Türkiyat Araştırmaları

THE USE OF AUDIOLINGUAL METHOD IN TEACHING TURKISH

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Özet

Bu çalışma, Türkçe'nin İngilizce konuşan kişilere (yabancılara) öğretiminde Dinle-konuş yönteminin kullanımını incelemektedir. Giriş bölümünde yöntemin gelişimi ile ilgili bilgi verilmektedir. Daha sonraki bölümde ise yöntemin temel ilkeleri verilmektedir. İzlence açısından yöntemin önemli ayrıntıları sınıf içinde kullanılacak temel teknikler ve etkinlik/alıştırmaların incelenmesi ile desteklenmiş olarak sunulmaktadır. En sonunda, metodun zayıf ve etkin yanları tartışılmaktadır.

Anahtar Kelimeler: Dinle-konuş Yöntemi, Türkçe Öğretimi, İlkeler, Teknikler, Etkinlikler, Alıştırmalar

Introduction

A growing interest in learning Turkish as a second/foreign language has recently emerged all over the world. This great interest made many Turkish linguists and foreign language educators in Turkey aim at using various methods suitable for the conditions of Turkish as a second/foreign language classrooms. In this study it is aimed to present the use of Audio-lingual Method in teaching Turkish as a second/foreign language to speakers of English language.

The theory of language underlying the Audiolingualism was derived from Structural Approach to language, which was developed by Fries in the 1950s. This structural linguistics was especially a reaction to the traditional approaches to the study of languages, which had linked the study of language to philosophy. These traditional approaches to the study of language named grammar as a branch of logic and Indo-European languages were thought to represent ideal categories in languages. However, with new interests in languages, linguists began to discover new sound types and patterns of linguistic invention and organization; thus, a new interest in phonetics, phonology, morphology, and syntax developed. Therefore, the study of language changed from the analysis of language according to categories of Latin grammar to the scientific approach to the study of language consisting of examples of what speakers said together with the analysis of these examples

according to different levels of structural organization. Linguists began to work on the phonemic, morphological, and syntactic systems underlying the grammar of the language. Language was considered to be a system consisting of structurally related elements like phonemes, morphemes, words, structures, and sentence types. As Richards & Rodgers (2001) state the term 'structural' referred to the following characteristics according to structural linguists:

Principles of Audiolingualism

The basic principles of the Audio-lingual Method can be listed as follows:

1) Language forms occur most naturally within a context.
2) The native language should be kept apart in order to prevent its interference on the target language.
3) The major role of the teacher is that of a model of the target language. Teachers should provide students with a native-speaker-like model. Students should *mimic* his model.
4) Language learning is a process of *habit formation*.
5) It is important to *prevent learners from making errors*. Errors lead to the formation of bad habits. Therefore, a great effort is made to prevent learner errors.
6) The purpose of the language learning is to learn how to use the language to *communicate*.
7) *Positive reinforcement* helps the students to develop correct habits.
8) Students should learn to respond to both verbal and nonverbal stimuli.
9) Each language has a finite number of patterns. *Pattern practice* helps students to form habits which enable them to use these patterns.
10) Students should '*overlearn*', i.e. learn to answer automatically without stopping to think.
11) The *teacher* should be like *an orchestra leader*- conducting, guiding, and controlling the students' behavior in the target language.
12) The major objective of language teaching should be for students to acquire the structural patterns; students will learn vocabulary afterward. That is, *vocabulary* is severely limited in initial stages and should be learnt *in context*.
13) The learning of a foreign language should be *the same as the acquisition of the native language*. The rules necessary to use the target language will be figured out or induced from examples.
14) A comparison between the native and target language will tell the teacher in what areas her students will experience difficulty.
15) *Speech* is more *basic* to language than the written form. The *natural order of skill* acquisition is: *listening, speaking, reading, and writing*.
16) Language cannot be separated from *culture*. One of the teacher's responsibilities is to present information about that culture.

As it is seen from the above principles, Audio-lingual method is a teacher-based method. The teacher is responsible for modeling the language controlling the pace of language and correcting learner's performance while performing the above mentioned principles. Şenel (2002) claims that if the principles of this method are not applied correctly and if the materials are not used appropriately, the result cannot be more than the parrot-like learners.

