

Learner variables in L2 learning based on communicative language teaching (CLT) and Audiolingual Method (ALM)

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Abstract

Imagine, teachers who know about how different variables refer to learners can affect teaching a second language, and by this, they make a plan for various instructions to involve all second language learners in the class, are successful enough in their job. Understanding different impacts of variables on the L2 learning process illustrates a new perspective for teachers to make the teaching process effective (Lightbown,1985). In light of learner variables importance, the ways the teachers should encounter each variable items are essential, but before that, the first step is to figure out different features of learning variables; with this in mind, the essay will be discussed about mostly functional learner variables in L2 learning, firstly, age of acquisition in learners will be presented. Secondly, learners' intelligence will be mentioned, and finally, the essay will disclose learners' motivation and attitude.

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Introduction

Teachers use various teaching method over the years to make their teaching and classroom effective; due to that, optional techniques and essential parameters of each method involved in their teaching style to achieve that objective, in this essay communicative language teaching (CLT) and Audiolingual Method (ALM) which are two well-known methods will be compared to illustrate the positive and negative points of each method (Chastain & Woerdehoff, 1968). This comparison gives teachers the resources to elicit functional techniques for designing their teaching style by giving insight into four factors. Firstly, each method's goal in communication and over-learning will be mentioned, then teaching tasks in the field of drilling will be discussed, in third place, learners' success in learning pronunciation will be disclosed and, eventually, teaching techniques that use in these two methods will be mentioned. This essay will not criticize each method's problems and just concentrate on different factors that each method has.

Nowadays communication is an essential term in human life.

According to Nunan (1987), The CLT motivates students to form effective communication in the language and improve language speaking skills. The purpose of CLT is to involve students in their interesting discussion topics, no matter how many mistakes they have,

the important part is to be active in the role of speaker in a different context, due to that teachers give an opportunity to students to choose their interesting discussion topics to be involved in them. On the other hand, proficiency in over-learning is important in ALM. According to one conference (K. Yamasaki and H. Ogawa, 1993), over-learning means repeatedly practicing a new skill or lesson to be master them by developing memory and performance. For instance, the professional musician for being an expert in the music industry frequently practiced the lessons and skills they learned before or presenter who tried to practice in front of people to decrease his/her stress.

Definitions of key terms

What is it that dialect instructors have to be know and do to be viable classroom professionals and dialect educating experts? How is this information and hone procured? And how does it alter over time? The issue of dialect teachers' information and ability base is crucial to our understanding of compelling instructing and to approaches to dialect instruction. In this paper I need to investigate the information, convictions and aptitudes that dialect instructors make utilize of in their hone. My center is on the understandings and hones of those instructors who would by and large be respected by their peers as excellent dialect instructing experts. We all recognize those instructors when we work with them. But what recognizes the way they get it and approach their work? In attempting to reply this address I will center

on ten center measurements of language teaching skill and hone. They are not in any progressive relationship and there's a few cover among them but they offer assistance lay out a few of the fundamental region and will ideally offer assistance conceptualise the nature of competence, ability and polished skill in dialect instructing. But to begin with a word of caution. The nature of what we cruel by viability in instructing isn't continuously simple to characterize since conceptions of great educating contrast from culture to culture (Tsui 2009). In a few societies a great instructor is one who controls and coordinates learners and who keeps up a aware separate between the educator and the learners. Learners are the more or less detached beneficiaries of the teacher's ability. Educating is seen as a teachercontrolled and coordinated prepare. In other societies the instructor may be seen more as a facilitator. The capacity to make near interpersonal relations with understudies is exceedingly esteemed and there's a solid accentuation on person learner imagination and free learning. Understudies may indeed be energized to address and challenge what the instructor says.

An ongoing issue in second language teacher education is the question of what the content or content of language teaching is, and thus what teachers need to know to be successful at the language teacher level. This is the "content knowledge dilemma" and has provided a forum for debate and discussionsince SLTE emerged as an academic discipline. Here I distinguish between "knowledge" and "skills". For while there is little debate about the specific skills that

