



The Audiolingual method



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What is the Audio-Lingual Method?

The Audio-Lingual Method is a language teaching approach that emphasizes the teaching of **speaking and listening skills**.

The method is based on the belief that language learning should be **similar to first language learning**, focusing on **automatic and fluent** use of language structures.



Key features of the Audio-Lingual Method:

1. **Oral Emphasis:** The method places a strong emphasis on **oral skills**, particularly speaking and listening.
2. **Pattern Practice:** Language learning is achieved through **intensive repetition and drilling of grammatical patterns and sentence structures**.
3. **No Translation:** Similar to the Direct Method, **translation is avoided**.
4. **Mimicry:** Learners are encouraged to mimic the teacher's **pronunciation and intonation**.
5. **Dialogues:** Typical activities include engaging learners in **scripted dialogues or conversations**.
6. **Positive and Negative Reinforcement:** **Correct responses are positively reinforced, while errors are corrected immediately**.

Important notes :

- The Audio-Lingual Method, like the Direct Method we have just examined, is also **an oral-based approach**.
- It has sometimes been referred to as the "**Michigan Method**"
- Teaches language through dialogues to form new **habits** in the **target language**.
- ALM it has a strong theoretical base in **linguistics and psychology**
- In ALM development, principles from **behavioral psychology** **were incorporated**.
- In ALM the way to acquire the sentence patterns of the target language was through **conditioning**.

The Audio-Lingual Method

Observations & Principles



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Observations	Principles
1. The teacher introduces a new dialogue.	Language forms occur most naturally within a context.
2. The language teacher uses only the target language. Actions, pictures, or realia are used to give meaning.	The native language and the target language have separate linguistic systems. They should be kept apart.
3. The language teacher introduces the dialogue by modeling it two times.	One of the language teachers major roles is that of a model of the target language. Teachers should provide students with an accurate model. Students should be able to mimic the model.
4. The students repeat each line of the new dialogue several times.	Language learning is a process of habit formation.
5. The students stumble over one of the lines of the dialogue. The teacher uses a backward build-up drill with this line.	It is important to prevent learners from making errors. Errors lead to the formation of bad habits. When errors do occur, they should immediately be corrected by the teacher.
6. The teacher initiates a chain drill in which each student greets another.	The purpose of language learning is to learn how to use the language to communicate.
7. The teacher uses single-slot and multiple-slot substitution drills.	Particular parts of speech occupy particular slots in sentences. In order to create new sentences.
8. The teacher says, 'Very good,' when the students answer correctly.	Positive reinforcement helps the students to develop correct habits.

10 The teacher conducts transformation and question-and-answer drills.	Each language has a finite number of patterns. Pattern practice helps students to form habits which enable the students to use the patterns.
11. The teacher poses the questions to them rapidly.	Students should 'overlearn,' i.e. learn to answer automatically without stopping to think.
12. The teacher provides the students with Cues.	The teacher should be like an orchestra Leader conducting, guiding, and controlling.
13. New vocabulary is introduced through lines of the dialogue; vocabulary is limited.	The major objective of language teaching should be for students to acquire the structural patterns. Students will learn vocabulary afterward.
14. Students are given no grammar rules; grammatical points are taught through examples and drills.	The learning of another language should be the same as the acquisition of the native language.
15. The teacher does a contrastive analysis of the target language and the students native language in order to locate the places where she anticipates her students will have trouble.	The major challenge of language teaching is getting students to overcome the habits of their native language.
16. The students do some limited written work with the dialogue and the sentence drills.	Speech is more basic to language than the written form. The natural order (the order children follow when learning their native language) of skill acquisition is: listening, speaking, reading, and writing.
17. Discussion of everyday language	Language cannot be separated from culture. Culture is not only literature and the arts, but also the everyday behavior of the people who use the target language. One of the teacher's responsibilities is to present information about that culture.

The Audio-Lingual Method

Q & A



1- What are the goals of teachers who use the Audio-Lingual Method?

1. Teachers want their students to be able to use the target language communicatively.

2. Forming new habits in the target language and overcoming the old habits of their native language



2- What is the role of the teacher? What is the role of the students?

1. The teacher is like an orchestra leader, directing and controlling the language behavior of the students.

2. Students are imitators of the teacher's model.

They follow the teacher's directions and respond as accurately and as rapidly as possible.



3- What are some characteristics of the teaching/learning process?

