



# CHAPTER FOUR

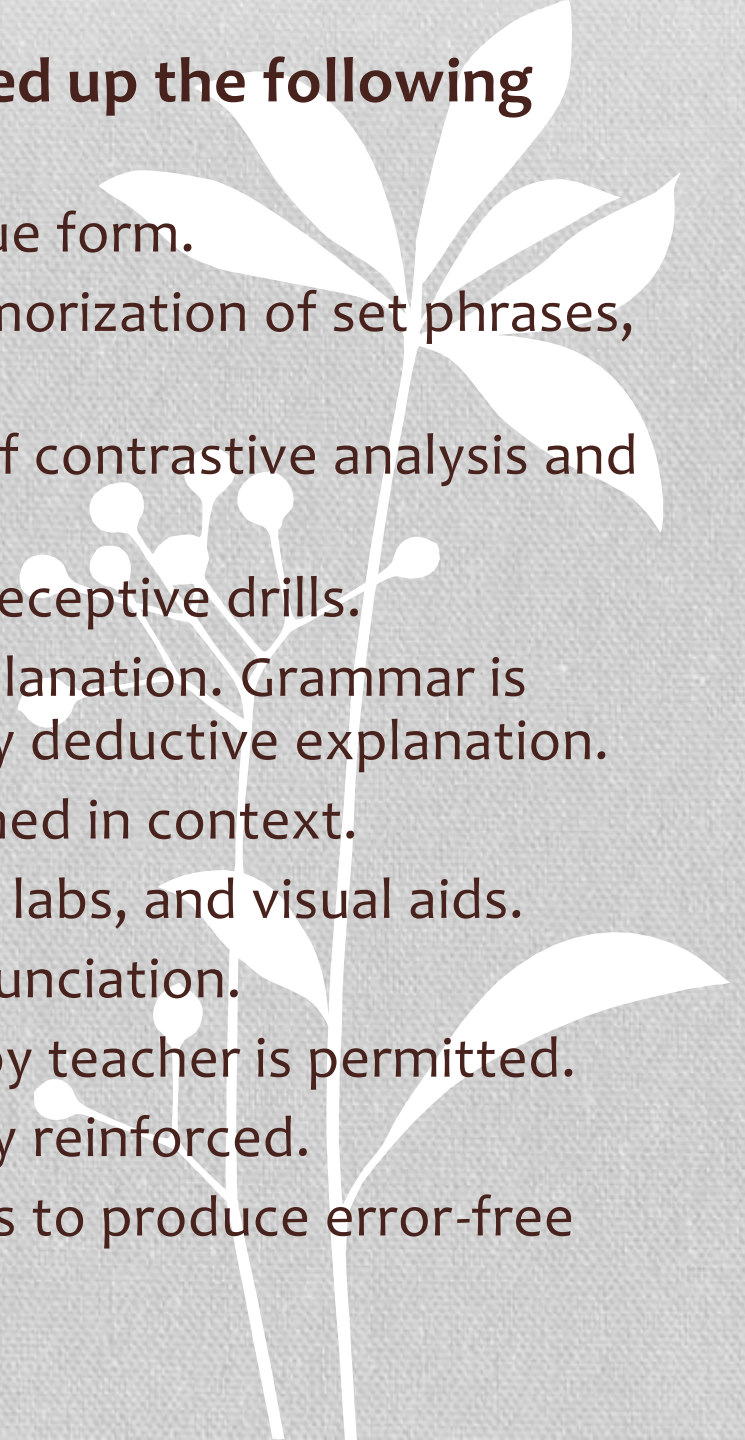
## *The Audioingual Method (A.L.M.)*

**In the first half of the 20<sup>th</sup> century, the DM did not take hold in the Us the way it did in Europe. The World War II highlights the need for Americans to become orally proficient in the languages Of both the American's allies and their enemies.**