language teachers should possess, there is little debate about the formal or academic purpose of language teaching. Content knowledge refers to what teachers need to know about what they teach (including what they know about the language itself) and knowledge that is not shared with teachers in other subjects. Historically, language teaching has been based on the field of applied language, which emerged in the 1960s. Almost simultaneously, language teaching has been revived with the emergence of new methods such as auditory language and situational language teaching (Richards and Rogers 2001). Production language created a unique set of knowledge and theories that formed the basis for a new approach to language teaching, and this knowledge base was reflected in the curricula of the master's programs that began to be offered during this period. Although most courses are about language analysis, learning theory, methodology and sometimes teaching practice, the actual skills of language teaching are rarely considered. The debate about the relationship between theory and practice has continued ever since. Some of the confusion arises from debates about theory and practice due to the lack of distinction between scholarly and scholarly knowledge. Academic knowledge refers to the limited knowledge that the language teaching profession considers essential for access to the profession. This knowledge is acquired through special training, and the acquisition of knowledge brings knowledge and power. It is important to emphasize here that academic knowledge is part of professional knowledge and does not

translate into practical skills. When language teaching emerged as an academic discipline in the 1960s, this academic knowledge came from the realm of language, but today it is much broader. Examples are the history of language teaching methods, second language acquisition, ethnolinguistics, phonology and syntax, discourse analysis, linguistic theory, critical linguistics, etc. Knowledge is the basis of teaching, but knowledge is the foundation of language teaching. This is knowledge derived from the study of language teaching and language learning itself and that can be used in many ways to solve practical problems in language teaching. This may include coursework in areas such as curriculum planning, assessment, teaching philosophy, classroom management, early childhood education, teaching the four skills, and more. The Teacher Knowledge Test developed by Cambridge ESOL is an example of a recent attempt to provide beginning teachers with a foundation of relevant subject knowledge. Language education literature is often divided into literature that focuses on academic knowledge or curriculum knowledge. For example, you can compare a book such as Ortega's new book *Understanding Second Language Acquisition* (Ortega 2008) with Lightbown and Spada's *How Languages are Learned* (Lightbown and Spada 2006). Like many books on second language acquisition, Ortega's excellent book has an educational focus and explains issues such as the critical period hypothesis, language transmission, language comprehension and understanding, and ability, but does not address job requests. On the other hand, Lightbown and Spada's book contributes to pedagogical

knowledge because it is part of a series designed to solve practical problems in language teaching. Although it contains some of the same topics as Ortega's book, the focus is on the research objectives rather than the research topics involved in investigating the situation.

Similarly, books such as Halliday's *An Introduction to Functional Grammar* (Halliday 2004), which are similar to books dealing with language analysis examples, belong to the domain of academic education, but Parrott's *Grammar For English Language Teachers* (Parrott 2000) belongs to the field. of education Knowledge of the contents. The term "teacher training" refers to the teaching of classroom skills such as these, linked to specific teaching situations. Coaching is the development of a repertoire of teaching skills that are acquired by observing experienced teachers and practicing teaching in a controlled environment, often through activities such as microteaching and peer teaching. From the educational point of view, a good education is considered the mastery of a set of skills and abilities. Experiencing teaching in different contexts, with different types of students, and teaching different subjects is a way of acquiring a repertoire of basic skills for teaching. Over time, experience leads to the development of routines that allow these skills to be performed efficiently, automatically, and with minimal thought and attention, allowing teachers to focus on other areas of study (Tsui 2009; Vogue 2006). One of the things to learn when being a language teacher is what it means to be a language teacher. A sociocultural perspective on

teacher education suggests that an important part of this process is the renewal of identities and identities in classroom social interactions. Identity refers to the different social and cultural roles played by teachers and students in their interaction with students in the learning process. These activities are not permanent but arise in social activities in the classroom. Identity can be shaped by many factors, including personal biography, gender, culture, work habits, age, gender, and school and classroom culture. The concept of identity describes how a person sees himself and how he fulfills his role in various environments. In teacher education programs, the teacher-student identity is renewed through the acquisition of new types of information and new activities in the classroom. Therefore, teacher education is not only about finding the skills and knowledge of language teaching, but also what it means to be a language teacher. In university-based teacher training courses or programs, student teachers' identities are revealed as they receive new tasks and new types of information in campus classrooms. When a student teacher begins teaching, their identity changes as they take on the role of teacher. Understanding the teaching skills and professional thinking skills used by professional teachers is an essential part of teacher development. However, teacher learning involves developing a deeper understanding of the meaning of teaching and developing ideas, concepts, theories and principles based on teaching experiences (Borg 2006). The development of a system of personal knowledge, beliefs, and understanding resulting from meaningful educational experiences

