EN 512B: English Language Teaching and Stylistics

Unit 119: ELT-III

Topic

Approaches and Methods in Language Teaching- Part-II

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Audio-Lingual Method

❑ **Introduction**

➤ Developed in the United States during World War-II

➤ Charles Fries of the Michigan University in 1945 applied principles of **structural linguistics** (Theory of language) in developing the method.

➤Later, principles of **Behavioral Psychology** (Theory of language learning) of B.F. Skinner (*Verbal Behavior*, 1957) were integrated.

➤ The term 'Audiolingualism' was coined by Prof. Nelson Brooks in 1964.

➤ Extensively taken up for teaching foreign languages in North American colleges and universities

Audio-Lingual Method

❑ **Objectives**

❖ To develop students' conversational proficiency in a foreign language

❖ Prof. Brooks' distinction between short-range and long-range objectives of audio-lingual program:

▪ **Short-range objectives** include:

• training in listening comprehension,

• accurate pronunciation,

• recognition of speech symbols as graphic signs on the printed page,

• ability to reproduce these symbols in writing (Brooks 1964: 111)

▪ **Long-range objectives** "must be language as the native uses it". (Brooks 1964: 107). It refers to the learner's ability to respond quickly and accurately in speech situations.

Audio-Lingual Method

❑ **Principles**

➢ Speech is superior in language teaching. Language is "primarily what is spoken and only secondarily what is written"(Brooks 1964). So aural-oral training is fundamental in this method.

➢ The approach to teaching of grammar is essentially inductive.

➢ The focus is on mastery of phonological and grammatical structure than that of vocabulary.

➢ New words and grammatical structures are presented through dialogs.

➢ Through imitation and repetition or drillings the dialogs are learnt.

Audio-Lingual Method

❑ **Principles**

➢ Drills are conducted on the basis of the patterns present in the dialogs.

➢ Analogy gives a better foundation for language learning than analysis. Drills are the best to form correct analogies.

➢ Foreign language learning is a process of mechanical habit formation. The more one repeats and practices (drilling), more one learns.

➢ Positive reinforcement helps the student to develop correct habits, and errors lead to the formation of bad habits. So the errors committed by the students should be immediately corrected by the teacher.

Audio-Lingual Method

❑ **Principles**

➢ The teacher acts as a model who conducts, guides and controls the students' behavior in the target language.

➢ The meaning that the words of a language have for the native speaker can be learned only in a linguistic and cultural context and not in isolation. Teaching a language thus involves teaching aspects of the cultural system of the people who speak the language. (Rivers 1964). The teacher should provide information about that culture.

Audio-Lingual Method

❑ **Techniques**

Dialog Memorization: Students memorize dialog or short conversation through mimicry.

Repetition Drill: In this drill which is often used to teach the lines of the dialog, students repeat the teacher's model accurately and quickly

Backward Build-up or Expansion Drill: A long sentence of a dialog is broken into phrases and the students are asked to repeat a part of the sentence (usually from the last phrase) and then gradually expands backwards until the completion of the sentence.

Question-and-answer Drill: Here the students answer the teacher's questions very quickly.

Audio-Lingual Method

❑ **Techniques**

Chain Drill: The teacher initiates communication by asking a question to a student, and then that student asks a question to another student next to him. One by one, students ask and answer questions of each other.

Single-slot Substitution Drill: First the teacher utters a sentence, and then says a word or phrase, or shows a picture, object or any cue. Now the students repeat the given sentence after substituting the cue into its proper place.

Multiple-slot Substitution Drill: Here the teacher gives multiple cues to be fit into different slots in the sentence of the dialog. The students can change subject-verb agreement.

Audio-Lingual Method

❑ **Techniques**

Transformation Drill: The teacher instructs the students to change a certain kind of sentence pattern to another kind. Examples: statement↔question, active ↔ passive, positive ↔ negative

Use of Minimal Pairs: The teacher selects minimal pairs and asks the students to identify the difference between two similar sounding words, and then the students utter the two words.

Complete the Dialog: The students will fill in the blanks with missing words in the dialog which they have learnt.

Clause Combination Drill: The Students are asked to join two simple sentences (into complex one) which they have learned in the dialog.

Audio-Lingual Method

❑ **Limitations**

➢ The theory of language (i.e. structural approach to language) and the theory of language learning(i.e. Behaviorist theory) on which the Audio-lingual method was founded were rejected as unsound and invalid by MIT Prof. Noam Chomsky who considered language to be cognitive in nature.

➢ The students failed to get the expected practical results.

➢ The students often failed to transfer skills acquired through audio-lingual method to real communication situations.

➢ To many students learning through this method appeared to be boring and unsatisfying.

Communicative Language Teaching (CLT) Approach

❑ Introduction

➢ Observing the failure of earlier approaches and methods in achieving the goal of communication in the target language outside the classroom in actual situations, the linguists thought to shift from linguistic structure-centered approach to a Communicative (or functional) Approach.

➢ The origin of CLT: from the late 1960s

➢ From the mid 1970s the scope of CLT has expanded.

