**Approach and Method**

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**7.1 Definitions**

**7.1.1 Approach**

It is defined as:

* A set of assumptions dealing with the nature of learning and teaching.
* The directions you are going to take. It has to be decided before selecting the method.
* Theories about the nature of language and language learning that serve as the source of practices and principles in language teaching.

**7.1.2 Method**

It is the overall plan for systematic presentation of language based upon a selected approach.

**7.1.3 Methodology**

Methodology refers to what teachers actually do in the classroom.

**NO ONE METHOD IS PERFECT FOR EVERY SITUATION. FOR DIFFERENT TEACHING SETTINGS, DIFFERENT METHODS/METHODOLOGIES OUGHT TO BE ADOPTED, IDEALLY, INTEGRATED, FOR THEY COMPENSATE FOR EACH OTHER.**

**7.2 Approaches to Language Teaching**

“At least three different theoretical views of language and the nature of language proficiency explicitly or implicitly inform current approaches and methods in language teaching” (Richards & Rodgers, 1986, p. 20).

**7.2.1 Formal Approach (Structural Approach/Classical Approach)**

For it, “the language is a system of structurally related elements for the coding of meaning. The target of language learning is seen to be the mastery of elements of this system which are generally defined in terms of phonological units (e.g., phonemes), grammatical units (e.g., clauses, phrases, sentences), grammatical operations (e.g., adding, shifting, joining, or transforming elements), and lexical items (e.g., function words and structure words” (Richards & Rodgers, 1986, pp. 20-21).

**7.2.2 Functional Approach**

According to Richards and Rodgers (1986, p. 21), for the Functional Approach, language is seen as “a vehicle for the expression of functional meaning. The communicative movement in language teaching subscribes to this view of language. This theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language, and leads to a specification and organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar”.

**7.2.3 Interactional Approach**

The Interactional Approach sees language as "a vehicle for the realization of interpersonal relations and for the performance of social transactions between individual. Language is seen as a tool for the creation and maintenance of social relations…Interactional theories focus on the pattern of moves, acts, negotiation, and interaction found in conversational exchanges” (Richards & Rodgers, 1986, p. 21).

**7.3 Method**

“I n order for an approach to lead to a method, it is necessary to develop a design for instructional system. Design is the level of method analysis in which we consider (a) what the objectives of a method are; (b) how language content is selected and organized within the method incorporates; (c) the type of learning tasks and teaching activities the method advocates; (d) the roles of learners; (e) the roles of teachers; and (f) the roles of instructional materials” Richards & Rodgers, 1986, p. 24).

* **Objectives:** different theories of language and language learning influence the focus of a method; that is, they determine what method sets out to achieve.
* **Content choice and organization (the syllabus):** all methods of language teaching involve the use of the target language. All methods thus involve overt or covert decisions concerning the selection of language items (words, sentence pattern, tenses, constructions, functions, topics, etc.) that are to be used within a course or methods.
* **Types of learning and teaching activities:** the activity types that a method advocates….often serve to distinguish methods. Audiolingualism…uses dialogues and patterns practice extensively. The Silent way employs problem-solving activities.
* **Learner roles:** learners roles are seen in the types of activities learners carry out, the degree of control learners have over the content of learning, the patterns of learner grouping, the degree to which learners as processor, performer, initiator, and problem solver.
* **Teacher roles:** teachers roles are similarly related ultimately both to assumptions about language and language learning at the level of approach. Some methods are totally dependent on the teacher as a source of knowledge and directions; others see the teacher’s role as catalyst, consultant, guide, and model for learning; still others try to “teacher-proof” the instructional system by limiting teacher initiative.
* **The role of instructional materials:** a particular design for and instructional system may imply a particular set of roles for materials in support of the syllabus and the teachers and learners.