**The ALM was firmly grounded in linguistics and psychological theory. Experimentation in psychology in the middle of the 20<sup>th</sup> century, most notably skinner's work with animals and his behaviorist principles of learning, produced the ALM. The method sees learning as being brought about by positive reinforcement of cotted behavior or utterances, with the correctness being instilled by repetition of drilling. It also builds on earlier work by scholars such as Fries and Bloomfield in the field of structural linguistics, which was concerned with compiling descriptive rather than prescriptive grammars of languages.**

## **Prator and Celce-Murcia (1979) summed up the following characteristics of the ALM:**

1. New material is presented in a dialogue form.
2. There is dependence on mimicry, memorization of set phrases, and overlearning.
3. Structures are sequenced by means of contrastive analysis and taught one at a time.
4. Structural patterns are taught using receptive drills.
5. There is a little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.
6. Vocabulary is strictly limited and learned in context.
7. There is much use of topics, language labs, and visual aids.
8. Great importance is attached to pronunciation.
9. Very little use of the mother tongue by teacher 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 context.

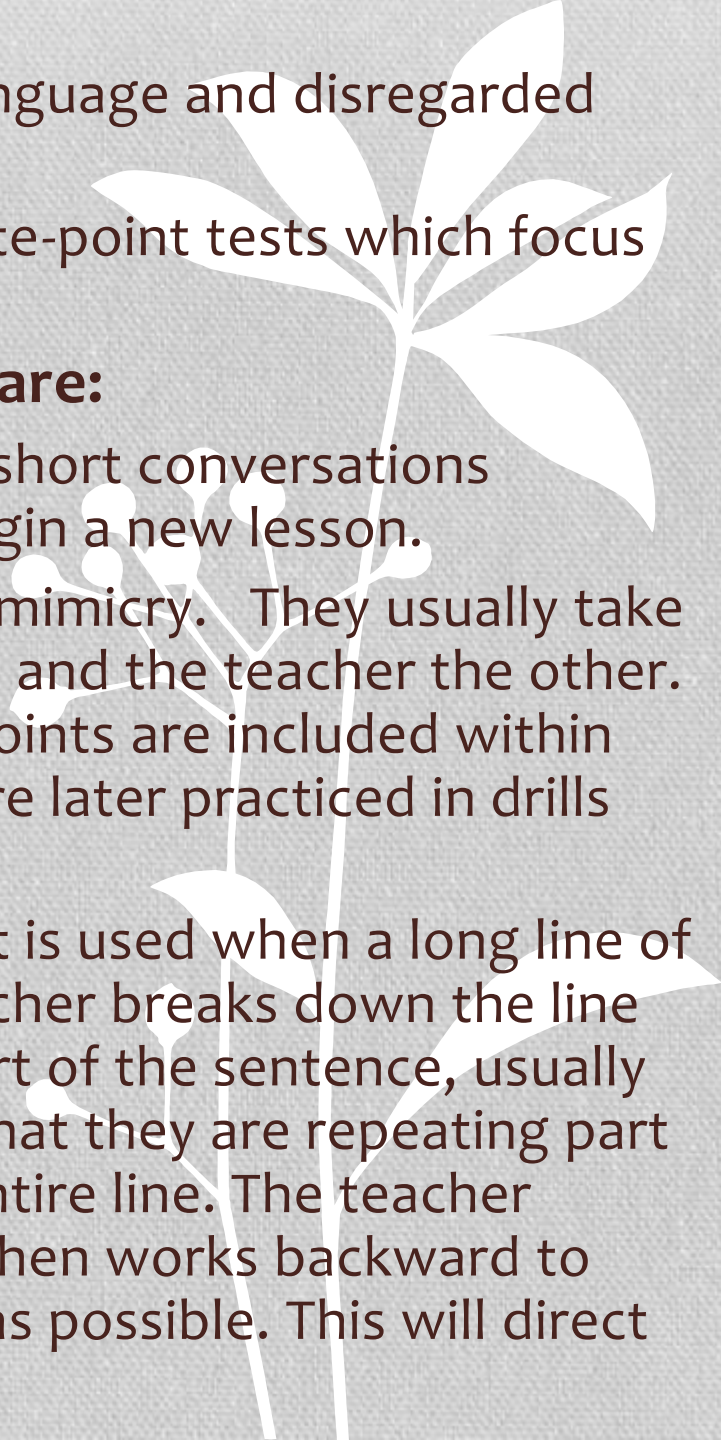
13. Evaluation is accomplished by discrete-point tests which focus only on points of the language.

