Audio Lingual Method

Conference Paper · January 2016

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1 PUBLICATION   **1** CITATION

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ABSTRACT

Teaching is the process of carrying out the activities in getting students to learn. Teaching becomes a process of assisting performance, rather than controlling and testing. While, teaching is the process of making students to produce or practice the target and express it, actually, the material from the teacher to the students must be appropriated with the syllabus of the certain school, in order that the students are able to absorb it and they will be able to communicate by using the target language (English). Most of the students still get the difficulties in using English for communication. It is caused many factors including the limited students' vocabularies and knowledge of grammar, even the method may used by the teacher in teaching English. The other factors that may influence the students speaking ability are the lack of practicing English in their daily life because most of their friends speak L1 (Persian) and not all person in the home can be a model of learning the target language, so students are not able to speak English spontaneously, fluently, and comprehensively because they are afraid of the fault and they are afraid of taking a risk.One method teacher usually used is Audio Lingual Method. Applying Audio Lingual Method in the English classes is challenging)

Keywords: Teaching Method, Audio Lingual Method (ALM), English language, Methodology

1. INTRODUCTION

According to academic research, linguists have demonstrated that there is not one single best method for everyone in all contexts, and that no one teaching method is inherently superior to the others. Also, it is not always possible – or appropriate – to apply the same methodology to all learners, who have different objectives, environments and learning needs. An experienced professional language teacher always adopts the Principled Eclecticism approach, deciding on the most suitable techniques and applying the most appropriate methodology for that learner's specific objectives, learning style and context.

1.1.best teaching method for learning English

Methods of teaching English have developed rapidly, especially in the previous 40 years. As a language learner, training manager, or teacher, it is important to understand the various methods and techniques so that you are able to navigate the market, make educated choices, and boost your enjoyment of learning a language. Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence.

Each method has a different focus or priority, so let's look at what this means in practical terms in the classroom. The more common methods have a link to a separate page with more details and an explanation of how they work, including the most common method currently used – Communicative Language Teaching:

1.2.Modern Teaching Methods

As mentioned above, the modern language teacher doesn't follow one rigid method, but applies the Principled Eclecticism approach – fitting the method to the learner, not vice versa.This means choosing the techniques and activities that are appropriate for each particular task, context and learner, with a focus on motivation and helping learners become independent and inspired to learn more. The explanation of Principled Eclecticism also includes a useful ten-point guide for teachers and language students on the best teaching and learning techniques.

2.The Audio-lingual Teaching Method

With the outbreak of World War II armies needed to become orally proficient in the languages of their allies and enemies as quickly as possible. This teaching technique was initially called the Army Method, and was the first to be based on linguistic theory and behavioral psychology.

2.1.Modern Usage

The Audio-lingual Method is still in use today, though normally as a part of individual lessons rather than as the foundation of the course. These types of lessons can be popular as they are relatively simple, from the teacher's point of view, and the learner always knows what to expect.

Some of the most famous supporters of this method were Giorgio Shenker, who promoted guided self-learning with the Shenker method in Italy, and Robin Callan, who created the Callan method.

2.2. Audio Lingual Method

Based on Skinner's Behaviorism theory, it assumed that a human being can be trained using a system of reinforcement. Correct behaviour receives positive feedback, while errors receive negative feedback. This approach to learning is similar to the Direct Method, in that the lesson takes place entirely in the target language.

Emphasis is on the acquisition of patterns in common everyday dialogue.

The Audio-lingual Method was widely used in the 1950s and 1960s, and the emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue.

These patterns are elicited, repeated and tested until the responses given by the student in the foreign language are automatic.

2.2.1. Definition and characteristics of Audio Lingual Method

The Audio-lingual method, like the direct method, is also an oral approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-lingual method drills students in the use of grammatical sentence patterns (Larsen-Freeman, 2000). They added that it was thought that the way to acquire the sentence patterns of the target language was through conditioning helping learners to respond correctly to stimuli through shaping and reinforcement. Thus, the audio lingual method refers to the method that it is compressed on the chain drill to mastery the target language by memorizing and repeat, and the wrongness of speaking is avoided.

