LESSON TWO: APPROACH, METHOD, STRATEGY, TECHNIQUE

Teaching approach:

A teaching approach encompasses the theoretical foundations, educational philosophy, and guiding principles that inform a specific set of teaching practices. It represents a comprehensive framework for understanding how learning occurs and is translated into classroom strategies and methodologies. In essence, a teaching approach is a holistic perspective on teaching and learning that underpins instructional methods and techniques used to facilitate effective learning experiences. It is important to note that various teaching approaches, such as cognitive, behaviorist, and constructivist approaches, are rooted in distinct theoretical views of language and learning, shaping the methods employed to support learners' language acquisition and development.

Teaching method:

A teaching method encompasses a structured and systematic approach to the instructional process, particularly in the context of language teaching. It is based on well-defined principles and procedures, serving as an application of theories regarding effective language learning and pedagogical strategies. This method provides an organized, logical, and sequential framework for conducting learning activities, emphasizing a systematic arrangement of steps.

Furthermore, a teaching method is designed to facilitate and enhance students' learning experiences in an organized, orderly, and well-planned manner. It adheres to established rules, often rooted in psychological principles that consider the unique abilities, needs, and interests of learners. The primary objective of a teaching method is to achieve specific instructional goals efficiently and effectively. It aims to optimize teaching and learning outcomes, thereby saving time, effort, and resources for both teachers and students.

To gauge the effectiveness of a teaching method, several key characteristics should be considered:

- Recognition of individual differences among learners.

- Promotion of active student engagement and learning.

- Facilitation of intellectual and personal growth and development.

- Achievement of the teacher's intended educational objectives.

It is important to acknowledge that there is no universally superior teaching method, as various methods can be effective depending on the context, educator's philosophy, student demographics, subject matter, and institutional mission. Therefore, teaching methods should be selected thoughtfully, considering these diverse factors, to create a dynamic and productive learning environment.

Teaching strategy:

A teaching strategy refers to a systematic set of actions or steps that a teacher follows to achieve specific educational objectives during the teaching and learning process. These strategies encompass the teacher's instructional style and approach, designed to accomplish immediate and overarching goals in the educational context.

At its core, a teaching strategy serves as a well-thought-out plan of teaching activities, meticulously crafted to ensure the effectiveness of both teaching and learning. It represents a deliberate course of action intended to attain particular educational outcomes or a sequence of objectives. During the lesson planning phase, educators make informed decisions about which teaching method to employ, considering factors like teacher-centered or child-centered approaches.

Once the appropriate teaching method is selected to facilitate effective teaching and learning for a specific topic or subject matter, the teacher proceeds to carefully outline and organize teaching activities. These activities are strategically designed to promote comprehensive and successful learning experiences for students, aligning with the chosen instructional approach and targeted learning objectives.

Teaching technique:

A teaching technique can be defined as a highly specific and systematic approach or method employed by educators to execute particular tasks within the teaching and learning process. These techniques encompass the individual teacher's distinct style, personal touch, and unique manner of carrying out specific steps or actions in the teaching process.

In essence, a teaching technique serves as a refined and precise mode of operation, tailored to achieve specific educational objectives and tasks. It represents the teacher's distinctive way of applying a broader teaching strategy or method. For example, multiple teachers may choose to utilize a common strategy like small group discussions to deliver a lesson. However, each teacher will inject their personalized technique into the process, such as varying the number of students involved or using distinct instructional approaches during the discussion. Consequently, each teacher's technique contributes to their unique and effective delivery of the lesson, reflecting their individual style and approach to teaching.

Differences and relationships:

From the definitions of the root words provided by the various dictionaries, it is clear to see that the method, approach, strategy and technique are not the same and therefore cannot be used interchangeably. While an approach is informed by ones' view or perspective on issues, a strategy is a carefully planned activities use to achieve a goal; a method becomes the procedure one adopts in solving an issues whiles a technique becomes ones' own unique ways of solving a situation at hand.

The definitions of the actual terms which stems out from the meaning of the root word also suggest clear differences. Therefore these words cannot be used interchangeably since doing so would to a distorted view of the terms.

