

## A Short Comings - weak points)

The Audio Lingual Method seems to banish all forms of language processing that helps students sort out new language information in their own minds. As this type of class is very teacher centered. It is a popular method for both teachers & students because the input and output is restricted and both parties know what to expect.

### Manifestation in popular culture.

The fact that audio-lingualism continues to manifest itself in the classroom is reflected in popular culture. Films often depict one of the most well known aspects of audio lingualism which is the repetitive drill.

### Audio Lingualism (Army Method)

It is based on the behaviorist theory which professes that certain traits of humans could be trained through a system of reinforcement. The correct use of this trait would receive a positive feedback and vice versa. The method was similar to the direct method. The students explain new words or grammar in the target language without using the students' native language. However, unlike the direct method, the Audio Lingual

## "The Grammar-Translation Method"

This method is derived from the classical method of teaching Greek & Latin. It requires students to translate the whole texts and memorize numerous grammatical rules, as well as enormous vocabulary lists. The goal of this method is to enable students to read and translate literary masterpieces and classics.

↳ Lessons in class focus on the correct imitation of the teacher by the students. The students not only are expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct grammar is expected in usage, no explicit grammatical instruction is given. Furthermore, the target language is the only language to be used in the classroom.

## "The fall of the audiolingualism"

In the late 1950s, the theoretical underpinnings of the method were questioned by linguists. The relevance of behaviorist psychology to language learning was also questioned. In 1959, the audiolingual method was thus deprived from its scientific credibility.

method didn't focus on teaching vocabulary, rather it focused on the use of grammar.

Applied to language instruction, this means the teacher would present the correct model sentence and the students would have to repeat over & over again in order to become a habit.

In audiolingualism, there is no explicit grammar instruction, everything is simply memorized form. The idea is for the students to practice the particular construction until they can use it spontaneously.

In this manner, the lessons are built on rote drills in which the students have little or no control over their output. The teacher is expecting a particular response and not providing that, which result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with Communicative Language Teaching.

Oral drills: Drills & pattern practice are of the audiolingual method. These include

① Repetition: where the students repeat utterances as soon as they hear it. Ex: There is a cup on the table.  
Student: There is a cup on the table.

② Inflection: where one word in a sentence appears in another form when repeated.

↳ Inflection: the act of changing the ending or form of a word to show its grammatical function.  
Ex: Teacher: I ate the sandwich.  
Student: he ate the sandwich.

③ Replacement: where one word is replaced or substituted by another.

Ex: Teacher: He bought the car for half price.  
Student: He bought it for half price.

④ Restatement: The students rephrase an utterance.  
Ex: Teacher: Tell me not to smoke so often.  
Student: Don't smoke so often.

→ Making errors is unavoidable. This approach shows that students' errors are like sins & they should be eradicated.

I am interrupting your effort to communicate.  
It could be embarrassing & humiliating.

Errors are not necessarily sins

↳ Making errors is useful, natural and expected, unavoidable.

↳ It is useful for the learners, the teacher, the syllabus designer, researcher.

↳ Learners → we should look at errors as a learning resource. You should learn from your own errors. Hopefully next time they won't repeat them again.

- The teacher, instructor → when you find out the most students make errors in the same area.

"The theory of Multiple Intelligences"  
Is my teaching style perfect or should I try another style?

↳ The golden rule is that you have to vary your teaching style, technique.

1- Reasons of this problem

↳ Making errors is making sins (X)

Linguistic pinning, Foundations

↳ Contrastive Analysis / Making Errors

↳ Interference of the first language into the target language.

We've to follow the natural order. Do we?  
↳ This is not accurate  
↳ Language is an "Integrated whole" *Stevenson*

### Practising language techniques

- \* Dialogue
  - Memorization & Repetition
  - ↳ The student is parroting language
- \* Creativity & Innovation
  - Repetition
  - Substitution: Substituting language items

↳ Multislot

\* Chain drills

\*

## Methodology

Before you teach you have to know your objectives. These are instructional behaviours you want your students to achieve in class.

You need to know about cultures or you will not be able to teach language.

Culture is all the characteristics that exist in society. Culture is integral when you teach a foreign language. There is no language without culture. In culture, there is something known as "eye contact". For example, in America if you don't look at their eyes when talking to them, then you dishonour them.