is called the practical principle. In this way, the belief systems and understandings we develop help us make sense of our experiences and become the source of what we do in the classroom. To better understand the concept of theory-practice, it may be useful to compare two ways of thinking about the relationship between theory and practice. The first is the application of the theory. This provides an opportunity to link concepts, information and theory from teacher education courses with classroom practice. It involves applying theory to practice. So, for example, you can learn the principles of activity-based teaching, cooperative learning, and then try to find ways to apply these principles to teaching. Theorizing involves reflecting on our work to better understand the nature of language teaching and learning and arrive at explanations or hypotheses about it. The information we draw from is our teaching experiences, our observations of student learning and performance, and our perceptions of what happens in the classroom. There are many aspects of thought that come out of this reflection. This can lead to explanations of why things happen, to general explanations of how things are, to the development of self-directed principles and ideas that serve as a basis for further action (Richards 1998). Teaching English is not something that only those who are proficient in English can do. As a profession, English teachers are seen as a profession in the education industry, they must have a professional knowledge base derived from academic research and work experience, and have a workplace where

membership is based on work. Requirements and Rules. The English language teaching profession is a growing industry dedicated to providing professional training and certification to language teachers, constantly striving to develop standards for English language teaching and teachers, professional and teacher journals, conferences and professional organizations and English teacher certification. These range from requirements to demonstrate a level of English proficiency, to the need for professional qualifications for Māori language teachers, to the high level of advanced language teaching knowledge required of English language teachers. To be an English teacher is to be part of a global community of professionals who are objective, practical, articulate, practical, but also focused on their own work and committed to innovative approaches to their work. There are two areas of specialization (Leung 2009). The first can be said to be the professionalism marked by the industry. This is a management approach to professionalism that reflects the views of education departments, education departments, administrators, school principals, etc., indicating what teachers should know and what quality teaching practice. Mechanisms seem to exist to achieve accountability and maintain the quality of education. These requirements may vary from country to country. This aspect of professionalism involves understanding the standards the profession sets for adherence and the willingness to meet those standards. These standards include obtaining a degree recognized by the institution as a mark of professional excellence and a commitment to achieving high standards in your

work as a classroom teacher, supervisor, administrator or as a teacher educator. There are many ways in which teachers can engage in critical examination and reflection on their own practice throughout their teaching career (see Richards and Lockhart 1994; Richards and Farrell 2005). Through crisis analysis, teacher support groups, journals, discussion groups, action research, and grants. Reflection involves not only looking back on educational experiences, but also setting goals and looking for new or changed opportunities. Dewey (1933) proposed three characteristics that promote action or reflection: openness, responsibility and honesty. Open-mindedness is the willingness to hear more than one side of an issue and to consider different points of view. Responsibility means thinking carefully about the consequences of action. And the point is to overcome fear and uncertainty to critically evaluate your own actions to create meaningful change. Berns (1990) states that learning a foreign language is learning the target language in a country that does not speak the language as a community. Therefore, in a foreign language learning environment, students have limited opportunities to use the foreign language outside the classroom because the language (in this case, English) is not used as the primary means of communication between people. The inclusion and use of language in the classroom is important as it is rarely used outside the classroom (Suryati, 2013). According to Sulistiyo (2009), there are many factors that hinder EFL teaching in Iran. First, EFL teachers must teach students in large

classes of more than 50 students. There are different definitions of a 'large' classroom in language learning (Wright, 2005), but this number is not good for the language classroom. Second, not all students who attend English classes are motivated. English is a compulsory subject. This means that students must learn the language for exam purposes. However, they only hear English for two hours a week. The low motivation of the students and the limited time dedicated to learning English, not only affects the teachers but also the students as students. Third, the main focus of English education in schools and universities is on reading skills (Sawir, 2005; Setiyadi, 2001; Sugirin, 1999), with less emphasis on English grammar and vocabulary words. This teaching method is based on the assumption that if students understand the structure of the English language and have the necessary vocabulary, they will be able to understand English texts. As a result, it neglects the teaching of other skills such as speaking, writing and listening (Sugirin, 1999). English is a compulsory subject taught in middle school, high school and higher education in Iran. Teaching and learning activities in this class include memorizing words, learning grammar and reading English texts. This focuses on learning the rules of English rather than using English to communicate (Sawir, 2005). In summary, three factors affect the success of EFL teaching in Iran. According to Sulistiyo (2009) class size, student motivation and teaching orientation. These three factors are consistent with Bradford's (2007) observation that the effectiveness of English learning and teaching in Iran is low due to large class sizes and