The Syllabus

Audiolingualism is a linguistic or structure-based method to language teaching. As Richards & Rodgers (2001) also explain the key items of Audio-lingual Method in terms of the syllabus, it follows *phonology, morphology,* and *syntax* of the language according to their order of presentation at the outset of language learning process. According to the supporters of Audiolingualism since the main purpose of language learning is the mastery of oral skills, four main language skills in the order of *listening, speaking, reading,* and *writing* are the main elements in helping learners to achieve oral performance. Thus, speech is considered to be more important than the other language elements. Listening and speaking are given attention from the very beginning of the teaching-learning process, and reading and writing are based on what the students have already performed orally. As the oral skill is considered to be superior to the other language skills, pronunciation also receives attention at the beginning language learning process. Therefore, the starting point in this method is a linguistic syllabus containing the key items such as phonology, morphology, and syntax of the language arranged according to their order of presentation (Richards and Rogers, 2001).

As it is widely believed that a language is best learned when it is presented in a meaningful context, new structural elements are presented via dialogues by the help of which students have the chance to induce grammar from meaningful examples rather than absorbing everything the teacher has presented explicitly (Richards and Rogers, 2001). Vocabulary items to be learnt should be contextualized in these dialogues which are learned through *mim-mem drills.* These drills require students to listen to the modeling of the teacher and mimic her as a model. Lots of pattern drills may follow this process as the main aim of the method is to make learners capture the grammar of the language. To sum up, the syllabus of Audiolingualism is structurally-based method including the structural and lexical items according to their levels of difficulty.

Basic Techniques and Exercise / Activity Types

Dialogues and drills are the most frequently used exercises in Audio-lingual Method. These dialogues are used as a means of contextualizing new grammatical and lexical items. The structural items presented through dialogues are practiced by the use of repetition, memorization, and pattern drills. The repetition and memorization activities tend to make learners *overlearn* the language items through what is called *'mim-mem'* technique. The students are required to *mimic*

the teacher's model via *repetition* and *memorize* the structural and lexical elements. When the students have overlearned these language items, they begin to be involved in pattern drills underlying the related structure. These highly controlled pattern practice activities and drills tend to help learners form habits without giving ways to the formation of bad habits because of errors.

The following activities and drills are the ones which can be frequently seen in Audio-lingual classes:

1) Dialogue Teaching
As mentioned before, the structural and lexical elements are contextualized in dialogues in this method. The teacher presents the dialogue and then begins to work on the dialogue with the students.

a) Dialogue Memorization: After they have listened to the teacher modeling the dialogue, the students are expected to try out and memorize it through mimicry.

Generally, the teacher takes the role of one person, while one of the students takes the other. Or the class is divided into two; one group reading the lines of one character and the other half reading the other.

b) Backward Build-up(Expansion)Drill: When a long line of a dialogue creates trouble for students to practice it, beginning from the end of the line the teacher makes students repeat each phrase or word one by one.

c) Repetition Drill: The students are required to repeat the teacher's model as accurately as possible in order to learn the lines of the dialogue.

2) Chain Drill
The teacher greets one of the students or poses a question to him, then asks him to do the same by turning to his friend. In turn, his friend turns to the student sitting next to him and does the same until the whole chain fulfills its responsibility.

3) Substitution Drills
These drills are divided into two:

a) Single-slot substitution drill: The teacher says a line from the dialogue and he says a word or a phrase (the cue). The students are expected to repeat the line by using this new cue in the sentence.

b) Multiple-slot substitution drill: This is similar to the one above. Only the cues are more in this drill. The teacher gives more than one cues and expects students to place these cues in suitable places in the sentence by paying attention to their parts of speech and placing them in their suitable places and making necessary changes.

4) Inflection Drill
The teacher tells a sentence and students are expected to use another form of a word in this utterance.

e.g. T: I brought the pencil.

(Kalemi getirdim.)

St: I brought the pencils.

(Kalemleri getirdim.)

5) Replacement Drill
The teacher tells a sentence and the students replace one word in this utterance by another.

e.g. T: I bought this sweater cheap.

(Bu kazağı ucuza aldım.)

St: He bought it cheap.

(Onu ucuza aldım.)

6) Restatement Drill

Students rephrase an utterance in order to direct it to someone else.

e.g. T: Tell him to give the book to you.

