

THE AUDIO-LINGUAL METHOD(ALM)

REPEAT
AFTER ME



THE AUDIO-LINGUAL METHOD(ALM)

The Audio-lingual Method is a method of foreign language teaching which emphasizes the teaching of listening and speaking before reading and writing. It uses dialogues as the main form of language presentation and drills as the main training techniques. Mother tongue is discouraged in the classroom.

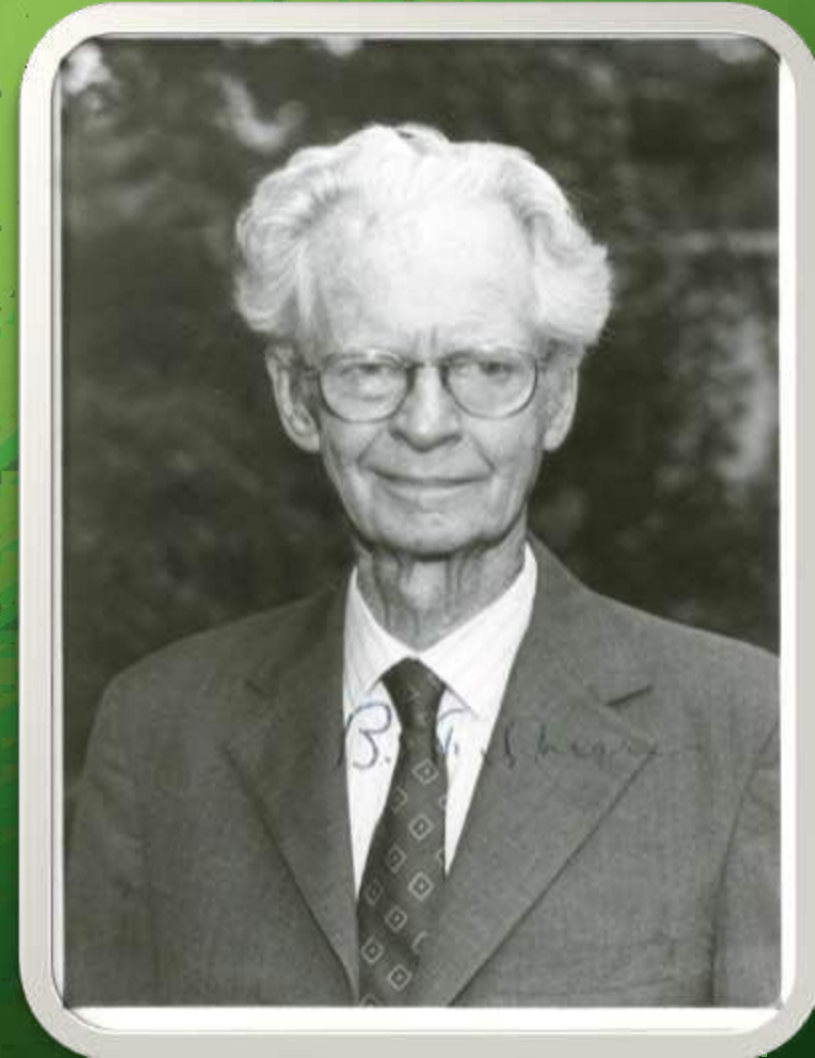
BACKGROUND OF ALM

The Audio-lingual method is the product of three historical circumstances. For its views on language, audiolingualism drew on the work of American linguists such as [Leonard Bloomfield](#).

The prime concern of American Linguistics at the early decades of the 20th century had been to document all the indigenous languages spoken in the USA. However, because of the dearth of trained native teachers who would provide a theoretical description of the native languages, linguists had to rely on

BACKGROUND OF ALM

For the same reason, a strong focus on oral language was developed. At the same time, behaviorist, psychologists such as B.F. Skinner were forming the belief that all behavior (including language) was learnt through repetition and



BACKGROUND OF ALM

The third factor that enabled the birth of the Audio-lingual method was the outbreak of World War II, which created the need to post large number of American servicemen all over the world. It was therefore necessary to provide these soldiers with at least basic verbal communication skills.

