



tasks and choosing relevant situations to practice structures. Language learning is seen to result from active verbal interaction between the teacher and the learners.

Materials

Instructional materials in this method are especially chosen to assist the teacher to develop language mastery in the learner. The text books consist of chapters or units including dialogs, pattern drills and application activities. They are primarily teacher oriented. Tape recorders and audiovisual equipment often have central role in an audiolingual course. The teacher or the tape serves as the language model. A language laboratory may also be considered essential.

Criticism

Just as the foundation of Audiolingualism had been laid by linguists, so the first significant challenge to this method also came from linguists. (Bowen 1992). The theoretical foundations of Audiolingualism were attacked as being unsound both in terms of language theory and learning theory. Practitioners also found that the practical results fell short of expectations. Students were often found to be unable to transfer skills acquired through Audiolingualism to real communication outside the classroom, learners did not benefit equally from

memorization and repetition as learning techniques, and many found the experience of audiolingual study procedures to be boring and unsatisfying.

References

- Bowen J. Donald, Madsen Harold, Hilferty Ann. (1992) **TESOL Techniques and Procedures**. Massachusetts, Newbury House Publishers.
- Chastain, Kenneth. **Developing Second Language Skills, Theory and practice**. (1998) New York; Harcourt Brace Jovanovich Publishers Larsen-Freeman.
- Diane (1986) **Techniques and Principles in Language Teaching** Oxford: oxford University Press.
- Mirhassani, Akbar (2003) **Theories, Approaches, Methods In Teaching English as a Foreign Language**. Tehran; Zabankadeh.
- Rashtchi, Mojgan and Keyvanfar Arshya, (1999) **ELT Quick'n'Easy** Tehran: Rahnama Publications.
- Richards Jack C. and Rodgers Theodore S. (1990) **Approaches and Methods in Language Teaching**. Cambridge: Cambridge University Press Skinner, B. F.
- Skinner B.F. (1957) **Verbal Behavior**. New York: Appleton – Century – Crofts.
- Tickoo, M. L. (2003) **Teaching and Learning English**. Lucknow: Orient Longman.

a complete reorientation of the foreign language objectives of language curriculum. They advocate a return to speech based instruction and this general objective is achieved through training the learners in sound discrimination, increasing auditory memory, native like pronunciation and developing accuracy and fluency in a limited portion of language.

The basic tenets of ALM are to have students reach a point at which they could use language automatically and unconsciously just as native speakers do. This objective was to be achieved by conditioning students to give automatic, nonthoughtful responses during mimicry memorization of dialogs and practice with oral pattern drills. Short term objectives of ALM include training in listening comprehension, accurate pronunciation and recognition of speech symbols as graphic signs on the printed page and ability to reproduce these symbols in writing, but the long-range objectives must be language as the native speaker uses it.

The syllabus

Audiolingualism is a linguistic, or structure-based approach to language teaching in that it is based on a corpus of structural and lexical items arranged from easy to difficult. It contains the key items of phonology, morphology and syntax of language arranged according to their order of presentation. The language skills are taught in the order of listening, speaking, reading and writing. It may also be considered as situational because it aims at introducing frequent topics and situations of the target culture.

Activities

1. dialog memorization: students hear a model dialog, they repeat each line of the dialog, and after the dialog has been presented and memorized, specific grammatical patterns in the dialog are selected and become the focus on

- drill and pattern practice exercises.
2. The use of drills and pattern practice:
- Backward build-up,
 - expansion drill,
 - Chain drill,
 - Repetition drill,
 - Inflection,
 - Replacement,
 - Single-slot substitution drill,
 - Multiple-slot substitution drill,
 - Transformation drill,
 - Question and answer drill,
 - Restatement,
 - Completion,
 - Transposition,
 - Contraction,
 - Integration,
 - Rejoinder, and
 - Restoration.

Learner and teacher role

Learners are viewed as organisms having reactive role to the stimuli. They can be directed by skilled training techniques to produce correct responses; and thus they have little control over the content, pace or style of learning. They lack creativity in their use of language. They are not encouraged to initiate interaction, because this may lead to mistakes. The teacher tries to avoid errors from happening as much as possible. Learners by listening to the teacher, imitating accurately, and responding to and performing controlled tasks learn a new form of verbal behavior by forming new habits in the target language and overcoming old habits of their native language.