(Ona kitabı bana vermesini söyle.)

St: (Telling his friend) Give me the book.

(Arkadaşına seslenerek: Kitabı bana ver.)

7) Completion Drill

Students complete a missing word in an utterance.

e.g. I'll ride on my bike and you'll ride on (...yours...).

(Ben bisikletimi süreceğim, sende (...seninkini...) sür.

8) Transposition Drill

Students add a new word to the sentence and make the necessary change.

e.g. I'm not going to come with you.-Neither am I.

(Seninle gelmeyeceğim- Ben de.)

9) Expansion Drill

Students add a new word in a certain place in the sentence.

e.g. I get up early.(always).-I always get up early.

(Erken kalkarım (daima)-Daima erken kalkarım.)

10) Contraction Drill

A single word stands for a phrase or clause. The teacher utters a sentence in which there is a phrase or clause to be replaced by a word.

e.g. The man is standing near the window.

(Adam camın kenarında ayakta duruyor.)

The man is standing there.

(Adam orada ayakta duruyor.)

11) Transformation Drill

A sentence is transformed by being made negative, question, changes in tense...etc.

e.g. He drinks milk every night. (-)

(Her gece süt içer)

He doesn't drink every night.

(Her gece süt içmez.)

12) Integration Drill

The students are required to integrate two seperate utterances into one.

e.g. I saw the man./ The man was standing near the door.

(Adamı gördüm./Adam kapının yanında ayakta duruyordu.)

I saw the man who was standing near the door.

(Kapının yanında ayakta duran (who) adamı gördüm.)

13) Rejoinder Drill

Each student is required to make a suitable rejoinder to a given utterance, to give an appropriate response.

e.g. Be polite.   (Nazik ol.)
Answer the question which the teacher asks.
(Öğretmenin sorduğu soruyu cevapla.)
Be polite and answer the question which the teacher asks.
(Nazik ol ve öğretmenin sorduğu soruyu cevapla.)

14) Restoration Drill

Students create a sentence from a sequence of seperate words.

e.g. students/waiting/bus
(öğrenciler/bekliyor/otobüs)
Students are waiting for the bus.
(Öğrenciler otobüs bekliyor.)

15) Question-Answer Drill

The teacher poses questiions consisting of the related structure to the students.

e.g. T: "Did Ali get up early yesterday?"
(Ali dün erken kalkdı mı?)
St: "Yes, he got up early yesterday."
(Evet, (O) dün erken kalktı.)

16) Grammar Games

The newly learned grammatical material can also be practiced through games. This provides a context for students to practice language elements although they may be limited in the way they are expected to create their utterances.

Conclusion

It can be claimed that Audio-lingual method is a teacher-dominant process in that students are his imitators, following his directions and responding to his instruction as much rapidly and accurately as possible. The thing (the new vocabulary and the structure) to be taught is contextualized in the dialogues or presented by the teacher himself. As is the case with the behavioristic approach, the dialogues are learned through imitation and repetition. Learning is reinforced through different drills such as the ones examined above.

The Audio-lingual Method expects students to overlearn the language to communicate by the use of several drills and mim-mem activities. The most important outcome of the teaching-learning process for Audiolingualists is to help learners capture the grammatical forms of the target language which will make them use the language more automatically; and therefore, more accurately. The main goal of the teachers in Audio-lingual Method is; therefore, to make students learn to use the language *automatically*, forming new habits in the new language. This goal minimizes student creativity and production in the langı· ·:e.

The method is basicly a teacher-dominant one. The teacher prepares and directs all of the activities in the class. The teacher directs, controls the language used in the classroom. Moreover, he is both the model of the language and the person who will prevent learners from forming bad habits because of errors.

The roles of the learners are very limited in Audio-lingual classes. They are the ones who have to follow and fulfill the teacher's orders. They are responsible for both imitating the teacher's modeling and overlearning the language skills and language components (vocabulary, grammar, pronunciation, etc.).

As also seen in our example, the language elements are contextualized in meaningful dialogues. The structural elements along with new lexical items are presented through dialogues. Moreover, speech is overemphasized. The order of language skills are as follows: listening, speaking, reading, writing. Reading and writing activities are based on what students have done orally. The lesson hour is full of pattern practices helping students to overlearn the language.