In audio-lingual activities are presented not only in drilling short patterns, but also in varieties of dialogues, which students have to listen to, repeat and memorize. Dialogues provide for students the structure and idea of how to use some types of patterns in some sort of situations. Usually dialogues illustrate socio-cultural situations of a target language, such as greeting, opinion exchanges, likes or dislikes, standard safe topics (weather, hobbies…etc.) that help students to memorize which utterance is suitable for each situation. By repeating and memorizing whole dialogue or some specific parts of it, learners should emphasize on proper pronunciation, intonation, stress and rhythm usage. Brown (2001, p.23) stated that the audio lingual method was firmly grounded in linguistic and psychological theory. He added it is advocated conditioning and habit-formation models of learning that were perfectly married with the mimicry drills and pattern practices of audio lingual methodology.
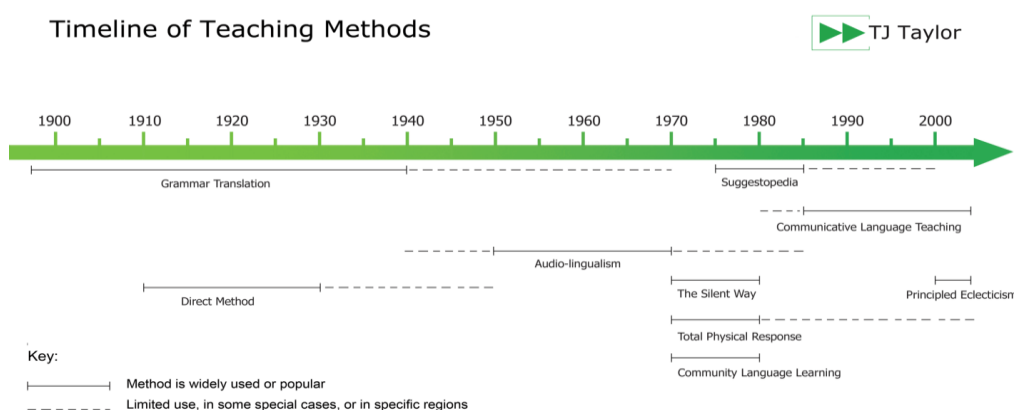

Fig. 1. *Timeline of teaching methods*

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Table 1. Techniques and principles in language teaching (Oxford University Press)

Method	Focus	Characteristics
Grammar Translation	Written literary texts	Translate from English into your native language
Direct Method (also called Natural Method)	Everyday spoken language	Student learns by associating meaning directly in English
Audio-Lingual Method	Sentence and sound patterns	Listening and speaking drills and pattern practice only in English
Cognitive Code Approach	Grammar rules	English grammar rules deduced and then understood in context
Humanistic Approaches – 4 popular examples:		
- The Silent Way	Student interaction rather than teacher	Teacher is silent to allow student awareness of how English works
- Suggestopedia	Meaningful texts and vocabulary	Relaxed atmosphere, with music; encourages subliminal learning of English
- Community Language Learning	Student interaction	Understanding of English through active student interaction
- Comprehension Approach (Natural Approach, the Learnables, and Total Physical Response)	Listening comprehension	English speaking delayed until students are ready; meaning clarified through actions and visuals
Communicative Language Teaching	Interaction, authentic communication and negotiating meaning	Understanding of English through active student interaction; role play, games, information gaps
Content-based, Task-based, and Participatory Approaches	What is being communicated, not structure of English	Content based on relevance to students' lives: topics, tasks, problem-solving
Learning Strategy Training, Cooperative Learning, and Multiple Intelligences	How to learn	Teach learning strategies, cooperation; activities vary according to different intelligences

2.2.2. The Technique of Audio Lingual Method

The audio lingual method is an approach that is emphasized the vocabulary and is trained the grammatical sentence pattern based on the context and without error. It was believed that much practice of the dialogues would develop oral language proficiency or based on the ability or the qualification of speaking.