↳ We must differ between

- \* Culture adoption which shouldn't happen, occur
  - \* Culture awareness which is required & necessary
- "Culture is the fifth skill"

#: What do you want your students to do when it comes to listening; first language skill?

↳ Listening: you can take students to the language for listening comprehensions or you can use a cassette tape & let students listen or you can read a passage to them.

Objectives of Listening Skill :-

- 1. Listening for the major ideas to know new ideas & comprehend them.
- 2. Listening for details
- 3. Listening for specific information
- 4. Prediction & interference

Critical Listening Comprehension

Listening: *استماع*, *إصغاء*, *إذاعة*, *إذاعة*, *إذاعة*

"Reading & listening" → are receptive skills.

"writing & speaking" → are productive skills.

conclude = infer *استنتج*

Sound recognition *اعتراف على الأصوات*

The gist *الغاية*

pro = with      con = against

"The pros & Cons" *المزايا والعيوب*

"Keywords for Teaching"

- 1 - What are the techniques or procedures used?
- 2 - What is the teacher's role?
- 3 - What are the objectives?
- 4 - What are the roles of the students?
- 5 - How are the mother tongues seen?
- 6 - How can you deal with students' mistakes?
- 7 - How is culture received?
- 8 - Grammar & translation?

\* You should teach students about grammar in sentence from a critique point of view, whether you agree or disagree with this point & why?

\* Language isn't grammar because we aren't interested in

\* Language is nothing but communication. It is related to the situation itself. For example, talking to your mother is different from talking to your friend "sociolinguistic rules"

\* Grammar & translation are related to translation. Old people used to say that learning classic languages like Latin, Greek makes students acquire extra more than those who don't learn, but this is questionable

### "Teaching Grammar"

Q When teaching grammar, you can use only one of the following methods either the explicit, deductive or the implicit, inductive method.

[1] \* "The explicit or deductive method."

Q The rule is out and students have to find it. You teach the rule first & then you give the examples.

[2] \* "The implicit or inductive method."

Q The rule is in and students have to find it.

Q You don't give or write the rule at all. You let them

figure it out.

When you ask students to induce the rule, students get engaged in learning process, they become active participants. This makes students mentally active, alerted.

### "Learning Styles"

It means that students differ in the way they learn.

- There is no one single method or technique.

- Teachers must not be enslaved by a particular method.

- A teacher is someone who is creative not following a particular & specific method.

- "Flexibility is the answer"

- Creative means that when you face a problem you think of finding a proper solution or outlet from this problem.

- In developed countries, students are making knowledge (knowledge makers)

- In developing countries, students are receiving knowledge (knowledge receivers)

- "The major techniques used in translation:

- Synonyms: مترادفات

- Cognates: اشتراكات

- What is the role of students in case of translation?
- They are passive recipients.
- Teachers should dominate the class time.
- Language is a practice.

Active students means making knowledge. The teacher shouldn't be the only source of knowledge; he shouldn't be the controller all the time. He should give the students the chance or opportunity to participate & produce in class.

"What are the kinds of interaction used in our classrooms?"

↳ From the teacher to the students and not vice versa. So, students are silent not participating not making knowledge.

## "Audiolingualism"

It has been seen as a response to the audiolingual method. It is an approach to the teaching of foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language.

Audiolingualism arose as a direct result of the need for foreign language proficiency in listening and speaking skills during & after WW2; the second world war. It is chiefly tied to behaviorism and thus made drilling, repetition, and habit formation central elements of instruction.

Critics asserted that the emphasis on repetition and accuracy ultimately didn't help students achieve communicative competence in the target language. Language isn't a habit structure. Ordinary linguistic behavior characteristically involves innovation, formation of sentences and patterns in accordance with rules of great abstractness and intricacy.

The audiolingual approach is based on the following principles:-

- 1- Speaking and listening competence precedes reading & writing competence.

2. The development of language skills is a matter of formulation.
3. Students practise particular patterns of language through structural dialogue and drill until response is automatic.
4. Structured patterns in language are taught using repetitive drills.
5. The emphasis is on having students produce error-free utterances.
6. Only everyday vocabulary and sentences are taught. Concrete vocabulary is taught through demonstrative objects, pictures. Abstract vocabulary is taught through association of ideas.

