Introduction

A number of detailed methods for teaching methods emerged during the period 1950-1980. Among these was the Audio-lingual Method **which focused on speaking and on grammar to be taught inductively** with little or no explicit grammar explanation.

The audio-lingual method, like the Direct Method is an oral-based approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposed to its use in situation, the ALM drills students in the use of grammatical sentence patterns.

This method, which **was based on the principles of Behaviourism, claimed that language learning was essentially habit formation, requiring mimicry, rote memorization, and extensive drills.**

1. **Background**

**The audio-lingual method (ALM) is a method for foreign language teaching which emphasizes the teaching of listening and speaking before reading and writing.** Towards the end of Second World War, the US Armed forces needed to teach languages on a huge scale as US soldiers needed to communicate with both their allies and also the countries where they were being deployed. This method, which became to be known as **"the Army Metho**d", focused on oral/aural work and pronunciation realized through drills and conversation practice, with small groups of motivated learners and native speaker teachers (Richards and Rodgers, 2001).

1. **Objectives of the Audio-Lingual Method**

Teachers want their students to be able to use the target language communicatively. In order to do this, they believe students need **to overlearn the target language, to learn to use automatically without stopping to think**. Their students **achieve this by forming new habits in the target language and overcoming the old habits of their native language**.

1. **Theory of language**

Elements in a language are produced in a rule-governed/ structured way

Language is hierarchically structures

Language is speech, not writing

Languages are different

Audiolingualism **views language as a set of structures, including phonemes, morphemes, and syntax, the patterns of which can be deduced by analyzing the language used by native speakers**.

1. **Theory of language learning**

Behaviorist psychology

The three crucial elements for learning to take place are; stimulus, response, reinforcement

1. **Principles of the Audio-lingual Method:**

The Audio-lingual Method perceives grammatical structures and sentence patterns as the starting point of L2 Learning and holds that the L2 should be taught" by systematic attention to pronunciation and intensive oral drilling of its basic sentences patterns" (Richards and Rodgers, 2001: 52). It also advocates that listening and speaking skills have priority over reading and writing in language teaching. Below are the key features of the Audio-lingual Method:

1. New materials are presented in the form of a dialogue.

2. Based on the principles that language learning is habit formation, this method fosters dependence on mimicry, memorization and repetition.

3. Structures are sequences and taught one at a time.

4. Little or no grammatical explanations are provided. Grammar is taught inductively.

5. Skills are sequences: listening, speaking, reading and writing.

6. Vocabulary is strictly limited and learned in context.

7. There is abundant use of language laboratories, tapes and visual aids.

8. Successful responses are reinforced; great care is taken to prevent learners’ mistakes.