Larsen-Freeman (2000, p.47-50) provides expanded descriptions of some common or typical techniques closely associated with the Audio lingual Method. (1) *Dialogs memorization* : Students memorize an opening dialog using mimicry and applied role playing. (2) *Backward Build-up (Expansion Drill):* Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and "expanding" backwards through the sentence, adding each part in sequence. (3) *Repetition drill*: Students repeat teacher's model as quickly and accurately as possible. (4) *Chain drill* : Students ask and answer each other one by one in a circular chain around the classroom. (5) *Single-slot Substitution drill:* Teacher states a line from the dialogue, and then uses a word or phrase as a "cue" that students, when repeating the line, must substitute into the sentence in the correct place. (6) *Multiple-slot Substitution drill:* Same as the single slot drill, except that there are multiple cues to be substituted into the line. (7) *Transformation drill*.: Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into negative statement, etc. (8) *Question and Answer drill* :Students should answer or ask questions very quickly. (9) *Use Minimal Pairs Analysis:* teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners-students are to pronounce and differentiate the two words. (10) *Complete the dialog*: Selected words are erased from a line in the dialog-students must find and insert. (11) *Grammar games:* Various games designed to practice a grammar point in context, using lots of repetition.

According to Prator and Celce-Murcia in Brown (2001), the characteristics of the

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ALM method may be summed up in the following list:

1. New material is presented in dialogue form
2. There is dependence on mimicry, memorization of set phrases, and over-learning
3. Structures are sequenced by means of contrastive analysis and taught one at the time
4. Structural patterns are taught using repetitive drills
5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation
6. Vocabulary is strictly limited   and learned in the context
7. There is much use of tapes, language labs, and visual aids
8. Great importance is attached to pronunciation
9. Very little use of the mother tongue by teachers is permitted
10. Successful responses are immediately reinforced
11. There is a great effort to get students to produce error-free utterances
12. There is a tendency to manipulate language and disregard content.

In the Audio Lingual method, the classroom atmosphere is the main actor. Creating a relaxed classroom, nonthreatening learning environment is essential for achieve the successful of learning process. The goal is that students will assimilate the content of the lessons without feeling any type of stress or might bored. Classrooms are equipped with comfortable seating arrangements and make into a comfortable to learn.

Based on the explanation above, it is obvious that the techniques of teaching speaking using Audio Lingual Method are good. There are three most common of technique that is used by the teacher to teach speaking through Audio Lingual Method, such as dialog memorization, repetition drill and complete the dialog. The effectiveness of the technique are improved the speaking ability of the students, the performance index can be tested, the authenticity of the dialog or the text is important. However, the attainment is demanded on the both aspect; teacher and students.

Table 2. Audio lingual method characteristics

Method	Audio-Lingual Method
1. Goals	Communication. Automaticity by learning new habits.
2. Role of the teacher/student	T-centered. T provides model of L2 for imitation.
3. Teaching/ Learning Process?	New grammar and vocabulary through dialogues. Drills. Inductive grammar. Learning is habit formation.
4. Nature of student/teacher interaction	T-directed. S/S in drills.
5. How are students' feelings dealt with?	N.A.
6. View of language/ culture?	Language as system of patterns/units. Simple to complex.
7. What language skills are emphasized?	Structure important. Listen-speak-read-write.
8. Role of the native language?	L1 habits interfere with L2. Avoid L1.
9. How does evaluation occur?	Discrete point testing for accuracy.
10. Treatment of errors?	Avoid errors by overlearning.
11. Associated with whom?	Charles Fries

3.CONCLUSION
This extensive memorization, repetition and over-learning of patterns were the key to the method's success, as students could often see immediate results, but it was also its weakness.
It was discovered that language was not acquired through a process of habit formation.
The method's insistence on repetition and memorization of standard phrases ignored the role of context and knowledge in language learning. As the study of linguistics developed, it was discovered that language was not acquired through a process of habit formation, and that errors were not necessarily bad.

It was also claimed that the methodology did not deliver an improvement in communicative ability that lasted over the long term.

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