

Comparison and Contrast Between the Audiolingual Method and Total Physical Response to Improve Efficiency of College Students English Learning

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Abstract

To teach English, various approaches and methods have aroused wide concerns for many years. This article attempts to discuss similarities and differences between the Audiolingual Method and Total Physical Response (TPR) from the aspects that are the theories of both language and learning, and the roles of learners and the teacher. At the same time, it tries to show the strengths and limitations of these two methods, and further explores fitted teaching contexts of the Audiolingual Method and TPR.

Key words: The audiolingual method; TPR; Language teaching

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INTRODUCTION

Nowadays, an increasingly crucial role is given to English Language Teaching (ELT) for promoting frequent international communication, business and economic integration. Additionally, ELT has been attracting much attention to a great number of teachers and researchers, who attempt to probe into more productive English pedagogical methods and approaches. It is also pointed out that language teaching methods and approaches have their own distinctive theories. This essay, based

on the Audiolingual Method and TPR, aims to explore similarities and differences of the two methods in terms of their underlying theoretical bases and characteristics, thereby defining for which group of learners they are suitable.

The main goal of English teaching is to train students' comprehensive ability in English learning, especially in the practical use of language. At the same time, it can also make good use of oral communication and clerical communication for students' future work and social life. If good teaching methods can improve the students' autonomous learning ability, and improve the comprehensive cultural quality, but also better for the strategic investment The Belt and Road provides talent reserves. Recently, all colleges and universities in the country carry out the educational reform and the classroom reform comprehensively. For the sake of the new round of demands and competitions, educators can optimize the teaching content reasonably and change the teaching methods to keep pace with the times. English teaching is also the research focus of the educational scholars. How to improve the students' efficiency, how to complete the language output effectively, how to change the classroom atmosphere, and how to arouse the students' enthusiasm and participation are the problems that English teachers have been exploring in theory and practice. At present, the problem is that the English class is mostly centered on the teacher's presentation, and the students are passively listening. The situations about the students' weak learning initiative, poor classroom interaction, poor concentration, which leads students not to collect knowledge, absorb knowledge, analyze and solve problems in the critical thinking. In order to adapt to the English foundation of different students, to meet the different culture of professional development, fully embodies the principle of individualized teaching, active participation, hierarchical optimization, classification guidance, overall progress, promote the overall optimization of English teaching and

improve English learning, English teachers must establish a reasonable and perfect, suitable for the development of modern economy English teaching mode.

1. COMPARE AND CONTRAST OF AUDIOLINGUAL METHOD AND TPR

1.1 The Definition and Theory of Methods

The Audiolingual Method is such a methodology which combines pronunciation with intensive oral drillings of sentence patterns. Its procedures are as follows. A model dialogue is firstly presented to students. Then each line of the dialogue will be repeated by students, individually and in chorus. Sentences in each line may be broken down into some words or phrases if necessary. Next, pronunciation, intonation, and fluency will further be emphasized by the teacher. Correction of errors of pronunciation or grammar needs to be direct and immediate. By contrast, TPR is built upon the combination of speech and action, which concentrates on teaching language via physical activity. Learners are required to follow a series of commands and then to respond physically before they start to produce verbal responses (Richards & Rodgers, 2001). At the beginning of learning phase, the occurrence of errors can be allowed. Along with deepening language knowledge, the teacher should increasingly intervene and correct learners' mistakes so that more fine-tuned expressions can be produced by learners (Wei, 2014). To be more specific, this chapter will be divided into three parts that are in the theory of language, the theory of learning and roles that learners and teachers should play.

1.2 The Aims of Learning

The learning theory of the Audiolingual Method is based on behavioral psychology (Richards & Rodgers, 2001). To behaviorists, a stimulus can be elicited to trigger a response. Accordingly, some kind of reinforcement then can be produced by the response (Bowen, n.d.). In other words, in order to achieve language learning, learners should respond to a stimulus in correct ways and be positively reinforced (Hall, 2011). Similarly, TPR is also regarded a stimulus-response view as the learning theory, which is moreover connected with the trace theory of memory in psychology (Richards & Rodgers, 2001). It is stated that language is seen as echoing extrinsic stimuli that naturally produce responses. Physical responses are the impressive trace in memory (Wei, 2014). The more intensively a memory association is tracked, and the more possible it will be recalled (Ibid.).

1.3 The Roles of Learners and the Teacher

For the Audiolingual approach, learners are treated as recipients of passive language knowledge and respond to stimuli with little chance to control the content, pace, or style of learning (Ibid.). Learners rely almost

entirely on mechanical imitation and memory phrases and sentences (Brown, 2006). Teachers are strongly encouraged to encourage and support students, learning English by constantly repeating the correct words, phrases and sentences (Hamer, 2007), but students do not have to understand the meaning of their repetitive content (Richards & Rodgers, 2001). About TPR, learners are the main listeners and performers. They can understand the meaning of imitation, should not make themselves feel self-conscious, and encourage them to speak in preparation for speech (Ibid.).

The role of teachers in the Audiolingual approach is critical and positive. It should be a teacher-led approach. They control content, learn the speed and monitor the performance of learners (Richards & Rodgers, 2001). Allow small mother tongue to apply to this method (Brown, 2006). Similarly, the teacher in the TPR plays an active and direct role. In addition, teachers decide to teach what, who will simulate and present new materials (Richards & Rodgers, 2001).

2. ADVANTAGES AND DISADVANTAGES OF THE AUDIOLINGUAL METHOD AND TPR

The Audiolingual Method has a great influence on learners and teachers. In terms of its advantages, first of all, pronunciation has important significance. It helps learners to improve stress, rhythm, intonation, fluency and accuracy. Secondly, it enables learners to learn from the mistakes via being corrected by the teacher. However, there are several shortcomings in Audiolingual Method. First of all, it is a mechanical learning habit of the formation of the process, ignoring the real environment outside the classroom. However, language acquisition is mainly the result of psychological and mental learning process, rather than the formation of mechanical habits when learners produce speech. Therefore, through this training, it is unrealistic for learners to communicate better with others. In addition, the constant repetition and practice for students may be boring and dissatisfied, which may not be a suitable and effective way for learners to study for a long time.

TPR also has its limitations. Learners seem to be able to use a limited number of words, phrases or sentences in the classroom. Nevertheless, the TPR does not force students to speak before they are ready to speak, and students can be easy to feel more comfortable in a relatively stress-free learning environment.

CONCLUSION

The basic way and main form of education, the core content of quality-oriented education are the development

of students as the foundation. Therefore, it is an urgent task for the modern teaching to activate the classroom, improve the sense of life in teaching and explore the effectiveness of classroom teaching. In order to stimulate and cultivate students' interest in learning English and improve students' English learning to enable students to form good learning habits and learning enthusiasm and initiative strategy effectively, implement the training ability of autonomous learning and cooperative spirit of students of the course students should be constructed under the guidance of teachers knowledge, improve skills, honed, active thinking, personality and thinking of the development and expansion of the field of vision.

In the final analysis, Audio lingual Method and TPR have been in vogue for a period of time. These two methods contribute greatly to English teaching. Although phonetics teaching method is rarely used in English teaching as a systematic approach, it is of great value for the construction and practice of exercise based activities, dialogue construction and practice. As a result, it helps limited English learners and relatively small help for advanced learners. As a result, TPR pays attention to comprehensible input and reduces stress. Its characteristics are conducive to beginners learning, especially for young learners. Obviously, effective

teaching will be combined with a variety of methods and methods. These two methods are only a set of techniques that can be compatible with other methods, so that productive teaching finally will be achieved.

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