

REVIEW ARTICLE

Vol.6.Issue.1.2019 (Jan-March)

ISSN

INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

2395-2628(Print):2349-9451(online)

AUDIO VISUAL TRANSLATION: SUBTITLING ENGLISH – ARABIC SUBTITLING: PROBLEMS
AUDIO-LINGUAL METHOD (ALM) AND THE COMMUNICATIVE LANGUAGE TEACHING
APPROACH (CLT)

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doi: <https://doi.org/10.33329/ijelr.6119.222>



ABSTRACT

This paper has shed the lights on two methods/approaches, CLT Approach and Audio-lingual Method. Methods of teaching Language are different and varied; each of them has its strengths and weaknesses. We can notice from what we mention before that CLT approach has a rich of eclectic theoretical bases and it has many characteristics view of language; such as, Language is a system for the expression of meaning, the primary function of language is for interaction and communication and ALM is really concerned about the pronunciation in producing words because it is important to prevent learners from making mistakes.

Key words: (CLT), (ALM), Language Teaching, skills, Techniques, foreign language

Introduction

Methodology in language teaching has been characterized in many ways. A more or less classical formulation proposes that methodology is that which links theory and practice. Methods of Teaching English contribute to the growing body of language instruction. They play an important role in the teaching of language. It is a planned and systematic effort of the teacher for establishing sequence in the various parts of the teaching. Theory statements would have theories that answer the questions what language is and how language is learned. Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, roles of teachers, learners, materials and so forth. In this assignment I am going to discuss two methods or approaches that are used in teaching language in term of the characteristics, points of strengths and weaknesses and the role of teachers, students and material for each method. The methods that I choose are the Audio-Lingual method (ALM) and the Communicative Language Teaching approach (CLT).

The ALM

The ALM is an approach to language learning based on the behaviorist ideology and it is somehow similar to an earlier method called "The Direct Method". ALM is also called the aural oral or Functional skills method. According to Nagaraj (1996), the ALM can be referred to the language teaching programs which devised in America during the Second World War. According to the Audio-lingual method, a foreign language

should be learned directly without depending on the learner's mother tongue language. ALM mainly concerns with the learner's ability to gain the communicative skills that they may require in everyday discourse. Particularly, listening and speaking skills in the target language. In addition, Nagaraj (1996) stated five terms which can be formed the Audio-lingual Method. Firstly, the function of Language is speech, not writing. Secondly, the language is set of habits. Thirdly, we need to teach the language, not about the language. Fourthly, language is what native speakers say not what someone thinks they ought to say. Finally, Languages are different and the roles of teachers in audio –lingual method are to create what appear to be productive for his / her students used widely in the United States and other countries in the 1950's and 1960's. ALM is based basically on the principles of behavior psychology. Moreover, it adapted many of the principles and procedures of the Direct Method.

The CLT Approach

CLT began in the late of 1960s because of the changes in the British Situational Language Teaching approach, after that it was developed in the 1970s, and in critical reaction to the formal and boring types of exercises used under the audio-lingual approach ('drill-and-kill' exercises). ALM at that time was based on the study of language from a wider perspective, and as a result to that, Hymes (1970) put forward the term of "communicative competence" to refer to appropriate language performance in contrast to "linguistic competence". At the same time, Huang and Liu (2000) emphasized on the functional and communicative potential of language and they saw the need to focus on communicative proficiency rather than on mere mastery of structures. CLT approach evolves as a prominent language teaching method and gradually replaced the previous grammar-translation method and ALM (Lee, 2006). CLT approach expanded the dimension of language from the previous linguistic forms to communicative function. CLT puts the focus on communicative interaction in class, not on a correct but mind- and meaningless reproduction of the linguistic forms prescribed for a specific lesson in other words (the meaning and communication, and a goal to develop learners' "communicative competence"). Moreover, it based on the idea that the goal of learning foreign languages is to gain communicative competency. In addition, CLT approach focuses on the development of skills and it related these skills with the ability of expressing and understanding personal ideas, opinions, feelings and needs.

