammar Translation Method
2. The Direct Method
3. The Audio-Lingual Method
4. The Silent Way
5. Desuggestopedia
6. Community Language Learning
7. Total physical Response
8. Communicative Language Teaching
9. Content-based, Task-based and Participatory Approaches
10. Learning Strategy Training, Cooperative Learning and Multiple Inteligences

PostMethod Perspective

**“The notion of methods came under criticism in the 1990s.** **By the end of the 20th century, mainstream language teaching no longer regarded methods as *the key factor* in accounting for success or failure in language teaching.”**