Unsurprisingly, the new method relied on the prevailing scientific methods of the time, observation and repetition, which were also admirably suited to teaching *en masse*. Because of the influence of the military, early versions of the audio-lingualism came to

THE PRINCIPLE OF ALM

The principles of this method are:

1. Instructions are given in the target language.
2. Language forms occur within a context.
3. Students' native language interferes as little as possible with the students' attempts to acquire the target language.
4. Teaching is directed to provide students with a native-speaker-like model.

- 5) Errors are carefully avoided because they lead to the formation of bad habits.
- 6) Positive reinforcement helps the student to develop correct habits.
- 7) The teacher is regarded as an orchestra leader—conducting, guiding and controlling the students' behavior in the target language.
- 8) Learning a foreign language is treated on par with the native language learning.

9. Students are taken to be the imitators of the teacher's model or the tapes.
10. The dialogue is the chief means of presenting vocabulary, structures and it is learned through repetition and imitation.
11. Memorization and pattern drills are the practice techniques that are emphasized.
12. Listening and speaking are given priority in language teaching, and they precede reading and writing.
13. Correct pronunciation, stress, rhythm and

THEORY OF LANGUAGE

Influenced by descriptive linguistics, American structuralists, headed by Leonard Bloomfield, adopted a new technique for studying languages. Concentrating on the spoken form of language, they gathered examples of daily conversations and analyzed them into the building blocks of language, ie sounds, words, and sentences.

They argued that learning a language is in fact learning these separate elements and how they are combined with each other. The following five slogans,

1) LANGUAGE IS PRIMARILY SPEECH NOT WRITING.

All languages of the world even those without having a written system do possess a spoken form. Furthermore, children master the spoken form of their mother tongue long before they learn how to read and write.

2) LANGUAGE IS A SET OF HABITS.

The advocates of ALM, influenced by behavioristic views of their time, regarded all human activities as behaviors or habits formed through repetition and reinforcement (to be fully discussed in the theory of language of ALM).

They claimed that language as a 'verbal' behavior can be regarded as a series of habits each consisting of a particular response automatically given to an explicit or implicit stimulus. Thus, language could be learned through excessive repetitions of mechanical type, in the

3)TEACH THE LANGUAGE NOT ABOUT THE LANGUAGE.

Instead of teaching the rules and their exceptions, structuralists advocated teaching the language itself through oral practice. This entailed avoiding grammatical explanations as was the common practice in GTM.

4) A LANGUAGE IS WHAT NATIVE SPEAKERS SAY NOT WHAT SOMEONE THINKS THEY SHOULD SAY..

Contrary to prescriptivists, structuralists are gave priority to the daily use of language by native speakers and the settings in which they occurred. They did not consider this form of language impure and erroneous.

5) LANGUAGES ARE DIFFERENT.

They strongly objected using students' L1 in the classroom particularly in traditional translation exercises. Influenced by contrastive analysts, they argued due to great differences between languages, there was always the danger of interference from L1. In fact, they rejected the long-standing notion of language universals.

THEORY OF LEARNING

Learning is a process of forming habits; the teacher controls the learning environment and learners are empty vessels into which the teacher pours knowledge.

It is important to prevent learners from making errors; errors lead to bad habits, and should be immediately corrected by the teacher.

The learning of a FL should be the same as the acquisition of the native language; we do not need to memorize rules in order to use our native language; the rules necessary for target language use will be figured out or learned through induction.

Positive reinforcement helps the students to develop correct

BEHAVIORIST PSYCHOLOGY

The learning theory of Audiolingualism is behavioral psychology which is an empirically based approach to the study of human behavior. Behaviorism tries to explain how an external event (a stimulus) caused a change in the behavior of an individual (a response) without using concepts like “mind” or “ideas” or any kind of mental behavior. Behaviorist psychology states that people are conditioned to learn many forms of behavior, including language, through the process of training or conditioning.

