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The difference between Communicative Language Teaching and Audio-Lingual method

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Abstract: In this article, we explore the main differences between communicative language teaching and the audio-lingual method, highlighting their distinctive features and implications for language learners and teachers. By gaining a deeper understanding of these two methodologies, language teachers can make informed decisions about which approach best suits their students' learning needs and goals.

Key words: Language, reading methodology, audio-lingual method, pedagogical technologies, communicative approach, pronunciation, intonation.

Аннотация: В этой статье мы исследуем основные различия между коммуникативным обучением языку и аудиолингвальным методом, подчеркивая их отличительные особенности и значение для изучающих язык и преподавателей. Получив более глубокое понимание этих двух методологий, преподаватели языка могут принимать обоснованные решения о том, какой подход лучше всего соответствует потребностям и целям обучения их учеников.

Ключевые слова: язык, методика чтения, аудиолингвальный метод, педагогические технологии, коммуникативный подход, произношение, интонация

Introduction.

Today, the demand and interest in learning foreign languages, especially English, has increased so much that children from kindergarten to senior professionals are trying to learn English. This is definitely a positive situation, because language learning In addition to studying the culture, history and customs of the countries that speak that language, it also creates the basis for opening doors for personal interests and the frequently asked question "When will I speak English?" To answer this question, it is necessary to pay attention to many aspects. First of all, the amount of time spent daily in language learning based on the learner's age, interest and consistency, if the English environment is important, the quality of the textbook used, skillful and A knowledgeable

teacher and the right approach to language learning are also important in learning a new language. Sometimes, students attribute their difficulties in learning a language to the fact that they are in foreign countries where the language is spoken or that they do not have friends who speak English. As a matter of fact, I think that such situations are inappropriate in the current technology and Internet development era. Taking online lessons through Facebook, Twitter, Telegram, or video lessons through YouTube and Skype are among the most popular and convenient ways to learn a language. The role of language training courses is also invaluable. Because you have the same goal with other language learners in the group, and in this way you can communicate with each other in English, exchange information or be competitive.

Materials And Methods.

The methodology of language teaching plays a decisive role in the formation of methods of language learning and acquisition by students. Among the various approaches used in the field of language education, communicative language teaching (CLT) and the audio-lingual method are two of the most prominent. Although both methodologies are aimed at facilitating language learning, they differ in their basic principles, methods, and goals. Language learning methodologies have evolved over the years, reflecting changes in language acquisition theory and pedagogical practice. Two widely used approaches are Communicative Language Teaching (CLT) and Audio-Lingual Method (ALM), each with its own principles, methods and goals. Let's look at the difference between these two methods to understand their philosophy and implications for language learners.

Communicative Language Teaching (CLT):

Communicative language teaching, also known as the communicative approach, emphasizes the importance of communication as the main goal of language learning. In CLT, communication is seen as a process of exchanging information, ideas and feelings, not just acquiring language structures. The main focus is on the development of students' communicative competence, which includes not only linguistic knowledge, but also sociolinguistic and strategic competence.

The main features of CLT are:

1.Student-centered learning: CLT emphasizes student interaction and participation. Students engage in meaningful communication tasks that simulate real-life situations, encouraging language use in authentic contexts.

2. Authentic Materials: Authentic materials such as authentic texts, videos, and audio recordings are used to expose learners to natural language use and cultural aspects of the target language.

3. Task-Based Learning: Tasks are central to CLT, designed to help learners accomplish specific communicative goals. These tasks often involve problem solving, information sharing, and role playing.

4. Error correction: Errors are seen as a natural part of language learning in CLT. Teachers provide feedback on errors to help students gradually improve their language skills

Results And Discussions.

Audio-lingual method (ALM):

The audio-lingual method based on behavioral psychology is aimed at forming habits through repeated practice and reinforcement. The method became popular in the mid-20th century for teaching foreign languages, particularly in military and academic settings.

Key features of ALM include:

1. Drill and Repetition: ALM emphasizes mastery of language patterns through drill and repetition. Students practice until they can produce dialogues, patterns, and structures correctly and automatically.

2. Controlled practice: Language is presented in a controlled and structured manner, focusing on accuracy rather than fluency. Grammar rules are clearly taught and students are expected to apply them through practice.

3. Audio-visual aids: ALM makes extensive use of audio recordings and visual materials to reinforce language patterns and pronunciation. The method also relies on mimicry and imitation to develop pronunciation and intonation skills.

4. Error Avoidance: Errors in ALM are minimized through accurate modeling and correction. Students must develop language forms right from the start, with minimal room for experimentation or creative use of the language.

Conclusions.

In summary, communicative language teaching and the audio-lingual method represent contrasting approaches to language learning, with CLT emphasizing communication and meaningful interaction, while ALM emphasizes habit formation and controlled practice.Both methods have strengths and limitations, and the choice of methodology often depends on the specific goals, contexts,

and preferences of students and teachers. By understanding the principles and methods of each approach, language teachers can develop effective and engaging language programs that meet the diverse needs of language learners.

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