student motivation. Although Bradford also includes teacher qualifications that contribute to the low effectiveness of EFL teaching in Iran. Many scholars have researched TEFL in Iran. For example, Yuwono (2005) conducted a study on English language education in Iran by collecting the opinions of school principals and English teachers in the city of Salatiga, Central Java. He said that the teaching and learning of English in Iran schools, especially in rural areas, is not good. He argued that the nature of the curriculum is constantly updated, such as the qualification of teachers, the availability of time for teachers, the number of students per classroom and the availability of resources and facilities, all of which contribute to the success of teaching and learning. It's a big plus. English in Iran schools. In addition, the curriculum does not provide strategies or other ways to solve problems related to teaching English. According to Kirkpatrick (2007), the teaching of English in Iran schools and universities has not been good in recent decades. Lie (2007) discussed the phenomenon of "failure" in Iran TEFL. He said that he has been teaching and using English as a foreign language for many years in Iran, and he has been studying English in formal schools for many years, but he is not satisfied with the results. Previous studies have found that there are many factors that hinder the success of language learning and teaching in Iran, including large classes, small teachers, lack of teaching facilities, and low teacher salaries (Kirkpatrick, 2007; Sulistiyo, 2009).

Many research studies on EFL in Indonesia have shown that there are many problems related to the implementation of the national curriculum. This is reflected in the quality of EFL education in Indonesia compared to other countries. Despite high expectations for Indonesia's educational curriculum, national examination results in secondary schools are not good, especially compared to other countries in the Asia-Pacific region (OECD, 2014). Indonesia ranks lowest, according to the results of the Program for International Education Assessment (PISA), a three-year program that evaluates education systems around the world to test the skills and knowledge of 15-year-old students from all over the world. Three skills were assessed (science, mathematics and reading and writing). In the 2012 PISA test, Indonesia was ranked 64 out of 65 participating countries (OECD, 2014). According to the European Ferieskolan English Proficiency Index (2014), for English proficiency, Indonesia ranks 28th out of 63 countries, or "average" proficiency. In contrast, Malaysia and Singapore ranked 12th and 13th respectively (with a "high" score of 4,444). Marcellino (2008) stated that EFL proficiency (if not used in everyday situations) is always a problem due to students' decreased interest in learning the language. Living in an environment that does not command the English language will inevitably decrease students' interest in learning English, even if English is a compulsory subject. Since English is a foreign language that is not used daily in the area, when students have limited opportunities to use and practice the language, students feel that

English is not widely spoken, especially in remote areas. As a result, they may not prioritize the effort, time and money to learn English. It can be seen in previous studies that there are many professional English teachers in schools who are considered inadequate to teach English to students (Lie, 2007; Marcellino, 2008; Soepriyatna, 2012). The study found that many Indonesian teachers are not confident in using the target language because they cannot speak or write English. In addition, many teachers are not well versed in the active learning and assessment required by the curriculum, and there are few workshops or trainings to improve teachers' skills in these areas of teaching. In light of reports that Indonesian EFL teachers have very low qualifications, the Indonesian government continues to promote the importance of English, including the introduction of English classes as a compulsory subject for middle and high school students. The purpose of the English language program is to give students the opportunity to actively participate in the world community (Mbato, 2013) based on the spread of the English language throughout the world, especially in the Asian region (Yuwono, 2005). It is part of economic development and development.

Teachers in different classes use various techniques to make a class productive for students. One of these functional techniques is drilling, which is a way to memorize and utilize new vocabulary. Teachers manipulate drilling to provide an environment that concentrates on pronunciation and saying correct words by listening to the teacher and

repeating. According to Frey (1968), drilling is the main feature of the ALM method that is formed like a meaningful system which should occur rapidly in the classroom and Teachers should check all students are productive during individual drilling to be same as native-like for instance, teachers divided long sentences into small parts to make it easier for students to repeat different parts or asked students to transform a simple present sentence to simple past. On the other hand, in the CLT method, drilling is not the main feature and just occurred in the necessary situation as much as the ALM method. In this method, drilling does not work as a meaningful technique is work as mechanical practice because students do not have any control over it, and in this situation, students' creativity never happened had believed (Sato & Kleinsasser,1999).

Review of literature

According to Morley (1991), Having an acceptable pronunciation is an essential feature of English language proficiency. Various problems such as misunderstanding and negative impressions can happen when acceptable pronunciation isn't utilized due to that each teaching method has a focus on pronunciation at different levels. In the ALM method, as we mentioned in the previous paragraph, native-like speaking is the purpose of the teaching, and the pronunciation that the teacher teaches is native-like pronunciation by different techniques. However, the most important one is drilling to acquire pronunciation utterly the same as the native speaker. However, in the

CLT method, comprehensible pronunciation is worked with students; it means that teachers encourage students to be creative and understand different pronunciation features, not just like ALM, in which students should repeat what the role model said.