These definitions, notwithstanding, depicts a clear relationship between the terms: teaching approaches provide a basis for the development of teaching methods, teaching strategies also evolve to define the components of each teaching method and the teaching techniques provide the unique ways of going about a strategy. In other words, teaching approach becomes a universal set from which we get teaching methods. Teaching methods also give birth to teaching strategies from which we are defined by specific teaching techniques.
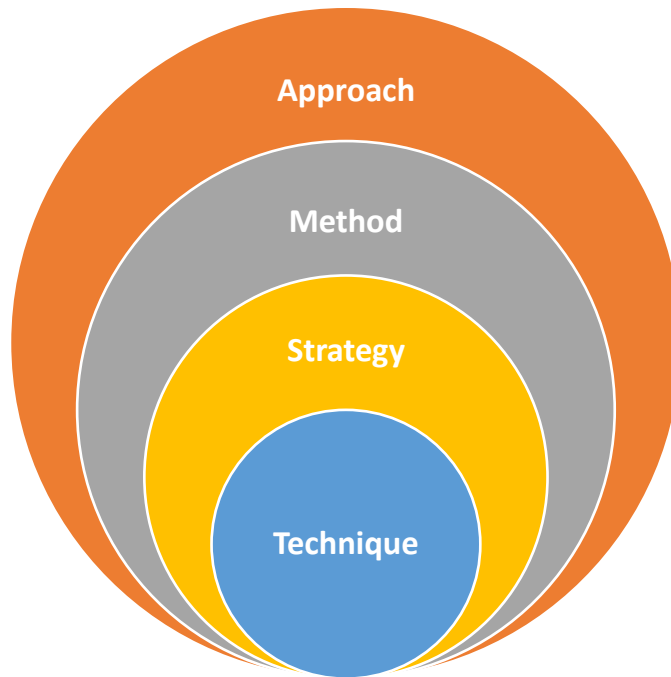
Below is a table giving examples which clearly depicts the differences as well as the similarity in the use of the various terms:

Teaching Approach	Teaching Method	Teaching Strategy	Teaching Technique
Constructivist and cognitivist approach to learning	Childcentred method	Small group discussion, demonstration, buzz groups, etc	Pair work, discussions, snowballing, collaborating, etc
Objectivist approach to learning	Teacher centred method	Lecture method, whole class discussion, whole class presentations, etc	Lectures, talks, conferences, symposium, etc

More Examples:

Teaching Approach	Teaching Method	Teaching Strategy	Teaching Technique
Teacher-Centered Learner-Centered Interactive Constructivist	Deductive and Inductive Direct and Indirect Discussion	(Under Discussion Method) Small-Group Discussion Technique	Jigsaw Pictionary Race Concept Attainment Run to the Board

Collaborative Individualistic Integrated Direct Guided	Reporting Investigatory Activity Demonstration Self-pacing Integrated Traditional	Socialized Classroom Technique Direct Instruction Recitation	Memory Story The 5 Whys List-Group- Label Think-Pair- Share Gallery Walk

Constructivist approach ➜ activity method ➜ role playing ➜ think – pair – share; Peer evaluation

Practice: Identify whether each sentence below suggests an a. Approach b. Method c. Technique

1. A procedural variation of a teaching strategy.

2. A general rule or principle that guides the whole process of teaching

3. A sound philosophy and orientation, which used as bases in the process of instruction

4. Guiding students by following an established patterns/steps of teaching

5. A highly personalized style of carrying out a particular step

6. A viewpoint that suggests what teaching procedure is to be used.

7. Implementation due to its instant classroom application

8. Embracing the entire spectrum of the teaching – learning process

9. Procedural in nature since it is a series of logically arranged courses of action.

10. An overall plan for the orderly presentation of a lesson

11. Guiding teaching from planning to evaluate

12. Making teaching an organized and systematic process

13. Developing the teacher's own distinctive way of carrying out some aspect of instruction

14. Teaching is done following a well spell-out procedure.

15. An example of which is looking at the learner as the center of the educative process.