

Audio Lingual Model

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Abstract: The paper intends to discuss a model to improve the quality of spoken English of the students using various drills performed between the teacher and student.

Keywords: Audio Lingual Model; Drills; Low cost; Speaking

I. Introduction

Teaching is the process of carrying out the activities in getting students to learn. While teaching, speaking is the process of making students to produce or practice the target and express it orally. Actually, the material from the teacher to the students must be appropriated with the syllabus of the certain school, in order that the students are able to absorb it and they will be able to communicate by using the target language (English) orally. The ALM shall be helpful to our young teachers because it is user friendly. Our model will also help in English medium school in rural areas where the teachers are ill equipped and cannot use digital aides for teaching the students.

II. Background Of ALM

The ALM of teaching English as a second language had its origins during World War II when it became known as the Army method. It was developed as a reaction to the grammar-translation method of teaching foreign languages. Grammar-translation had been used to teach for thousands of years, but the method was perceived as taking too long for learners to be able to speak in the target language. The ALM set out to achieve quick communicative competence through innovative methods. From about 1947-1967 the Audio-Lingual approach was the dominant foreign language teaching method in the United States.

III. Audio Lingual Model (ALM)

ALM is a style of teaching used in teaching foreign languages. It is based on behaviorist theory which professes that certain traits of living beings, and in this case humans, could be trained through a system of reinforcement. Skills are taught in the following order: listening, speaking, reading, and writing.

Techniques Used In ALM

The audio lingual model is an approach that emphasizes the vocabulary and trains the grammatical sentence pattern based on the context and without any error.

- Repeation
- Substitution
- Backword and buildup
- Chain
- Expansion
- Clause combination

REPEATION DRILL <ul style="list-style-type: none">• Generally, the success of repetition drill can be seen when the students repeat quickly as the teacher ask them to repeat.	DRILL <p>This is a book(teacher) → This is a book(student) This is a book(teacher) → This is a book(student) Students do this without looking at their book.</p>
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SUBSTITUTION DRILL <ul style="list-style-type: none">• The students repeat the line from the dialogue which the teacher has given them, substituting the cue into the line in its proper place.	DRILL <p>Coffee → They drink coffee. Tea → They drink tea.</p>
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<p>BACKWARD AND BUILDUP DRILL</p> <ul style="list-style-type: none"> The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. 	<p>DRILL T-TEACHER; S-STUDENT</p> <p>T: the flowers S: the flowers</p> <p>T: watering the flowers S: watering the flowers</p> <p>T: is watering the flowers S: is watering the flowers</p> <p>T: Ian is watering the flowers. S: Ian is watering the flowers.</p>
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<p>CHAIN DRILL</p> <ul style="list-style-type: none"> The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, and then turns to the student sitting next to him. 	<p>DRILL</p> <p>T: Hello, what's your name?</p> <p>S1: My name is John Smith. (He turns to the student next to her.) Hello, what's your name?</p> <p>S2: My name is Mary Clinton. (She turns to the student next to her.) Hello, what's your name?</p> <p>S3: My name is Peter.</p>
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<p>EXPANSION DRILL</p> <ul style="list-style-type: none"> This drill helps students to produce longer sentence bit by bit, gradually achieving fluency. The main structure is repeated first, then students have to put cue phrase in its proper place 	<p>DRILL</p> <p>T: They go to the cinema S: They go to the cinema.</p> <p>T: On Sundays S: They go to the cinema on Sundays.</p> <p>T: Always S: They always go to the cinema on Sundays.</p> <p>T: Nearly. S: They nearly always go to the cinema on Sundays</p>
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<p>CLAUSE COMBINATION DRILL</p> <ul style="list-style-type: none"> Students learn to combine two simple sentences into a complex one. 	<p>DRILL</p> <p>T: It may rain. He'll stay at home. S: If it may rain, he'll stay at home.</p> <p>T: It may be sunny. We'll go to the beach. S: If it may be sunny, we'll go to the beach.</p> <p>T: It may snow. They'll go skating. S: If it may snow, they'll go skating</p>
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Data Showing Implementation of ALM Drills

Date :9-12-2015

Responses of the 2 ALM Drills :

1-Repetition

2-Substitution

CLASS	Total No of Students	ALM Resonse Students	Remaining Kids
PP1-A	19	15	4
PP1-B	16	13	3
PP1-C	20	16	4
PP1-D	20	17	3
PP1-E	11	7	4

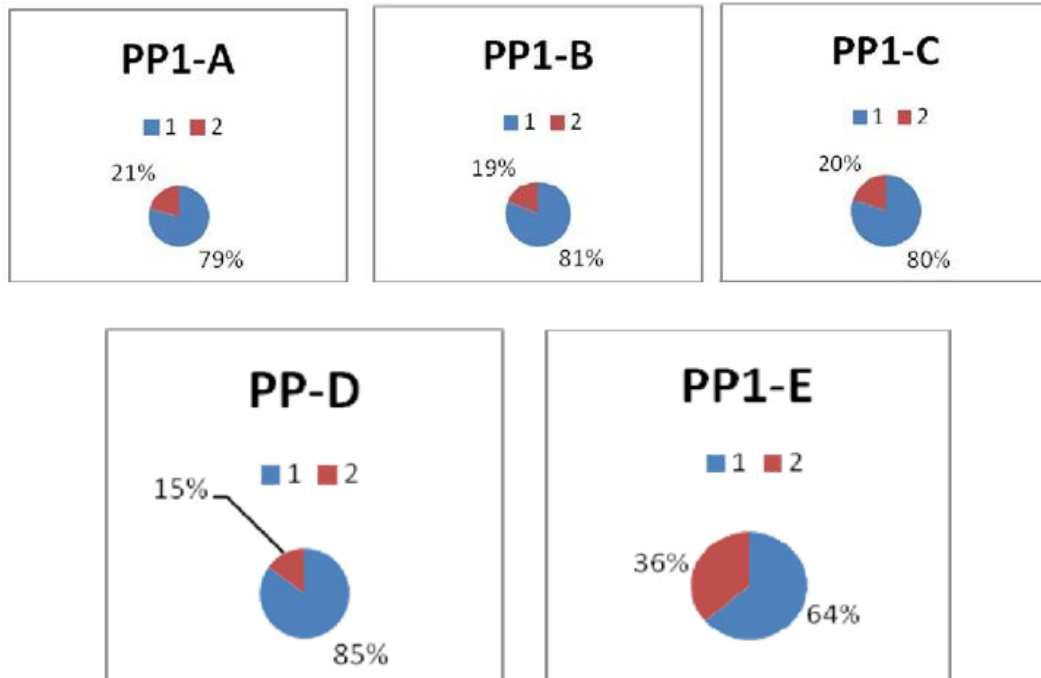


Fig:1

IV. Conclusion

Using ALM improves the communication skills of students as well as enhances teaching skills of teachers. It complements any curriculum and can be implemented with a very low cost.