CLT and ALM Approach / Method

Goals of CLT Approach

The goal of language teaching is to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. CLT approach emphasizes on the interaction term from two sides: the meaning and communication, and a goal to develop learners' "communicative competence" and it focuses on helping learners create meaning rather than helping them develop perfectly grammatical structures or acquire native like pronunciation. According to (Huang & Liu, 2000) the main goal of CLT is to develop the communicative ability of the learner's in the classroom, and make learners are involved in the learning process in order to language develops automatically (the ability to use the linguistic system effectively and appropriately). So that the students can speak English not only in the classroom but also out of class without thinking about grammar and can develops their communicative proficiency is the goal of CLT.

The Goals ALM

The Audio-Lingual Approach central goal is to make learners fit for the fluent oral use of the target language in everyday situations as the teachers want their students to be able to use the target language communicatively. Reading and writing were supportive skills only. Students need to over learn the target language and to learn to use the target language automatically without stopping to think in their first language and the students achieve this by forming new habits in the target language and overcoming the old habits of their native language (Castagnaro, 2006). We can notice that the goals of the Audio-Lingual Approach are somehow like the ones of the Direct Method.

The Techniques / Activities of ALM

The main activities include of ALM are reading aloud dialogues, repetitions of model sentences, some techniques associated with the ALM are: dialog memorization, backward build-up, use of minimal pairs, complete the dialog, grammar game and drill technique. For the drill there are many techniques to apply it for example: repetition drill, chain drill and question-and-answer drill. Key structures from the dialogue serve as the basis for pattern drills of different kinds. Lessons in the classroom focus on the correct imitation of the teacher by the students (Anthonv, 1963). Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct grammar is expected in usage, no explicit grammatical instruction is given. It is taught inductively. Furthermore, the target language is the only language to be used in the classroom.

The Techniques / Activities of CLT Approach

Example Activities/ techniques of CLT that were often employed included memorization of dialogs, question-and-answer practice, substitution drills, learning by teaching, and various forms of guided speaking and writing practice. Through these activities' great attention to accurate pronunciation and accurate mastery of grammar was stressed from the very beginning stages of language learning, since it was assumed that if students made errors, these would quickly become a permanent part of the learner's speech. However, not all courses that utilize the Communicative Language approach will restrict their activities solely to these. Some courses will have the students take occasional grammar quizzes, or prepare at home using non-communicative drills. Thus, it is important for teachers to give students voice, especially in the current educational climate, which is dominated by standardization and testing (Simmons 2010)

The Teacher Roles in ALM

In ALM the teacher is like an orchestra leader, directing and controlling the language behavior of her students. She also is responsible for providing her students with a good model for imitation. Larsen-Freeman (2000) listed some typical techniques that can be closely associated with the ALM in case of role of teacher, and these techniques are: Firstly, Dialogue memorization, that the Students memorize an opening dialogue and they are using mimicry and applied role playing. Secondly, in case of backward build-up (Expansion Drill) the teachers break a line into several parts and role students to repeat each part starting at the end of the sentence and "expanding" backwards through the sentence, adding each part in sequence. Thirdly, in case of repetition drills the students repeat teacher's model as quickly and accurately as possible. In fact, the teachers in ALM play vital role in contrastive analysis between native language learners and target language.

The Teacher Roles in CLT Approach

The teacher and learner roles assume a very important function in CLT. Because of the emphasis on the processes of communication, the learner has a very different role from that in other second language classrooms. Teacher has several roles in CLT approach. Brown (2001) pointed out to some roles that the teacher can play. Firstly, the teacher can be as facilitator of the communication process between all learners in the classroom, and between these learners and the various activities and texts. Secondly, the role of the teacher is to act as an independent participant within the learning-teaching group. Thirdly, the teachers need to analysis, and they need to be consoler and group manger for his / her students. Indeed, The CLT teacher plays vital role in determining and responding for the needs of language learners. Finally, he/she is a group process manager – CLT requires less teacher-centered management skills.

