OUTLINE

1. Audio-lingual approach definition
2. Background
3. Main Characteristics
4. Types of activities
5. Behaviorist theory
6. Main principles of Audiolingualism
7. Teacher’s role
8. Lerner’s role
9. Role of instructional materials
10. Decline of Audio-lingualism
is “…a technique of foreign-language instruction that emphasizes audio-lingual skills over reading and writing and is characterized by extensive use of pattern practice” (dictionary.com).
IN the period of World War II United States required linguists to set up special training program which would be emphasized on fast and easy foreign language acquisition.

The Army Specialized Training Program (ASTP) was established in 1942.

The ASTP, the so-called Army method, had a significant impact on linguistics and the way foreign languages were taught.
...was “Army method”.

It was based on Leonard Bloomfield’s technique (informant method) of memorization and repetition in simple foreign language patterns.

In brief, the linguist, without knowing the language, was trained to absorb its basic structure from the informant/native speaker and together with students “gradually learned how to speak this language, as well as to understand much of its basic grammar” (Richards, J.C. et-al. 1987).
THE 2ND STEP TOWARDS AUDIOLINGUALISM

...became The Aural-Oral approach, which was invented by Charles Fries.

According to Fries, language should be taught by using “intensive oral drilling of its basic patterns” (Richards, J.C. et-al. 1987).

This method emphasized:

• proper pronunciation and intonation

Charles Fries, director of the first English Language Institute at Michigan University
Fries published "his principles in Teaching and Learning English as a Foreign Language (1945), in which the problems of learning a foreign language were attributed to the conflict of different structural systems (e.g., differences between the grammatical and phonological patterns of the native tongue and the target language)". The idea of contrastive analysis of two languages was presented in this work. It was essential in order to prevent potential problems in second language acquisition and it became the basis for a major branch of applied linguistics called systematic comparisons. This development of systematic comparison provided a new perspective towards Foreign Language Teaching.
The emergence of Audio-linguistic approach

Richards (1987), “this method claimed to have transformed language teaching from an art to science, which would enable learners to achieve mastery of a foreign Language effectively and efficiently”
**Main Characteristics**

**Audio-lingual approach** suggests that **students be taught** phonology, morphology, and syntax of the language; all these patterns can be learned through contrastive analysis of the differences **between the native tongue and the target language**, which helps students to acquire new language easier.

**Audio-lingual approach** is based on:

- **listening**
- **speaking**
- **reading**
- **writing**
1. Foreign language is presented entirely **orally**.
   (in early stages of learning language written materials are not presented)

2. Reading and Writing activities
   (are based on what students already know how to say orally)
The basis of the audio-lingual approach is:

- Repetition
- Oral drills
- Memorization

Of simple patterns are the basis of audio-lingual approach.
TYPES OF ACTIVITIES

• **Repetition**: where the student repeats an utterance as soon as he hears it, without looking at printing materials. After a student has repeated an utterance, he may repeat it again and add a few words, then repeat that whole utterance and add more words.

**EXAMPLES.**
I used to know him. – I used to know him.
I used to know him *years ago* …

• **Inflection**: Where one word in a sentence appears in another form when repeated

**EXAMPLES.**
I bought the *ticket*. -I bought the *tickets*.
He bought the candy -She bought the candy.
TYPES OF ACTIVITIES

• **Replacement**: Where one word is replaced by another word

**EXAMPLES.**
He bought **this house** cheap. -He bought **it** cheap
Helen left early - **She** left early.

• **Restatement**: The student rephrases an utterance and addresses it to someone else, according to instructions.

**EXAMPLES.**
Tell him to wait for you. → Wait for me.
Ask her how old she is → How old are you?
• **Completion:** The student hears an utterance that is complete except for one word, then repeats the utterance in completed form.

**EXAMPLE.**
I'll go my way and you go … - I'll go my way and you go yours

• **Transposition:** A change in word order is necessary when a word is added.

**EXAMPLE.**
I’m hungry. /so/ - So am I

• **Contraction:** A single word stands for a phrase or clause.

**EXAMPLE.**
Put your hand on the table. - Put your hand there
• **Transformation:** A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.

**EXAMPLES.**
He knows my address.
He doesn't know my address.

• **Integration:** Two separate utterances are integrated into one.