The production of the students is limited to what the teacher prepares for them. These tasks are generally based on the repetition of the forms they have learned throughout the lesson by the use of pattern and repetition drills.

Another surprising point is that the method defines nothing about the feelings of the students during the process of teaching-learning. They are just the imitators of their teacher in the learning process. They do what they are told to do so.

Being affected by descriptive linguistics, the Audio-lingual Method defines language as a system consisting of phonological, morphological and syntactic components. Each level has its own distinctive patterns.

The culture of the society where the language is used is given prominence. Since everyday speech is used as samples of the language, the everyday behavior of the society is presented in these examples.

The grammatical structures of the language are basically emphasized. Vocabulary is also given attention and the syllabus is a structural one.

The oral/aural skills are taken as the basic skills. Thus, pronunciation also receives attention from the very beginning. The order of the skills is as follows: listening, speaking, reading, writing. Lastly, the errors of the students are seen as bad habits. Thus, the teacher immediately corrects these bad habits.

WEAK SIDES OF AUDIOLINGUAL METHOD

1) The most important weak side of the method is that it highly depends on memorization. Language learning is more than the memorization of language items.

It is really difficult for the students to apply the rules they have memorized to real language use.

2) The method describes language learning as forming habits in the language and depends on stimuli-response-reinforcement chain in implementing the teaching-learning process. However, learning is more than forming habits. It includes many complex and related processes ranging from cognitive developments to psychological beings of the learners. In this respect, the Audio-lingual Method receives lots of criticisms from nativists and humanists. Brown (2001) also criticizes the ALM in that it does not really help learners to acquire a language through a process of habit formation and overlearning. Moreover, he adds that errors may be helpful in helping learners master the language; thus, they should not be avoided at all costs.

3) Another failure of the method is that it is highly based on structural linguistics and the syllabus is a structural one. So, it disregards other elements of the language playing crucial roles in employing the language communicatively. Accuracy is very important for the method. Brown (2001) states that "structural language did not tell us everything about language that we needed to know".

Strong Sides Of Audio-lingual Method

1) The Audio-lingual Method gives importance to the forms of language as being the prerequisites of spoken language. Thus, it makes emphasis on language as being a medium of communication. Moreover, the method uses an inductive way to present the structural items in a sequenced way, one at a time. So, it helps learners to use their cognition to capture the grammatical forms rather than waiting everything to be explained by the teacher.

2) With the rise of the Audio-lingual Method, pronunciation gained importance within the field of language teaching. This was one of the contributions of the method to the field of language teaching-learning. Language labs and tape recorders began to be used frequently, which minimized the burden of non-native teachers.

3) The method, though concentrating on the spoken language heavily, gives importance to all four skills in a sequenced way as listening, speaking, reading, and writing.

4) It presents the language components in context. Thus, the students have the chance to be exposed to the samples of language used in everyday communication.

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SAMPLE-LESSON PLAN

The following lesson plan will exemplify how the principles of the Audio-lingual Method are put into practice by the use of several activities the method uses in order to present the structural and lexical elements the students are required to 'overlearn'.

The Dialogue

Mrs. Gülay is just back from a holiday in İstanbul. In her suitcase she's got presents for her three daughters.

(Bayan Gülay İstanbuldaki tatilden daha henüz geri dönmüştür. Valizinde üç kızı için hediyeler vardır.)

Mrs. Gülay: Good afternoon, my daughters. How are you?
                    (Tünaydın kızlarım. Nasıl sınız?)
Daughters: ·Good afternoon, mother. We're fine and you?
                    (Tünaydın anne. Biz iyiyiz, ya sen?)
Mrs. Gülay: I'm fine. I bought sweaters for all of us in İstanbul. Here
                they are. They're all the same size but different
                colours. Will you choose one each?
  (İyiyim. İstanbul'da hepimiz için kazak aldım. İşte buradalar.
Hepsi, aynı beden ama farklı renklerde. Kendinize bir tane seçer
misiniz?)
Ayşe: Oh! That pink one is nice. I'll take the pink sweater. Will you
take it?
        (O! Şu pembe olanı çok hoş. Ben, pembe kazağı alıyorum. Sen
bunu mu alacaksın?)
Pınar: No, I won't take the pink sweater. I'll have the blue one.
        (Hayır, ben pembe kazağı değil, maviyi alacağım.)
Sevda: I wanted that blue one. Well, I know that you like green,
        mother. I'll take the red one, then.
(Ben şu maviyi istedim. Tabi ki, anne senin yeşilden hoşlandığını
biliyorum. O yüzden ben kırmızıyı alacağım.)