### **Teaching Techniques used in the ALM are:**

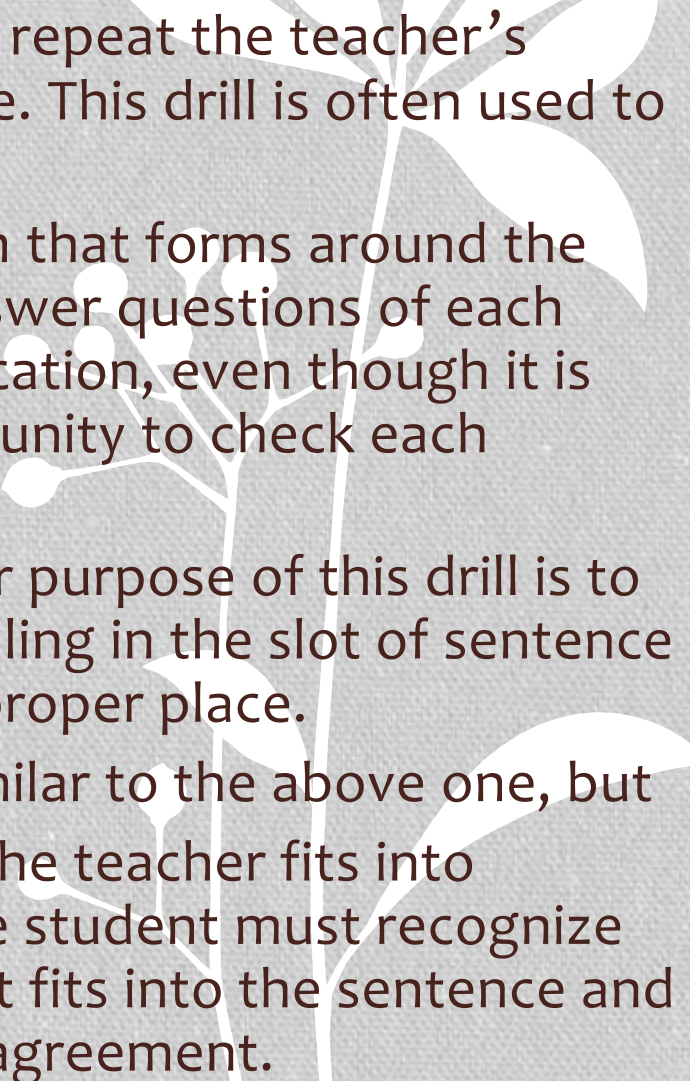
1. Dialogue memorization: Dialogues or short conversations between two people are often used to begin a new lesson.