➢ CLT is not a method, but an Approach which uses theoretical viewpoint of the Communicative Approach.

Communicative Language Teaching (CLT) Approach

❑ Introduction

➢ CLT advocates communicative competence as the goal of language teaching.

➢ CLT accepts the interdependence of language and communication.

➢ Major exponents: D.A. Wilkins, H.G. Widdowson, C.N. Candlin, Keith Johnson, Dell Hymes, M.A.K. Halliday and many more

Communicative Language Teaching (CLT) Approach

❑ **Objectives**

➢ To enable students to communicate fluently in the target language outside the classroom in real situations

➢ The encourage them to use target language as vehicle for classroom communication (i.e. using target language to learn)

Communicative Language Teaching (CLT) Approach

❑ **Principles**

➢ Use of authentic language(i.e. the language actually used by the native speakers in real context) is emphasized.

➢ It views language as a system for the expression of meaning.

➢ Communicative competence is the basic goal. It views interaction and communication as the primary function of language.

➢ The target language is not the object of study, but a vehicle for classroom communication.

➢ This approach basically follows the principle of "learning by doing" or "the experience approach" (Hilgard and Bower 1966).

Communicative Language Teaching (CLT) Approach

❑ **Principles**

➢ CLT is a learner-centered approach. The students are communicators who negotiate meanings. They are expected to interact with other class fellows through pairs, triads, small groups, or whole groups work.

➢ The teacher acts as a facilitator who sets up communicative activities and context. He/she often becomes a co-communicator participating in the students' activities. He/she also acts as an advisor who answers students' questions and monitors their performances.

➢ Activities in CLT such as games, role-plays, picture strip story, etc. are often carried out by students in small groups.

Communicative Language Teaching (CLT) Approach

❑ Principles

➢ Students will focus on the target language at the suprasentential or discourse level. They need ideas about cohesion and coherence that bind sentences together.

➢ Emphasis is given on the language functions over forms.

➢ CLT allows cautious use of the students' native language.

➢ **Information gap, choice and feedback** which provide motivation to the learners to learn freely and enjoyably are available in some activities that are truly communicative such as language games, role-plays, problem-solving tasks, etc. Here the students are free to express their ideas and opinions.

Communicative Language Teaching (CLT) Approach

❑ Principles

➢ As fluency is the main goal of CLT, errors of form are endured as the natural outcome of the development of communication skills. Later, the errors are corrected by the teacher through an accuracy-based activity.

➢ The social context of a communicative event is essential in providing meaning to the utterances.

➢ The students learn grammar and vocabulary from the function, situational context, and the roles of the interlocutors.

➢ Students work on all four language skills from the beginning.

Communicative Language Teaching (CLT) Approach

❑ **Techniques**

❖ **Authentic Materials:**

▪ The teacher must provide with authentic materials for classroom activities or homework.

▪ Off course, what is authentic and natural to native speakers of the target language is not so to learners in the classroom. What is important is that these materials are used in a way that is real for learners. (Widdowson 1998)

▪ Newspaper articles, weather forecast (when working on predictions), items of realia, menus, timetables, etc. can be used as authentic materials.

Communicative Language Teaching (CLT) Approach

❑ **Techniques**

❖ **Scrambled Sentences:**

The students are provided with a passage or text (written passage or mixed-up dialogue) in which sentences are in jumbled order. The students' task is to unscramble the sentences using the cohesion and coherence properties of language in order to make a meaningful passage or text or dialog.

❖ **Language Games:**
Language games is an interesting techniques frequently used in CLT program. It provides students with three features of communication: information gap, choice, and feedback.

Communicative Language Teaching (CLT) Approach

❑ **Techniques**

❖ **Picture Strip Story:**

Picture Strip Story, another funny technique used in CLT program, is a kind of problem solving task which also provides with three features of communication: information gap, choice, and feedback. A member of a small group is given a picture strip which contains a story. He/she shows the first picture and asks other members to predict the second picture, and it continues until the last picture. At the end they compare how far their prediction is correct.

Communicative Language Teaching (CLT) Approach

❑ **Techniques**

❖ **Role-Play:**

Role-play is one of the best techniques used in CLT program. The students get opportunity to communicate in different social contexts assuming different social roles. It also provides students with three features of communication: information gap, choice, and feedback.

Communicative Language Teaching (CLT) Approach

❑ Limitations

Some of the basic questions regarding teacher training, materials development, and testing and evaluation were raised by Richards and Rogers in *Approaches and methods in language teaching.* They are:

➢ Whether a communicative approach can be applied to all levels in a language program,

➢ Whether it is equally suited to ESL and EFL situations,

Communicative Language Teaching (CLT) Approach

❑ Limitations

➢ Whether it requires existing grammar-based syllabuses to be abandoned or merely revised,

➢ How such an approach can be evaluated,

➢ How suitable it is for non-native teachers, and

➢ How it can be adopted in situations where students must continue to take grammar-based tests.

(Richards and Rogers 1995)

Approaches and Methods in Language Teaching

❑ **References/Additional Resources**

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Thank You