THEORY OF LEARNING

A) CLASSICAL CONDITIONING;

The foundation of behaviourism dates back to 1920s, when Ivan Pavlov, a Russian physiologist, introduced the idea of *classical conditioning* based on a series of experiments he conducted on a dog's digestion system. He observed that the dog naturally salivated when it was about to be fed. He further notice that the dog would also salivate in reaction to neutral stimuli (such as sounds of a bell) if they were repeatedly introduced before presenting the food. For the responses to occur again, every time Pavlov

Thus, Pavlov was able to build an inborn, automatic reflex (salivating at the taste of the food). His procedures for classical conditioning resulted in the appearance of an already existing, involuntary response (salivating) at the presence of a new stimulus (the sound of a bell). But in many cases, there is no pre-existing unconditioned stimulus that can be linked to a

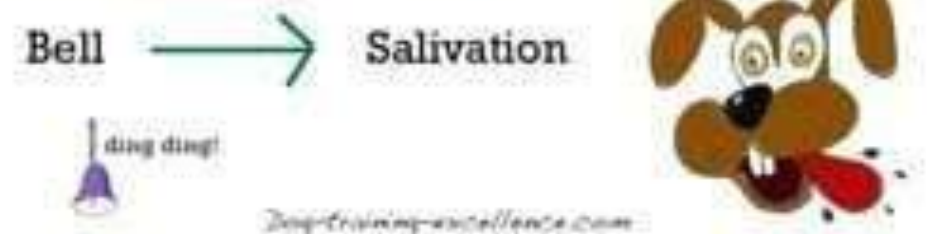
Before Classical Conditioning



During Classical Conditioning



After Classical Conditioning



THEORY OF LEARNING

B) OPERANT CONDITIONING is a type of learning where behavior is controlled by consequences. Key concepts in operant conditioning are positive reinforcement, negative reinforcement, positive punishment and negative punishment.

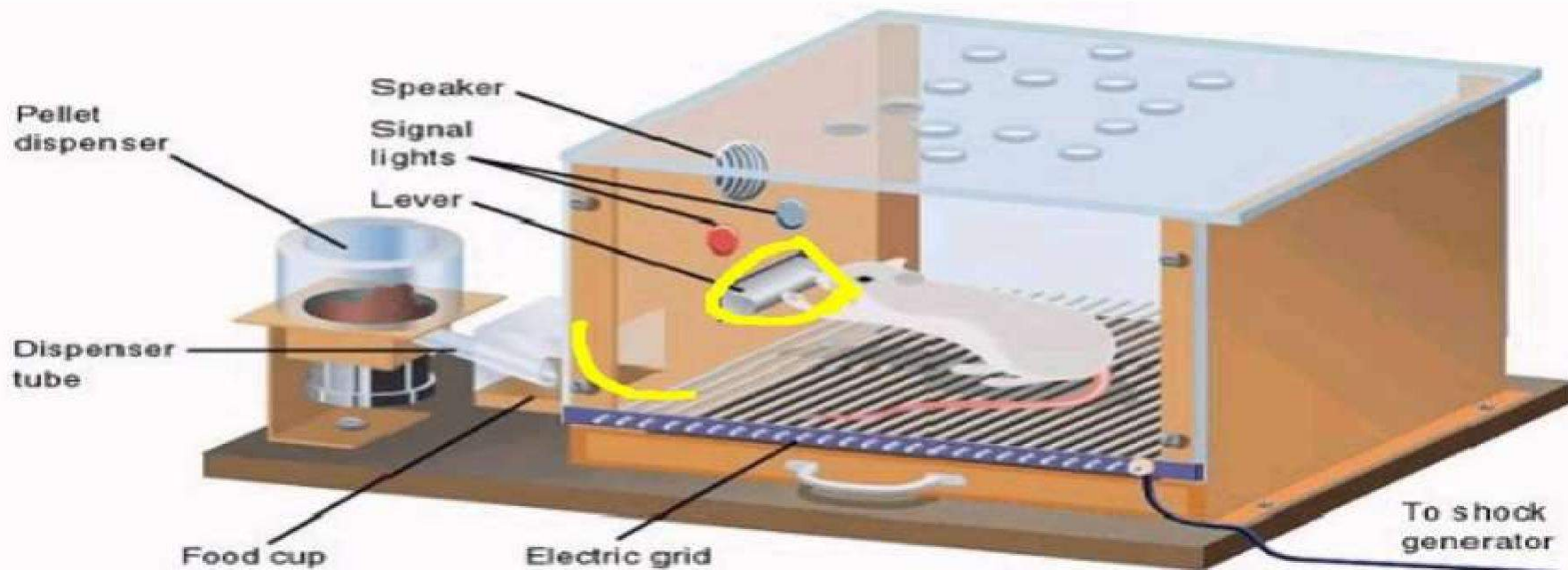
In the 1930s, **B. F. Skinner**, extended this idea and began to study operant conditioning. **Operant conditioning** is a type of learning in which responses come to be controlled by their consequences. Operant