In this method the teacher's role is very central and active. Teacher is like an orchestra leader, directing and controlling the language behavior of her students. She is also responsible for providing her students with a good model for imitation. It is a teacher-dominated method. The teacher must keep the learners attentive by varying drills and

The structural linguists examined only the overtly observable data. Such attitudes prevail in B.F. Skinner's thought, particularly in *verbal behavior* (1957) in which he said that any notion of "idea" or "meaning" is explanatory fiction and that the speaker is merely the locus of verbal behavior, not the cause. Therefore, sophisticated methodology for collecting and analyzing data developed. Language was viewed as a system of structurally related elements for the encoding of meaning, the elements being phonemes, morphemes, words, structures and sentence types.

Learning a language was assumed to entail mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme, to word, to phrase, and to sentence.

The following five Slogans, proposed by W. Moulton in 1961 summarize the structuralist's views toward language and teaching: (Mirhassani , 2003)

1. Language is primarily speech not writing. Speech is language, since many languages do not have a written form and we learn to speak before we learn to read or write. It manifests itself in emphasizing oral skills, pronunciation and colloquial forms of language.
2. Language is a set of habits. Language could be learned through excessive repetition resulting in the automatization of language structures.
3. Teach the language, not about the language. This entails avoiding explicit grammatical explanations.
4. A language is what native speakers say, not what someone thinks they ought say.
5. Languages are different. They strongly reject the use of student's native language in the classroom practices.

Audiolingualism not only had a convincing and powerful theory of language to draw upon, but it was also working in a period when a prominent school of American psychology known as behavioral psychology claimed to have tapped the secrets of all human learning.

The foundation of behaviorism dates back to the 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. To the behaviorist, the human beings is an organism capable of a wide repertoire of behaviors. The occurrence of these behaviors is dependent upon three crucial elements in learning, a stimulus, a response, and reinforcement.

In this psychology, all behavior is viewed as a response to stimuli, whether the behavior is overt or covert. According to the theory, behavior happens in causal, associative chains. All learning is thus characterized as associative learning, or habit formation, brought about by the repeated association of a stimulus with a response.

Central learning principles according to behavioristic theory are:

1. Human learning and animal learning are similar.
2. The child's mind is a tabula rasa.
3. Psychological data should be limited to what is observable.
4. All behavior is viewed as a response to stimuli.
5. Conditioning involves the strengthening of associations between a stimulus and a response through reinforcement.
6. Human language is a sophisticated system acquired through operant conditioning.

Design and objectives

The ultimate goal of ALM is gaining proficiency in all four language skills. It demands



isolated from scientific advances made in other countries. They drew on the earlier experiment of the army programs and the Aural-Oral or structural Approach developed by Fries and his colleagues, adding insights taken from behavioristic psychology.

This combination of structural linguistic theory, contrastive analysis, aural-oral procedures, and behavioristic psychology led to the Audio-lingual Method. Audio-lingualism claimed to have transformed language teaching from an art to a science, which would enable learners to achieve mastery of a foreign language effectively and efficiently.

If the most noticeable characteristic of Audiolingual was oral work, the second one was abundant drill. Since language was regarded as a set of subconscious habits, it was decided that the Army's language training programs must provide intensive drilling, which could lead to "overlearning" and subconscious habits in the new language.

To sum up, speaking and drill were played up, grammar and translation were played down. Pattern practice helped provide inductive mastery of grammar. There was no translation from English into the foreign language, but some courses permitted occasional translation from foreign language into English, at the advanced level. Some

literacy training was used to complement oral instruction. Writing was not an official part of Army language courses, but dictation was occasionally used to reinforce oral instruction.

Theoretical Assumptions

Learning and linguistic models widely accepted in the 1920s and 1930s influenced the type of classroom techniques employed in Audio-lingual classes and in language laboratories after world war II. The theory of language underlying Audiolingualism was derived from a view proposed by American linguists in the 1950s, a view that came to be known as structural linguistics. (Richards and Rodgers 1990). This school of linguistics with its advocates such as, Leonard Bloomfield, Edward Sapir, Charles Hockett, Charles Fries and others, prided itself in a rigorous application of the scientific principle of observation of human languages. Only the "publicly observable responses" could be subject to investigation. The linguist's task according to structuralist was to describe human languages and to identify the structural characteristics of those languages. An important axiom of structural linguistics was "languages can differ from each other without limit and no preconceptions could apply to the field."