The Learner Roles in ALM

The main role for the students in this method is to imitate the teacher's model or the tapes she supplies of model speakers. They follow the teacher's directions and respond as accurately and as rapidly as possible. To determine the role of students in audio-lingual method, Larsen-Freeman (2002) stated the most important roles that the learners can be used in audio lingual method: Firstly, students listen to a native-like model such as the teacher or a tape recorder. Secondly, students can repeat the new material chorally and

individually. Thirdly, teachers correct students' errors immediately and directly. Fourthly, in case of dialogues activities, the students can memorize by reversing the roles between (teacher-student) and (student-student). Moreover, the students in ALM are encouraged to change certain key words or phrases in the dialogue. In addition, the students in ALM can work in pairs and in this case the teachers can ask questions about the new items or ask general questions for the students, so the student can answer the questions or have short conversation between them.

The Learner Roles in CLT Approach

According to Larsen-Freeman (2002) that the learners need to learn the target language and to use it without thinking of the structure or the translating from their first language and to stop thinking about their first language while they are using the target language. The learner-centered approach gives students a sense of "ownership" of their learning and enhances their motivation. CLT emphasizes the process of communication and leads learners to different roles from the traditional approach. One of the main functions of CLT approach is the using the language rather than learning the rules of usage. CLT emphasizes "self-direction for the learners" (Oxford, 1990). As the student should be the dominant of the classroom when they are asked to have conversation because they expected to interact with each other, before interacting with the teacher, so the teacher will not be around to guide them the whole time. Oxford (1990) stated that "this is essential to the active development of the new language". The learner should enter situations where communication takes place as much as possible to increase his or her communicative proficiency. The learner is expected to contribute as much as he/she gains, they are also expected to interact with each other, before interacting with the teacher. The learner is responsible for the learning process to take place in a more independent way. In addition to the learner's responsibility

Materials Roles in ALM

Materials in the ALM are primarily teacher-oriented. The teacher's book contains the structured sequence of lessons to be followed, and the dialogues, drill, and other practice activities. A student textbook is often not used in the elementary phases of a course where students are primarily listening, repeating, and responding. At this stage in learning, exposure to the printed word may not be considered desirable, because it distracts attention from the aural input (Richards & Rodgers, 1982). The teacher, however, will have access to a teacher's book that contains the structured sequence of lessons to be followed and the dialogues, drills, and other practice activities. Taperecorders and audiovisual equipment often have central roles in an audio-lingual course.

Materials Roles in CLT Approach

A wide variety of materials have been used to support communicative approaches to language teaching. Practitioners of CLT view materials as a way of influencing of quality of classroom interaction and language use. CLT classroom materials are defined by the primary role of promoting communicative language use. Richards and Rodgers (1999) categorized materials into three types. First are text based, some of which are nearly structural with a functional bias and some that are based solely on functions. Second are task-based; that is materials developed especially for CLT such as games, activity cards, exercise handbooks and others. Finally, authentic materials are from life, whether language based or from visual sources, are described. (Sullivan, 2000) claimed that CLT usually uses authentic materials for teaching in the purpose of promoting learning. So that the learners could understand language as it is used by native speakers.

Weaknesses and Strengths of Approaches

The weaknesses of CLT Approach

Although CLT is commonly used around the world and it was supported by many scholars but over reliance on a distinct principal notion of communication remains a shortcoming as it prevents CLT from being completely acceptable as an imaginary framework. According to Bax (2003), use of communicative approach as the only tenet in language teaching may bring about major difficulties since students may have trouble in

writing the foreign language. This means that CLT greatly enhances spoken language more than written language, which is also fundamentally important to these English as Second or Foreign Language students. Brown (2000) warns that there are certain caveats. He claims that a teacher should not overdo certain features of this approach; they have to combine it with common sense and balance the approach moderately. Brown further claims that teachers need to be aware that there are numerous interpretations of CLT. It is intended as an umbrella term covering a variety of methods. In addition to that, some problems encounter this approach. Firstly, certain differences exist between real life and the classroom environment. Secondly, some problems in the classroom, that the teacher may find it is hard to control the class. Thirdly, the teacher may find difficulty to assess the results of CLT approach. In addition, the teachers may find it quite hard to tell which expression is more appropriate because of the different social contexts and different ways of expressing the same function, especially when they teach second or foreign language. In addition, it was criticized in many ways. Firstly, CLT faces many problems in term of enthusiasm, for example, How CLT method can be applied and evaluated in all levels in teaching? And, How CLT can be used to be suitable for non-native teachers? Secondly CLT faces another problem in adopting suitable situation especially when the learners want to take grammar as base tests. In brief, there is no doubt that communication is the key ability of person in today's world.