Just as Pavlov's fame stems from his experiments with salivating dogs, Skinner's fame stems from his experiments with animal boxes. Skinner used a device called the Skinner box to study operant conditioning. A Skinner box is a cage set up so that an animal can automatically get a food reward if it makes a particular kind of response. The box also

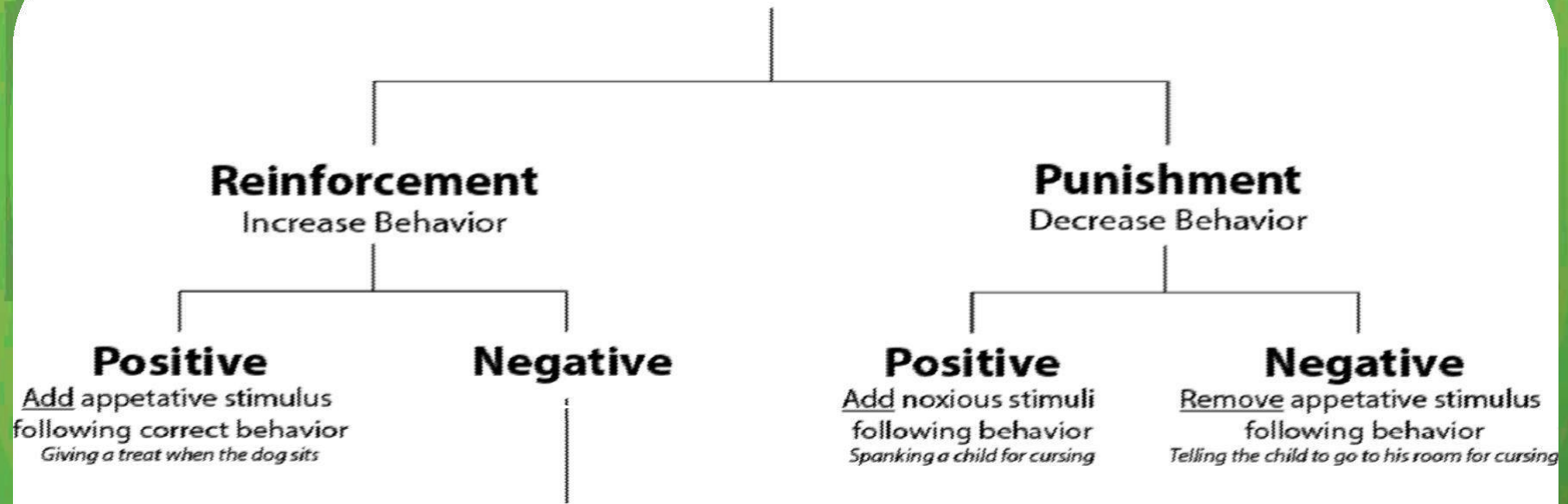
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The Skinner Box



Operant Conditioning



Positive presence of a stimulus

Negative absence of a stimulus

Reinforcement increases behavior

Punishment decreases behavior

Escape removes a stimulus

Avoidance prevents a stimulus

POSITIVE REINFORCEMENT

Positive reinforcement is giving something pleasant after a behaviour. This increases the probability that the behaviour will continue.

Examples are:

- ✓ In the Skinner Box experiment, a rat got food as a reward for acceptable behaviour, such as pressing a lever.
- ✓ A teacher complimenting students when they answer correctly will increase that behaviour.



