



**Tikrit University**

**College of Education for Women**

**English Department**

**Subject: Methods of Language Teaching**

**Class: 3<sup>rd</sup> class**

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**APPROACHES METHODS PROCEDURES AND TECHNIQUES**

The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach.

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. 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. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods.

A technique is implementation - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

We see approach and method treated at the level of design, that level “ in which objectives, syllabus, and content are determined, and in which the roles of teachers, learners, and instructional materials are specified. The implementation phase (the level of technique in Anthony's model) we refer to by the slightly more comprehensive term procedure. Thus, a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure. The first level, approach, defines those assumptions, beliefs, and theories about the nature of language and the nature of language learning which operate as axiomatic constructs or reference points and provide a theoretical foundation for what language teachers ultimately do with

learners in classrooms. The second level in the system, design, specifies the relationship of theories of language and learning to both the form and function of instructional materials and activities instructional

The third level, procedure, comprises the classroom settings techniques and practices which are consequences of particular approaches and designs. In English language teaching, "approach" and "method" are two key concepts that refer to different aspects of teaching methodologies:

**Approach:** An approach in language teaching refers to the .1 theoretical framework or underlying philosophy that guides the teaching and learning process. It encompasses principles, beliefs, and theories about language, learning, and teaching. An approach sets the overall direction and perspective for language teaching, influencing how teachers design their lessons and interact with students. Common approaches include the communicative approach, the task-based approach, the audio-lingual approach, and the lexical approach, among others.

**Method:** A method, on the other hand, refers to the specific .2 techniques, procedures, and strategies that teachers use to implement an approach in the classroom. Methods are more practical and tangible than approaches and involve the actual activities, materials, and instructional techniques used to teach language skills. Examples of language teaching methods include the direct method, the grammar-translation method, the silent way, and the Total Physical Response (TPR) method.

In summary, while the approach provides the theoretical foundation and overall direction for language teaching, the method outlines the practical techniques and procedures employed by teachers to implement that approach in the classroom.

The terms "procedure" and "technique" are often used interchangeably, but they do have distinct meanings in certain contexts:

**Procedure: .1**

A procedure refers to a series of steps or actions that need to be followed in a specific order to accomplish a particular task or goal.

Procedures are typically more formalized and structured, often documented in manuals, guidelines, or standard operating procedures (SOPs).

They provide a systematic way of carrying out tasks and ensure consistency, efficiency, and safety in various processes.

Example: A procedure for conducting a safety inspection in a manufacturing facility would include step-by-step instructions for inspecting equipment, identifying hazards, and reporting findings.

**Technique: .2**

A technique, on the other hand, refers to a method or approach used to perform a task or achieve a desired outcome.

Techniques are more flexible and adaptable, allowing for variations based on circumstances, expertise, or preferences. •

They may not always be as formalized or documented as procedures and can involve skills, practices, or strategies that individuals develop or learn over time. •

Example: In cooking, the technique of sautéing involves cooking food quickly in a small amount of oil or butter over high heat, while the technique of braising involves cooking food slowly in liquid at a low temperature. •

In summary, while both procedures and techniques involve the execution of tasks, procedures are more about the structured sequence of steps, while techniques focus on the methods or approaches used to accomplish those steps.