"The total physical Response" (TPR)  
or "The Comprehension method" James Asher

James Asher said that

1. Babies spend too much time to Comprehend their first language; namely: "Comprehension precedes the process of production"

↳ In order to produce language, you have to listen first to language (listening period)

2. Students should learn through imperatives because babies' language contains mostly commands, orders imperatives so they went analysing this & that. This is the way babies pick up their language.

3. When you use commands, you are addressing the brain, especially the right hemisphere.

The brain {  
- The right hemisphere; is responsible for language learning through commands & learners become active participants.  
- The left hemisphere, is responsible for actions and the physical response.

The students are going to respond accordingly.  
we are activating students. When students do this they become physically active.

Learning doesn't have to be set memory

Learning should be fun, enjoyable.

Students should feel relaxed, not under stress

You don't want schools to be like graveyards.  
When learners are under stress, we aren't sure that they  
are going to learn rightly.

### Modelling stage

↳ The teacher is going to work with a group of students  
& the class would be silent as they are going through  
listening stage (Comprehension) then they are going to  
perform the commands.

"This is a matter of Role play."

1. The teacher models.
  2. The students act accordingly.
  3. There would be a role reversal.
  4. Command Sequence / operation or process.
- ↳ You could make a series or a sequence of commands.  
↳ we don't have to use simple commands, we want  
to complicate them.

For example :- (Command Sequence)

- ↳ Take out your pen. Then take out a piece of paper.
- write a letter - put it in an envelope.
- seal the envelope - Finally, mail, post the letter.

↳ The mother tongue could be used as the very  
beginning stage.

↳ The objective of (TPR) is the ability to communicate.  
We have to show some tolerance with students' mistakes.

## Principles

⊗ The meaning of foreign language can be conveyed through actions. Commands as students' memories are activated through their physical responses.

- ↳ Comprehension of the foreign language should be developed before speaking. Students don't speak right/straightaway J<sub>1</sub>'s, they understand first.

- ↳ Memorization, repetition of items isn't preferable & not encouraged.

- How can we teach grammar through commands?

↳ According to James Asher, (TPR) is good for teaching grammar.

For example, Ali, come to the board.

## & Critique

- Can we teach grammar through commands?

No, we can't

↳ because language isn't just orders, commands.

Where are conversations, dialogues.

You need to understand before you produce language. Listening comes first. This is the way babies learn language.

If you want students to participate, you should tolerate their errors. If you keep interfering in their production,

they won't share or participate or interact with you.

- This method approach focuses mainly on listening & speaking.
- You should teach language integratedly

### "Shortcomings - Disadvantages"

- ↳ Teaching foreign language
  - ✓ You may teach some simple grammatical items through commands but when it comes to teaching other complex grammatical items you may not be able to use commands as they won't work (i.e. passive <sup>المجهول</sup> voice)
  - ✓ You should focus on spoken language.
- ✓ You can't equal between babies and students. You should push, force students to participate.
- ✓ We shouldn't separate between skills. They should be studied as an integrated whole.

## "Direct Method"

According to this approach, teachers shouldn't translate. No translation is allowed. You have to find a direct relationship between language use and the real world.

- No more deductive teaching. It is time for inductive teaching.
- Grammatical rules should be taught the other way around.

In the direct method, Teachers should demonstrate not explain the meaning of words.

Explain: several abstract sentences.

Demonstrate: You will have to bring lots of realia.

a. This method focuses most on language items and the real world.

- ↳ The major aim isn't translation. It is language use.
- ↳ This method encourages vocabulary. So it has the priority.

## "Classroom interaction"

- What kind of interaction?
- ↳ Is it teacher or student led?
- ↳ It could be teacher initiative.

Try to compare between the direct method and the direct translation.

⊛ In Grammar translation, the teacher is the sole authority.

## direct method

Vocabulary should be taught in context, in sentence. Memorizing words isn't encouraged. Instead of writing vocabulary words on the board, you should use them in sentences. Don't use them in separate, rather use them in context.

In inductively taught grammar, the students are mentally active, started figuring out the rules.

Students will be involved in the context as they have more exposure.

### "The gist" :-

The direct method aims at communication. Instead of teaching translation, use language in context; in relation to the real world.