NEGATIVE REINFORCEMENT

Negative reinforcement is taking away something unpleasant as a result of the behaviour that is acceptable. This is also meant to increase the behaviour.

Examples are:

- ✓ A teacher exempts student from the final test if they have perfect attendance. So, the teacher is taking away something unpleasant to increase behaviour.
- ✓ At a store, a child throws a tantrum because he did not get a candy bar. Dad finally gets him one. He stopped the tantrum so he took



POSITIVE PUNISHMENT

Positive punishment is used to decrease a behaviour and is presenting something unpleasant after the behaviour. Examples are:

- ✓ An employee exhibits bad behaviour at work and the boss criticizes him. The behaviour will decrease because of the boss's criticism.
- ✓ When a student misbehaves in class, she receives a timeout.



NEGATIVE PUNISHMENT

Negative punishment is also used to decrease a behaviour and is removing something pleasant after the behaviour. Examples are:

- ✓ A family has a "swear jar." Every time someone swears, they have to put a dollar in the jar. This is taking away money, which is something pleasant, and decreases the behaviour of swearing.
- ✓ Kevin trashes his sister's room and Mom told him he could not go camping with his friends.

As you can see with these different examples, operant conditioning can be used to control behaviour using positive and negative actions.



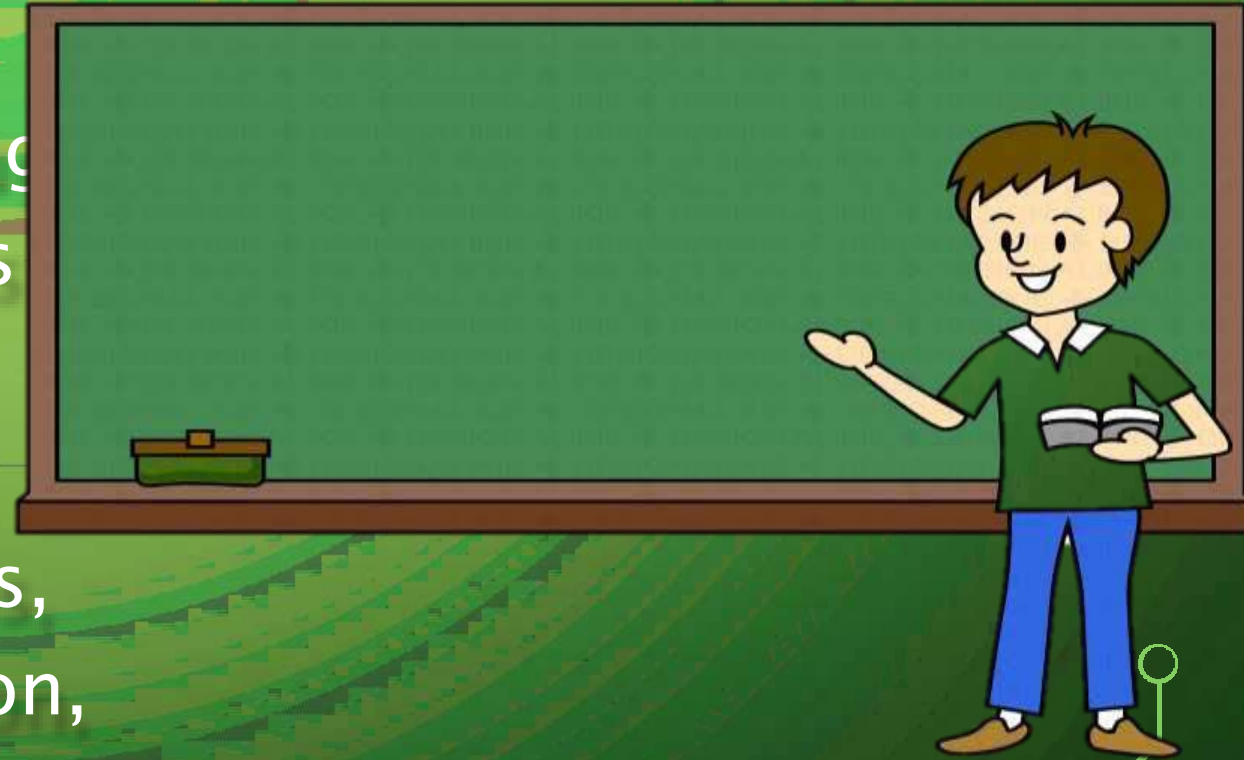
THE GOAL OF ALM

The ultimate goal of ALM is gaining proficiency in all four language skills; listening, speaking, reading, and writing. This general objective is achieved through training the learners in sound discrimination, increasing auditory memory, emphasizing native-like pronunciation, and developing accuracy and fluency in a limited portion of language.