Presentation

The teacher reads the dialogue while the students are attentively listening to her. If necessary, she uses actions to convey meaning. She acts out the dialogue.

The teacher reads the dialogue one more time. The students listen to the dialogue and try to understand what the teacher is reading. When the teacher finishes reading the dialogue, she begins to make the students repeat it.

Repetition Drill

The teacher makes the whole class repeat each of the lines of the dialogue after her model. If the students have trouble in repeating a line, the teacher helps them by making them repeat the dialogue in smaller parts. She starts with the end of the sentence. Little by little, the teacher builds up the phrase until the entire sentence is repeated. It is called 'Backward Build-Up Drill or Expansion Drill).

Backward Build-Up Drill (Expansion Drill)

e.g. T: Repeat after me. "The Yellow one"
> (Benden sonra tekrar ediniz."Sarı olanı")
>   Sts: "The yellow one."
>   ("Sarı olanı")

T: "Take the yellow one."   ("Sarı olanı al")
Sts: "Take the yellow one."   ("Sarı olanı al")
T: "I will take the yellow one."   ("Sarı olanı alacağım")
Sts: "I will take the yellow one."   ("Sarı olanı alacağım")

After the students have practiced saying the dialogue several times, the teacher divides the class into three groups. Each group takes the role of one daughter, while the teacher reads the lines of the mother. Before the students read their lines, the teacher models each line.

Students repeat the lines of the dialogue by paying attention to the teacher's modeling.

Lastly, the teacher chooses four students from the class to repeat the dialogue. She makes them practice the dialogue several times. If she feels that the students are staying too far from her model, she once again provides a model.

Chain Drill

The teacher addresses to the student sitting nearest to her and says:

T: "Good afternoon,.............."("Tünaydın, ...")
St: "Good afternoon teacher." · ("Tünaydın öğretmenim")
T: "How are you?"   ("Nasıl sınız?")
St: "I'm fine, thanks. And you?" ("İyiyim, teşekkürler. Ya siz nasıl sınız?")
T: "I'm fine, too."   ("Ben de iyiyim")

The teacher points to the student sitting next to this student. Through her gestures, the student understands that he is to turn to the student sitting next to him and greet him/her. When s/he has finished, s/he greets the student on the other side

of her/him. This continues until all of the students practice asking and answering the questions. The last student directs the greeting to the teacher.

Single-Slot Substitution Drill

The teacher continues to drill the students with language from the dialogue. In this task, the students are required to repeat a sentence from the dialogue and replace a word or a phrase in the sentence with another. These words or phrases are called 'cues'.

T: "I'll have the pink sweater."   ("Pembe kazağı alacağım")
  (The teacher shows the students a picture of a red dress and says:)
T: The red dress.   ("Kırmızı elbise")
  " I'll have the red dress."   ("Kırmızı elbiseyi alacağım")
  (From her examples, the students realize that they are supposed to take the cue phrase and put it into its suitable place in the sentence.)
T: (The teacher shows the picture of a purple shirt and says:)
    "I'll have the red dress."   ("Kırmızı elbiseyi alacağım")
    " The purple shirt."   ("Mor gömlek")
Sts: "I'll have the purple shirt."   ("Mor gömleği alacağım")

The other picture cues that the teacher uses:

a white shirt	a green scarf
a green skirt	white gloves
a black bag	a blue dress
brown shoes	a green shirt

After the students have gone through the drill sequence three times, the teacher provides a spoken cue. She just shows the pictures and students repeat the entire sentence putting the name of the item in the picture in the appropriate slot in the sentence.

Multi-Slot Substitution

This drill is a bit more difficult than the previous one for the students since they have to recognize what part of speech the cue word is and where it fits into the sentence.