In modern language teaching, teachers clarify grammar rules as techniques for students because, when learners use grammar rules correctly, they can communicate fluently and without mistakes; due to that, grammar rules are not avoidable. However, according to Peter (2006), in the ALM method, there is no place for grammar rules; additionally, students learning is the same as acquiring their mother tongue through various sentences repetition and drills by functional examples to memorize in learners' minds. In spite of that, in the CLT method, teachers utilize various proportional devices and equipment for students to motivate them to be involved in a communicative environment that occurred in the classroom by using real context such as recent newspaper to develop communicative interactions among learners in group discussions, additionally, CLT is the task-based method, due to that teacher's necessity is to provide assignments that proportional to learners age and language level to encourage them to have active roles in the classroom.

According to Jasmina(2006), learners who start to learn the second language at a young age can be skillful and have more second language ability than learners who start after the age of seven. Before the age of seven, children can acquire a new language easier because

after learners enter school, they start to learn lessons in their mother tongue, and the process of learning the second language becomes slower. When learners before the age of seven try to learn a second language as well as their native language in the environment in which both languages take place, they acquire both languages as their native language, not the second language. Learning a language for young children is just a chemical process without being aware that they unconsciously learn a new language in their mind. Not only do young children have more time devoted to learning a new language, but also they do not have any stress to make a mistake when they utilize a new language (Horwitz, E.K., 1988). Although after this age, it is possible for adults to learn another language by other factors such as education, immigration, job opportunities that make them motivated to learn the second language.

Knowing learners' intelligence, such as visual or verbal intelligence, is the critical term for teachers to form a practical syllabus and find the relationship between different learner's intelligence and teaching methods for efficient teaching in the second language. Learners who have Visual intelligence have the ability to understand things by making the visual image in their mind. Visual learners can solve puzzles, analyze graphs, and design. The next one is Verbal intelligence, which is vital in learning a L2. Students who have verbal intelligence are amiable presenters, narrators, and also teachers. In addition, most people in different situations experience emotional intelligence, which makes them do something; for instance,

having stress in the classroom environment can make learners angry and nervous, so it affects learning. Each teacher needs to design a functional teaching syllabus for all second language learners due to these various intelligence model had believed (Genesee,1976).

Moreover, According to DoÈrnyei (1994), The ideal learner has full attention to class, asks various questions about lessons, has an essential role in-class discussion, and provides assignments precisely on time, which shows this learner is motivated. In fact, motivation encourages learners to have dynamic role in learning a L2. Various kinds of motivation such as extrinsic and intrinsic refer to various personality which learner has, due to that teacher's obligation is to find out how they can motivate learners to lead them to be an active learner in learning the second language. For instance, if learners do not show any eagerness to lessons and lack motivation, they do not listen to the teacher, and no improvement happened in the learning process. On the other hand, if the teacher can motivate learners by providing their needs, developing their knowledge, and using motivational techniques, the learning process's improvement is extraordinary. One of the motivational techniques is to use exam scores to motivate language learners; for instance, if they receive high-grade marks, teachers should proffer positive feedback, promote language learners to a higher level, and issue certificates (Oxford, R., Shearin, J., 1994).

Conclusion

In conclusion, the comparison between communicative language teaching (CLT) and the Audiolingual method (ALM), illuminated various essential factors for teachers to elicit functional techniques. In first place, the focus of the CLT in communication and over-learning in ALM for clarifying to have effective communication mentioned. Then, drilling as a key term in language teaching to makes learners productive in both methods discussed. Thirdly, the way teachers teach pronunciation to learners disclosed. Finally, the importance of grammar rules in communication and how ALM reacted to grammar rules are discussed, also shows how devices can play an essential role in motivating learners in CLT mentioned. Various methods have positive and negative points that can help teachers make an effective classroom environment useful for students.

To conclude, various learner variables in second language learning are compounded components for teachers and learners, making a functional difference between successful learners who are aware of these variables and typical learners. However, in this essay, the different features of these variables are discussed. In the first part, the best age of language learners for learning a second language mentioned how adults could learn a new language after their golden age. Secondly, different kinds of intelligence effectively form lesson syllabus for second language learning, such as visual, verbal, and emotional intelligence discussed. Finally, motivational technique to

active learners in L2 learning, which is crucial for students to improve in the development of learning, is mentioned.

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