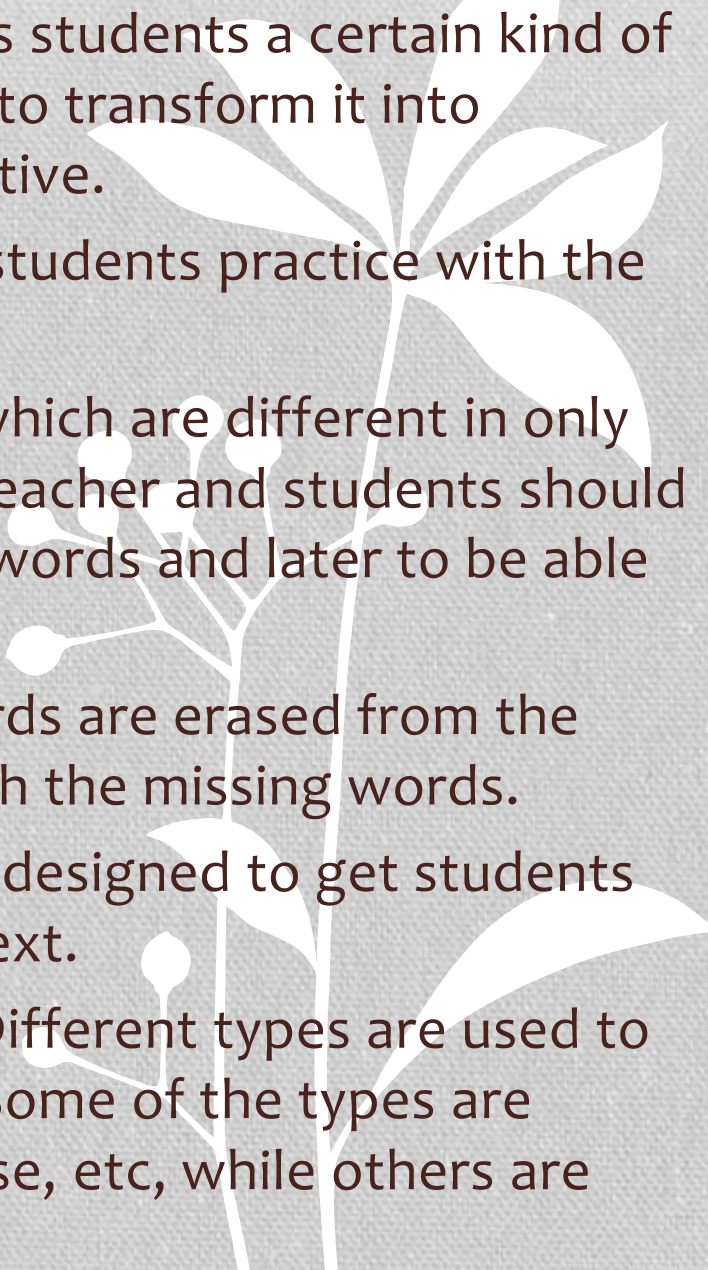
Students memorize the dialogue through mimicry. They usually take the role of the one person in the dialogue, and the teacher the other. Certain sentence patterns and grammar points are included within the dialogue. These patterns and points are later practiced in drills based on the lines of the dialogue.

2. Backward build-up (expansion) drill: It is used when a long line of a dialogue is given to students, so the teacher breaks down the line into several parts. The students repeat part of the sentence, usually the last phrase of the line, then expand what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the last part of the sentence then works backward to keep the intonation of the line as natural as possible. This will direct