T: " I'll have the pink sweater."   "She"
    ("Pembe kazağı alacağım.")   ("O-kızlar için)
Sts:" She'll have the pink sweater."
    (O, pembe kazağı alacak")
T: "She'll have the pink sweater."   "They/blue dress"
  (O, pembe kazağı alacak")   ("Onlar/mavi elbise")
Sts: "They'll have the blue dress."
    ("Onlar, mavi eliseyi alacak.")

T: "They'll have the blue dress."   "We/the brown shoes."
    ("Onlar, mavi eliseyi alacak.")   ("Biz/kahverengi ayakkabılar)
Sts: "We'll have the brown shoes."
                    ("Biz, kahverengi ayakkabıları alacağız.")

The teacher goes on to give cues until all of the subject pronouns and items are substituted into the sentence.)

Question and Answer Drill

The teacher holds up one of the pictures she used earlier, the picture of the red dress.

T: " Will you have the red dress?"
                    ("Kırmızı elbiseyi alacak mısın?")
    " Yes, I'll have the red dress."
                    ("Evet, kırmızı elbiseyi alacağım.)

T: (She shows the picture of the purple shirt.)
                                ("Mor gömlek resmini gösterir.)
    " Will you have the purple shirt ?"
                                ("Mor gömleği alacak mısın?")

Sts: " Yes, I'll have the purple shirt."
                    ("Evet, mor gömleği alacağım.)

She goes on to ask questions with pictures.
                    (Resimleri kullanarak sorular sormaya devam eder.)

T: (She shows the picture of the brown shoes and asks.)
            (Kahverengi ayakkabıların resmini gösterir ve sorar.)
    " Will you have the black bag ?"
                    ("Siyah çantayı alacak mısın?")
    " No, I'll have the brown shoes."
            ("Hayır, kahverengi ayakkabıları alacağım.")

She shows the picture of the blue dress and asks.
                    (Mavi elbise resmini gösterir ve sorar.)
    " Will you have the green skirt?"
                        ("Yeşil eteği alacak mısın?")
    Sts: "No, I'll have the blue dress."
                    ("Hayır, mavi elbiseyi alacağım.")

The teacher sometimes provides her students with situations requiring a negative answer and sometimes with situations requiring a positive answer. After she has practiced the question-answer drills with the whole class, she calls on individuals and asks more questions.

Replacement Drill

The teacher tells an utterance consisting of the related structure of the dialogue. She asks students to rephrase a word or a phrase in the sentence with the object pronoun.

e.g. I will have **the red sweater**.   She will buy **the blue skirts**.
    (Kırmızı kazağı alacağım.)   (Mavi etekleri alacak.)

    I will have **it**.   She will buy **them**.
    (**Onu** alacağım.)   (**Onları** alacak.)

       1)   He will buy **the brown shoes**.
       (Kahverengi ayakkabıları alacak.)
       2)   My mother will wash **the blue dress**.
       (Annem mavi elbiseyi alacak.)
       3)   She will take **the green scarf**.
       (Yeşil eşarbı alacak.)
       4)   They will wear **the red sweaters**.
       (Kırmızı kazakları giyecekler.)
       5)   I will carry **the black bags**.
       (Siyah çantaları taşıyacağım.)
       6)   We will buy **the purple skirt** for her.
       (Ona mor eteği alacağız.)
       7)   The woman will buy **the green dresses**.
       (Bayan, yeşil elbiseleri alacak.)
       8)   You will wash **the yellow shirts**.
       (Sarı gömlekleri yıkayacaksın.)

Transformation Drill

The teacher tells a positive sentence and asks students to tell its negative form, or vice-versa.

Negative to Positive
T: "I'll talk with John."   (John ile konuşacağım.)
  " I won't talk with John."   (John ile konuşmayacağım.)
T: " I' ll open the window."   (Pencereyi açacağım.)
  " I won't open the window."   (Pencereyi açmayacağım.)
T: " Put the following statements into negative."
  1) I will carry the big bags.   (Büyük çantaları taşıyacağım.)
  2) He will come early.   (O, erken gelecek.)
  3) She will wear the white skirt.   (O, beyaz eteği giyecek.)
  4) They will take the brown shoes. (Kahverengi ayakkabıları alacaklar.)
  5) We will buy the red sweater.
                (Kırmızı kazağı satın alacağız.)