**EXAMPLE.**
They must be honest. This is important. It is important that they be honest.
TYPES OF ACTIVITIES

• **Rejoinder:** Student makes an appropriate rejoinder to a given pattern. Usually student told in advanced to respond in one of the following ways: (polite, answer the question, agree, disagree, express surprise, etc.)

**EXAMPLES:**
Thank you. → You're welcome.
What is your name? → My name is Sam.

• **Restoration:** is one of the most common patterns that can be found in ESL textbooks; student is given a sequence of words that have been pulled from a sentence, but still keep the meaning. The main aim of this exercise is to build the sentence using this word sequence.

**EXAMPLE:**
kids/waiting /school bus → Kids are waiting for school bus.
• **dialogues**, which students have to **listen** to, **repeat** and **memorize**, focusing on proper **pronunciation**, **intonation**, **stress** and **rhythm** usage.

They provide 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**.
Behaviorist psychology and eventually it had a significant impact on the teaching and learning principles of audio-lingual method.

Behaviorist psychology claimed that it knows the “secrets of all human learning including languages” (Richards & Rodgers, 1987).

Behaviorism is based on three main elements of learning:

stimulus $\rightarrow$ response $\rightarrow$ reinforcement

Brown (1980)
...utilizes this schema. If we apply this to foreign language learning we notice that

- **the stimulus** is the information about foreign language

- **the response** is student’s reaction on the presented material

- **the reinforcement** is natural “self-satisfaction of target language use” (Richards & Rodgers, 1987)
Main Principles of Audiolingualism

• **First of all**, foreign language learning is a mechanical process. Memorization and repetition of dialogues or other drill patterns minimize the risk of making a mistake and increase the chances of giving a correct answer that leads to reinforcement of good habits.

• **Second**, Foreign language can be learned and taught more effectively if it is presented in spoken form before students will see written form. “Aural-oral training is needed to provide the foundation for the development of other language skills” (Richards & Rodgers, 1987).

• **Third**, the meaning of words and phrases of a second language should be learned and taught in a linguistic and cultural context. “Teaching a language thus involves teaching aspects of the cultural system of the people who speak the language” (Rivers, 1964: 19-22).
According to Richards and Rodgers (1987), teachers must provide varieties of drills and tasks to keep learner’s motivation. “Failure to learn results only from the improper application of the method, for example, from the teacher not providing sufficient practice or from the learner not memorizing the essential patterns and structures; but the method itself is never to blame” (Richards & Rodgers, 1987).

The main principles that every teacher should use in audiolingualism, according to Brooks (1964) are:

- **Minimization** of vocabulary until all common and simple structures will be learned.

- Teaching **new vocabulary** only in the context.

- Learning the **structure** of second language without explanation, memorising the patterns of sound, order and form.

- Subordination of the native language to the second language by translating foreign language into mother tongue.
The learner should be guided by skilled training techniques in order to produce correct answers.

Basically, students’ results depend on the way instructors will direct the lesson. At the beginning students cannot always understand the meaning of learning materials; however, in Audiolingualism learners should repeat carefully all the information that is presented by teacher, trying to imitate the instructor’s intonation and pronunciation as closely as possible.
• First of all, **Audio-lingual materials** are **teachers oriented**.

• Second, at the **early stages of learning**, a student’s textbook is **withheld** (however teachers still have access to a teacher’s book that provides lesson structure and materials)

• Third, **other materials** (reading, writing) **gradually can be introduced** as soon as students will be able to memorize and reproduce simple language patterns.
In the 1960s many linguists criticized Audiolingualism, claiming that the theoretical foundation of this approach is weak and students were found to be unable to use skills learned in the classroom in real communication (Richards & Rodgers, 1987).

In 1966, Chomsky criticized behaviorist theory, that was the main basis of Audiolingualism. He claimed, that this theory could not function as a model of how humans learn languages. Chomsky introduced an alternative theory of language learning, explaining that languages are not acquired by repetition and imitation, but “generated from the learner’s underlying competence” (Richards & Rodgers, 1987).
DECLINE OF AUDIOLINGUALISM

With the appearance of Chomsky’s transformational grammar theory, Audiolingualism lost its popularity that led to a crisis in the American language teaching system. (Richards & Rodgers, 1987).

Therefore, current teaching practices still use audio-lingual approach, but combine it with traditional practices in order to make it more effective.
Bibliography