The Weaknesses of the ALM

However, ALM has many advantages and strength points but it was also criticized by scholars in many ways (Virvou et al., 2007). Firstly, it was attacked as being unsound in both terms language theory and learning theory by Chomsky's theory of TG grammar. Secondly, the practical results show short of expectations and the learners were often found to be unable to transfer skills that they were acquired by ALM and the learners cannot apply these skills in real communication outside the classroom. In addition of the limits of these methods which are: fails to teach the long-term communicative proficiency, structural linguistics didn't tell us everything about language that we needed to know, it's impossible and unnecessary to teach students without using native languages and it's boring for students to over learn the drills and it's tiring for teachers to teach.

Strengths of CLT Approach

CLT emphasizes on the how the student conveys their messages more than the mistakes in learner production are. It also views errors as signals of learning progress among the learners and as the basis to develop procedures to help the students understand target sounds, structures, and vocabulary use. This builds confidence among the learners and encourages them to learn. Moreover, CLT appreciates that for language to be used meaningfully, what is spoken, heard, written and read must be directly relevant to the participants' lives and experiences. As such, it encourages students to participate actively and show dedication in the instruction activities. It bases development of learning activities on the students' needs and expectations meaning that it is possible for an instructor to create instruction that meets specific needs of every student (Jacobs & Farrell, 2003). . Swan (1985) stated that a communicative approach raised important issues for teacher training, materials development, and testing and evaluation. In fact, CLT aims to make communicative competence the goal of language teaching and develops procedures for teaching the four skills (speaking, reading, writing and listening) and to make interdependence of language and communication. CLT encourages activities that involve real communication and carry out meaningful tasks and believes that language is meaningful to the learner supports the learning process. Moreover, communicative approach is expected from the learners to be negotiators, and the teachers to be an organizer, a guide, or a group process manager. In brief, communicative method developed quite fast and it becomes the dominate language teaching way in many countries because it not only makes language learning more interesting, but helps learners develop linguistic competence as well as communicative competence as many methods or approaches couldn't do that.

The Strengths of the ALM

According to (Virvou, Tsihrintzis, Alepis, Stathopoulou, & Kabassi, 2007) the strengths of ALM method are that it stresses phonological and grammatical awareness and correctness. It uses dialogues as the chief

means of presenting the language and stresses certain practice techniques, such as, pattern drills, and mimicry. Listening and speaking skills in ALM consider as centre of the stage. On other hand, tape recordings, and language laboratory drills were offered in practice. ALM is considered as one of the most popular methods in the history of foreign language teaching, and it has many great contributions to language teaching, such as, it attempted to make language learning accessible to large groups of ordinary learners because it proposed that language teaching should be organized in such a way. Moreover, ALM played important role in language teaching process; for example, it attempted to make language learning accessible especially, in large groups of ordinary learners. Moreover, it has been contributed to be preoccupied with vocabulary and morphology. And the other strength point that this method stresses phonological and grammatical awareness and correctness—all good things.

Conclusion

It is also clearly seen that one of the language teacher's major roles is a model of the target language. Teacher should provide students with a native-speaker-like model. By listening to how it is supposed to sound, and students should be able to mimic the model. However, the good teacher is the one who can employ the appropriate method techniques in the process of teaching language, to teach the language effectively and to be able to identify the appropriate activities that can be compatible with the level of the students and with their needs. There is no doubt that communication is the key ability of person in today's world. In my opinion, I believe that the communicative approach should be the basis, but teachers can also employ other methods and approaches in short Finocchiaro and Brumfit, (1983) have summarize and compared the Audio-lingual method and Communicative Language Teaching in term of the main differences in the following Table.

Audio-Lingual Method	Communicative Language Teaching
Lang. learning involves structures	Lang. learning involves communicating
Emphasis on structure and form	Emphasis on meaning
Aim is linguistic competence	Aim is communicative competence
Errors must be prevented at all costs	Errors are part of language learning
Teachers must specify what language the student will use	Teachers cannot know what language the student will use
Students must interact with the language	Students must interact with people
Accuracy is a primary goal	Fluency is a primary goal

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