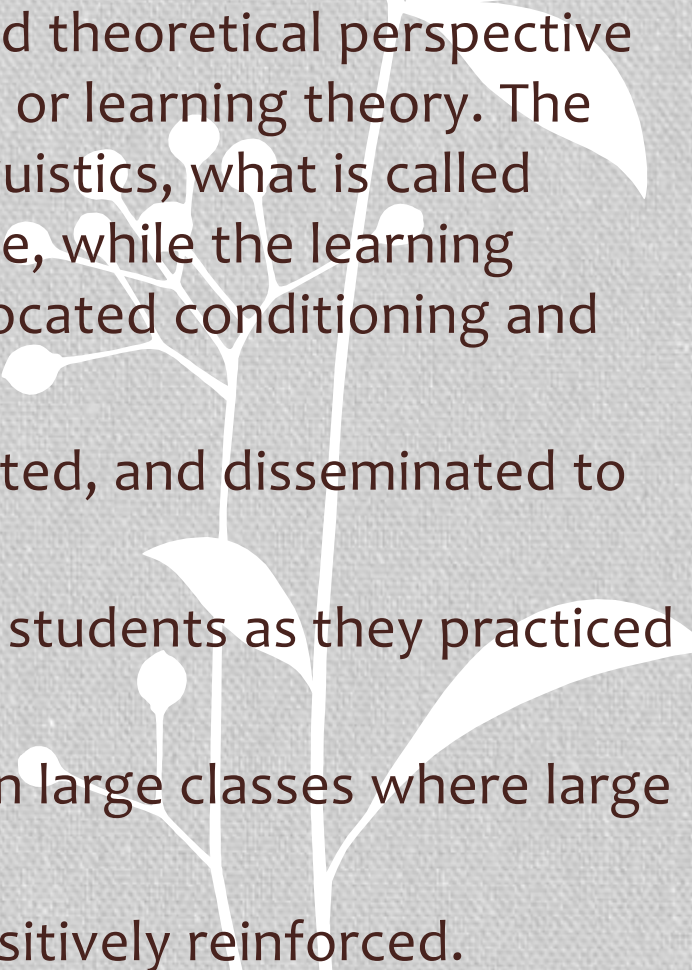
Students attention to the end of the sentence where new information typically occurs.

3. Repetition drill: Students are asked to repeat the teacher's model as accurately and quickly as possible. This drill is often used to teach the lines of the dialogue.
  4. Chain drill: It is a chain of conversation that forms around the room as students, one-by-one, ask and answer questions of each other. It allows some controlled communication, even though it is limited. It also gives the teacher an opportunity to check each student's speech.
  5. Single-slot substitution drill: The major purpose of this drill is to give the students practice in finding and filling in the slot of sentence by substituting the cue into the line in its proper place.
  6. Multiple-slot substitution drill: It is similar to the above one, but differs in that the cue phrase supplied by the teacher fits into different slots in the dialogue lines and the student must recognize what part of speech each cue is or where it fits into the sentence and then make any other changes such as S-V agreement.
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7. Transformation drill: The teacher gives students a certain kind of sentence pattern, and students are asked to transform it into another kind such as affirmative into negative.
  8. Question and answer drill: This gives students practice with the question pattern.
  9. Use of minimal pairs: pairs of words which are different in only one sound (ship/sheep) are given by the teacher and students should perceive the difference between the two words and later to be able to say the two words.
  10. Complete the dialogue: Selected words are erased from the dialogue and students fill in the blanks with the missing words.
  11. Grammar Game: language games are designed to get students to practice a grammar point within a context.
  12. Reading comprehension questions: Different types are used to check students' reading comprehension. Some of the types are objective such as multiple-choice, true/false, etc, while others are subjective such as completion.
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13. Composition writing questions: students are asked to write guided and free types of compositions. Paragraph writing is focused.

### **Merits of the ALM:**

1. The ALM is rooted in a well- established theoretical perspective either with respect to the language theory or learning theory. The language theory is based on structural linguistics, what is called “scientific descriptive analysis” of language, while the learning theory is based on behaviorism which advocated conditioning and habit formation models of learning.
  2. Materials were carefully prepared, tested, and disseminated to educational institutions.
  3. Success could be overtly experienced by students as they practiced their dialogues in off-hours
  4. It is suitable and practical to be used in large classes where large numbers of students are there.
  5. students’ successful responses are positively reinforced.
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6. Grammar is induced from examples given. Explicit grammar rules are not provided.
7. Cultural information is contextualized in the dialogues or presented by the teacher.

### **Demerits of the ALM:**

1. Language is not really acquired through a process of habit formation and over learning.
2. Errors were not necessarily to be avoided at all costs.
3. Structural linguistics did not tell us everything about language that we needed to know.
4. Learning is mechanical. No attention is focused on learner cognition, feelings, needs, or interests.
5. It is more teacher-centered approach than learner-centered approach.

