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**UNIT 4.3.2. Major distinctive features of the Audiolingual Method and the Communicative Approach (Finocchiaro & Brumfit, 1983: 91-93):**

<b>Audiolingual Method</b>	<b>Communicative Language Teaching</b>
1. Attends to structure and form more than meaning.	Meaning is paramount.
2. Demands memorization of structure-based dialogues.	Dialogues, if used, center around communicative functions and are not normally memorized.
3. Language items are not necessarily contextualized.	Contextualization is a basic premise.
4. Language learning is learning structures, sounds or words.	Language learning is learning to communicate.
5. Mastery, or "over-learning", is sought.	Effective communication is sought.
6. Drilling is a central technique.	Drilling may occur, but peripherally.
7. Native-speaker-like pronunciation is sought.	Comprehensible pronunciation is sought.
8. Grammatical explanation is avoided.	Any device that helps the learners is accepted –varying according to their age, interest etc.
9. Communicative activities only come after a long process of rigid drills and exercises.	Attempts to communicate may be encouraged from the very beginning.
10. The use of the student's native language is forbidden.	Judicious use of the native language is accepted where feasible.
11. Translation is forbidden at early levels.	Translation may be used where students need or benefit from it.
12. Reading and writing are deferred till speech is mastered.	Reading and writing can start from the first day, if desired.

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<b>Audiolingual Method</b>	<b>Communicative Language Teaching</b>
13. The target linguistic system will be learned through the overt teaching of the patterns of the system.	The target linguistic system will be learned best through the process of struggling to communicate.
14. Linguistic competence is the desired goal.	Communicative competence is the desired goal (i.e., the ability to use the linguistic system effectively and appropriately).
15. Varieties of language are recognized but not emphasized.	Linguistic variation is a central concept in materials and methodology.
16. The sequence of units is determined solely by principles of linguistic complexity.	Sequencing is determined by any consideration of content, function or meaning that maintains interest.
17. The teacher controls the learners and prevents them from doing anything that conflicts with the theory.	Teachers help learners in any way that motivates them to work with the language.
18. "Language is habit", so errors must be prevented at all costs.	Language is created by the individual, often through trial and error.
19. Accuracy in terms of formal correctness is a primary goal.	Fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in the context.
20. Students are expected to interact with the language system, embodied in machines or controlled materials.	Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
21. The teacher is expected to specify the language that students are to use.	The teacher cannot know exactly what language the students will use.
22. Intrinsic motivation will spring from an interest in the structure of the language.	Intrinsic motivation will spring from an interest in what is being communicated by the language.