The interaction is initiated by the teacher.

Taught in context & not isolated, vocabulary would be easy to remember. (easily remembered)

### "Critique"

There should be advantages and disadvantages

\* As for the advantages, we want students to be active participants, recipient etc.

\* Imitation is good in pronunciation only.

\* Students will be able to produce language.

\* prompter is

\* If you insist to control the class, you will be like a puppet master.

direct method

Using realia; real objects, strips, creates an enjoyable atmosphere in class.

What is wrong about this direct method?

We can teach concrete words, but in case of abstract concepts, we can't.

"Language is an integrated whole"

## The Communicative Approach

The keyword is communication. It came as a reaction to the traditional method.

If you know a lot of vocabulary & grammar you don't know language. Language is more than grammar & vocabulary.

We have to make a difference & distinction between:

Language usage :- Vocabulary, grammar, structure  
use :- the ability of someone to function through language. To use language in real situation, setting.

Grammar & vocabulary are the surface features of language.

Language communication is language use, communication is the ability to express, convey meaning, ideas, etc. Communication may be a letter, email.

\* Is it because you want to show your ability or is it because you want to convey (sth) certain idea meaning? This is the context of communication.

Communication is not oral. It is written too. There are different angles of communication.

A- Verbal communication. كلامية  
B- Non verbal communication. غير كلامية

Is the verbal communication. I am using language to tell you something. But in the <sup>non</sup> verbal communication I am using gestures, symbols, movements, facial expressions. It is even more difficult to communicate with others why? Because you have to go through the cultural experience; you have to live it. This means that you should have a cultural awareness.

Sometimes, you may get yourself into a major problem "you couldn't convey the right gesture."

What do you think of the viewpoint saying that communication consists of a sender, receiver and a message, context?

It is inaccurate as communication is dynamic; namely, it is everchanging; sometimes I am a sender sometimes I am a receiver. That is to say communication is a collaborative process.

Language is not only grammar. It is not a guarantee for successful communication. A sentence may be grammatically correct لَا إِلَهَ إِلَّا اللَّهُ, but socially unacceptable.

Grammar is not enough. You are supposed to be polite & that brings us to the "Sociolinguistic aspect approach."

The syllabi القرآن shouldn't be structured. You have to

add students are Communicatively Competent  
"Teaching Language" "II" is used as a verb  
of communication.

"Communication" is a process of conveying  
It includes the addresser & the addressee &  
message or the language medium; parts  
situation.

### "Language Functions"

- Communication could happen anywhere.  
We have to talk about Language Functions  
We have to know how to order, suggest,  
welcome, complain, describe, give directions  
In a nutshell, we have to know how to use  
language

This is an application of Communicative  
Teaching:

Students may know rules of Grammar but  
they may not know how to use appropriately

Request (طلب)

- "Give me a pen." → Close person (friend)
- "Could you give me \_\_\_\_\_, please?" → Strangers
- "Excuse me sir, could you \_\_\_\_\_, please?" → Teacher

Ex. Greeting in ill  
 "Hey Ali, How are you man?" → Colleague, friend  
 Can you use the same forms to greet your father, a professor, elders?

No, because it is socially unacceptable.

These are the sociolinguistic rules of language use. They vary depending on the status, social relations & settings between the participants.

A sentence may be grammatically correct, but unacceptable because the speaker is not aware of the sociolinguistic rules of language (use)

Language is not grammar. Other components are important. Communication includes the following rules, components:

- ① Grammar
- ② Content → "what you mean"
- ③ Sociolinguistic aspects → "How can you express meaning"
- ④ Discourse aspects → "Coherence & Cohesion"
  - ↳ "Meaning Contextual relations"
  - ↳ Language is a context based *لغة السياق*
  - ↳ It is not used in isolation. Meaning is contextualized.
- ⑤ Communication strategies; "means to overcome communication barriers"

You need to know the relation between words and sentences.

## "Communication Strategies"

1. Synonyms: = الترادف

↳ I resort to use Communication Strategies when I don't know how to say or express something & This means that I have "Communication problems".  
Communication difficulties happen when I am not aware enough to say or express something properly.

Ex: The accident happened on the high way.  
↳ The accident occurred / took place on the -

2. Antonyms: = التباين

Ex: I feel happy. = I feel not sad.  
I feel bad. = I feel not good.