Abstract

Audio - lingual method was the major influence on language teaching from the 1950s up to 1970s. It was developed in the United States during world war II. It was based on structural linguistics and behaviorist psychology.

Basing their insights of their conceptions of the behavioristic model of learning, descriptive linguists concluded that language learning is primarily a process of developing appropriate language habits. (Chastain 1988).

Learning was not viewed as a mental process, but as a mechanical one. It's most noticeable characteristics was oral work and abundant drill. Speaking and drill were played up, grammar and translation were played down. Pattern practice helped provide inductive mastery of grammar. The goal was to have students reach a point at which they could use language automatically and unconsciously just as native speakers do.

Because of long hours of exposure to language and continuous drill and practice. It proved to be successful at that time in USA and it is still used in some language programs today.

Key Words: structural linguistics - contrastive analysis - behaviorist - psychology - drill - pattern practice - habit formation - stimuli - imitation

The Audiolingual Method Background and History

The audio - lingual method was developed in the United States during world war II. To supply the US. government with personnel who were fluent in German, French, Italian, Chinese, Japanese, Malay and other languages, and who could work as interpreters and translators it was necessary to set up a special language training program. And it was speaking ability that was needed, even than the ability to read.

Since the nation's foreign language teaching effort had been relatively limited, the military turned to linguists and anthropologists for assistance in describing the exotic languages that would need to be learned, and for help in preparing teaching materials and training courses. Thus the Army Specialized Training (ASTP) or briefly Army Method was established in 1942. Fifty - five American universities were involved in the program by the beginning of 1943.

This method proved to be successful and thus strongly recommended for foreign language

teaching all over the US. The objective of the army programs was for students to attain conversational proficiency in a variety of foreign languages. It consisted primarily of a shift in emphasis from the written to the spoken language and of immersion in intensive, practical instruction.

Franz Boas, Leonard Bloomfield and others had determined that these so called primitive, American Indian languages, constituted a valuable resource not only for linguistic investigation but also for insights on how to teach a language.

The emergence of the Audio-lingual Method resulted from the increased attention given to foreign language teaching in the United States toward the end of the 1950s. The need for a radical change and rethinking of foreign language teaching methodology was prompted by the launching of the first Russian Satellite in 1957. Government acknowledge the need for a more intensive effort to teach foreign languages in order to prevent Americans from becoming



Roshd & Teachers



Knowledge Improvement

The Audio - Lingual Method

SaedeH Ahangari

Tabriz Islamic Azad University

ژوبشگاه علوم انسانی و مطالعات فرهنگی

چکیده

روش «گفتاری - شنیداری» تأثیر و نفوذ زیادی روی تدریس زبان بین سال‌های ۱۹۵۰ تا ۱۹۷۰ داشت. این روش برای اولین بار در دوران جنگ جهانی دوم در ایالات متحده گسترش یافت و براساس زبان‌شناسی ساختارگرایی و روان‌شناسی رفتارگرایی استوار بود. زبان‌شناسان توصیفی با اتکا به هدف‌های رفتارگرایانه در مورد الگوهای یادگیری، بر این باور بودند که یادگیری زبان عمدتاً فرایند تشکیل عادت‌های مناسب زبانی است. در این روش، یادگیری نه به عنوان یک فرایند ذهنی، بلکه به عنوان یک شیوه مکانیکی در نظر گرفته می‌شد.

از ویژگی‌های بارز روش گفتاری - شنیداری، تمرینات فراوان شفاهی است. در این روش، گفتار و تمرین اهمیت زیادی دارند و دستور زبان و ترجمه کم اهمیت تلقی می‌شوند. دستور زبان نیز از طریق تمرینات الگویی و به صورت استنتاجی یاد گرفته می‌شود. هدف اصلی این روش رساندن دانش آموزان به آن مرحله از دانش زبانی است که بتوانند، زبان خارجی را به طور اتوماتیک و ناخودآگاه، همانند اهل زبان به کار ببرند.

روش گفتاری - شنیداری در آن سال‌ها در کشور آمریکا به دلیل تماس زیاد با زبان خارجی و تمرینات مداوم و دائمی بسیار بود. این روش هنوز هم در بسیاری از برنامه‌های آموزشی مورد استفاده قرار می‌گیرد.

کلیدواژه‌ها: زبان‌شناسی ساختارگرایی، تجزیه و تحلیل مقابله‌ای، روان‌شناسی رفتارگرایی، تمرین، کسب عادت، انگیزه، پاسخ، تقلید.