Meanwhile, the learners find the opportunity to over-learn the grammatical structures and everyday-life vocabulary items. Reading and writing come after the oral skills and are thus not usually emphasized until later stages. Nevertheless, sound-symbol relationships are introduced from the very

ACTIVITIES

There are two major types of activities in ALM; (a) mimicry—memorization of dialogs through repetition and (b) pattern drills grammatical structures. The former is to help students learn contextualized structures, vocabulary items, pronunciation, and cultural points; the latter is to enhance automaticity, fluency, and accuracy in grammatical



The use of drills and patterns practice are the distinctive features of the Audio-Lingual method. These are some kind of drills often used:

REPETITION

The students repeat an utterance aloud as soon as they have heard it. they do this without looking at a printed text. The utterance must be brief enough to retained by the ear. Sound is as important as form and order.

- **EXAMPLES**

T : I used to know him.

S : I used to know him.

T : I used to know him years ago

S : I used to know him years ago when we were in school.

Repetition

Repetition

Repetition

INFLECTION

One word in an utterance appears in another form when repeated.

EXAMPLES:

- I bought the ticket. – I bought the tickets.
- He bought the candy – She bought the candy.
- I called the young man. – I called the young men

SUBSTITUTION

One word in an utterance is replaced by another.

EXAMPLES.

- He bought this house cheap. –He bought it cheap.
- Helen left early –She left early.
- They gave their boss a watch. –They gave him a watch.

COMPLETION

The student hears an utterance that is complete except for one word, then repeats the utterance in completed form.

EXAMPLES :

T : I'll go my way and you go.....

S : I'll go my way and you go yours.

T : We all have . . . own troubles.

S : We all have our own troubles

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.
- Does he know my address?
- He used to know my address.
- If he had known my address.

WHAT IS THE ROLE OF TEACHER ?

The teacher is like an orchestra leader, directing and controlling the language behavior of his/her students. He/She also is responsible for providing his/her students with a good model for imitation.



WHAT IS THE ROLE OF STUDENT ?



Students are imitators of the teacher's model or the tapes she supplies of model speakers. They follow the teacher's directions and respond as accurately and as rapidly as possible.

MATERIALS

Textbooks, tapes, visuals
(films and pictures), realia, and if
possible language labs make
perfect materials for ALM.



ADVANTAGES OF THE AUDIO-LINGUAL METHOD

In terms of the advantages of ALM, there are many benefits brought about by Audio-lingualism in comparison with the Grammar Translation Method and Direct Method.

- 1) The Audio-lingual Method is said to be the best approach for beginning level foreign classes.
- 2) It aims at developing listening and speaking skills, which constitutes a step away from the Grammar Translation Method.
- 3) It paved the way for the development of Communicative Language Teaching (CLT), which has been seen as a response to the Audio-lingual Method.
- 4) It popularized the use of visual aids, the positive impact of which on memorable and effective learning has been proven in vocabulary

DISADVANTAGES OF THE AUDIO-LINGUAL METHOD

1. This is a teacher-centered method. The ALM makes considerable demands upon the teacher.
2. The basic steps of imitation, repetition, and reinforcement turns students into parrots who can produce many good utterances but never create anything new.
3. Students lacked an active role in the classroom.
4. Very little attention is paid to communication and content.

CONCLUSION

The Audio Lingual Method focuses on speaking and listening competence stressing repetition and habit formation to learn a second or a foreign language. This method make the learner understand the second language by memorizing and practice speaking with drilling from the people communication.

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**THANKS FOR
YOUR PATIENCE**