3. Paraphrase: = التفسير

Ex: I went to the cemetery. = التربة  
I went to the place where people are buried.

4. Circumlocution: = التورط / التورط / التورط / التورط

5. Code shifting or transliteration: = التبدل  
↳ You are going to use Arabic when necessary.

## "The Communicative Approach"

- Teaching language is a communication.
- Communication means language use
- Usage means grammar, structure, surface, outer language features, ideas, meaning, content.
- Communication may be oral or written, verbal or non verbal, gestures, symbols, facial expressions.
- Communication is a dynamic process, not a sender-receiver relation. It is everchanging & includes negotiations.
- Linguistic Competence is necessary in communication, grammar, structure are not enough
- Sociolinguistic rules; rules of using language properly depending on the situation, setting.

### Requirements of Communication process:

- Grammatical Competence.
- Sociolinguistic rules, Competence.
- Discourse → context, aware of contextual strategies
- Strategic Competence,  
Certain techniques: paraphrase, synonyms, antonyms, transliteration.
- They are not recommended because they don't help
- Communicative Competence has four dimensions:  
linguistic ② sociolinguistic ③ Discourse ④ strategic  
grammatical

What are the techniques?

↳ By 1980s, SB had lots of Communicative activities & Common activities, Characteristics.

### ① Authentic Material

↳ not intended for class in use or to offer real, genuine opportunities of language exposure. Material in SB is artificial. Ss are to be exposed to natural language input. SBs are written basically for didactic purposes as newspapers, Brochures... etc.

### ② Games:

↳ To make sure that they are going to be interested them & that the games are interesting. They should evoke students' minds. Games should be fun. They encourage participation & interaction. Learners have to participate. It should fit different levels.

"When you want to vary activities, you'd better use a game."

### ③ Picture Strips / Story Strips

↳ Ask students to predict or complete the story & its events. Thus, students are going to produce language. Communication means that students are not silent. They are active participants. They should make a story completion or a prediction.

you could tell him about the beginning or a beginning & middle

D) Role play: As a drama. You could have a particular situation that has a different role. For example, in the police station, there are policemen, accused, defendant. You have interaction. It's participation, production. Students have the opportunity to practise language. Grammar is important, vocabulary is important, but the two of them aren't enough.

Applying proper sociolinguistic aspect is necessary. Authentic aspect should be emphasized. Handouts should be given to the students.

Since communication is essential they should be given the opportunity to practise language & express themselves in foreign language.

7- The teacher's role (let's see)

1. The teacher is acting as a controller, a guide & a participant.

\* He is the source of information. This is an authoritarian role (circle, ...)

- A guide, facilitator → He facilitates the learning process

- A participant → He is giving them help not doing

the activity himself. He could be an assessor.

### B. Interacting course participants

↳ He's going to be sometimes a monitor, seeing what you are doing, either you are on track or track

↳ Teachers should give up the old Traditional authoritarian role: being a dictator, controller, adopt a new role: being a guide, participant, a facilitator

### ↳ Error Correction

تصحيح الأخطاء

He could be a coach, a trainer

↳ When you teach for communication, what are you going to do for error correction?

↳ Teaching for communication means teaching

① Fluency

② Accuracy & precision of language

↳ grammar

↳ pronunciation → phonetics

→ It would be embarrassing to stop ss many times  
Teacher should show tolerance & let errors sometimes go as if you didn't do that, next time he wouldn't participate as you interrupted

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### B. Interaction among participants:

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### C. Error Correction

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(30)

in last time. So teachers should overlook mistakes sometimes not always.

"If you want to discourage student, interrupt him insist on systematic aspect."

Look at students' errors as a source of knowledge; take it as an opportunity for learning.

It may be a source of damage when you make 'in lose face' by embarrassing him, insulting & humiliating as well as interrupting him from time to time.

"Making errors is inevitable, natural & unavoidable."

There is a point of view stating that, "Error correction should be postponed, 'delayed'."

There are many techniques to correct errors.

The best technique is "group error correction". It is very useful way & it is effective when I ask you to write a passage or a paragraph. It becomes an opportunity to learn.

"Don't mention students' names." This uses time, energy, not insulting & is an opportunity for learning.