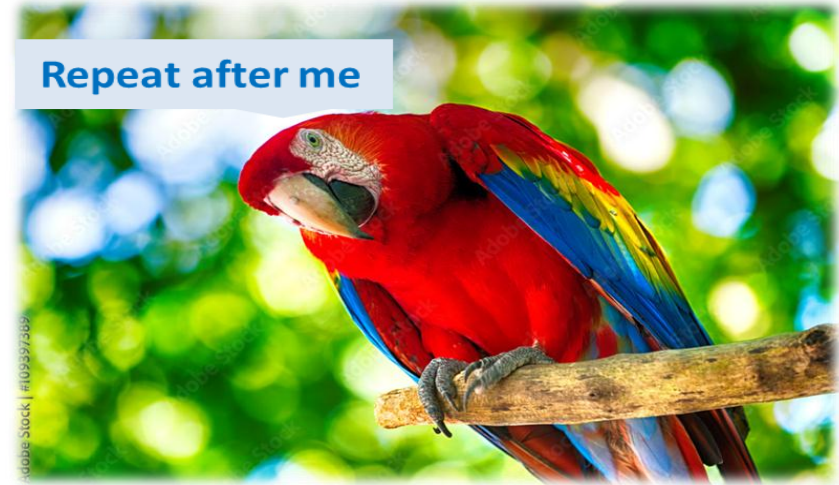
A- New vocabulary and structural patterns are presented through dialogues.

B- The dialogues are learned through imitation and repetition.

C- Students' successful responses are positively reinforced.

D- Grammar is induced from the examples given.

E- Cultural information is contextualized in the dialogues or presented by the teacher



4- What is the nature of student–teacher interaction? What is the nature of student–student interaction?

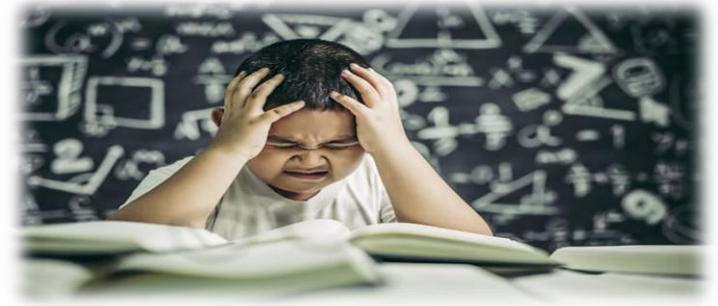
1. There is student-to-student interaction in **chain drills or when students take different roles in dialogues.** (teacher-directed).

2. Most of the interaction is between teacher and students and is initiated by the teacher.



5- How are the feelings of the students dealt with?

There are no principles of the method which relate to this area.



6- How is language viewed? How is culture viewed?

1. Every language is seen as having its own unique system.
2. Everyday speech is emphasized in the Audio-lingual Method.
3. Culture consists of the everyday behavior and lifestyle of the target language speakers

7- What areas of language are emphasized? What language skills are emphasized?

1- Vocabulary is kept to a minimum while the students are mastering the sound system and grammatical patterns.

2- The oral skills receive most of the attention.

3- Pronunciation is taught from the beginning



8- What is the role of the students' native language?

The students' native language should not be used.

9- How is evaluation accomplished?

Students might be asked to distinguish between words in a minimal pair, or to supply an appropriate verb form in a sentence..

10- How does the teacher respond to student errors?

Student errors are to be avoided if at all possible, through the teacher's awareness of where the students will have difficulty

The Techniques of the ALM



Dialogue Memorization

Students memorize the dialogue through mimicry. Students usually take the role of one person in the dialogue, and the teacher the other or vice versa or students perform the roles in pairs.

Backward Build-up (Expansion) Drill

The teacher breaks down the line into several parts. The students repeat the parts starting from the last phrase until the students are able to repeat the entire line.

Repetition Drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible.

Chain Drill

Students, one by one, ask and answer questions of each other. The teacher begins the chain by asking a student a question. That student responds, then turns to the student sitting next to him and continues.

Single-slot Substitution Drill

The teacher says a line from the dialogue. Next, the teacher says a word or a phrase (called the cue). The students repeat the line the teacher has given them, substituting the cue in its proper place.

Multiple-slot Substitution Drill

The teacher gives cue phrases, one at a time, that fit into different slots in the dialogue line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence.

Transformation Drill

Students are asked to transform or change the sentence pattern. For example, from affirmative to negative, statement into a question, an active sentence into a passive one, or direct speech into reported speech.

Question-and-answer Drill

The students should answer the teacher's questions very quickly

Use of Minimal Pairs

The teacher works with pairs of words which differ in only one sound. Ex: 'ship/sheep.' Students are first asked to perceive the difference between the two words and to say the two words.

Complete the Dialogue

Students complete the dialogue by filling the blanks with the missing words.

Grammar Game

Designed to get students to practice a grammar point within a context. Ex: Games like the Supermarket Alphabet Game Notice there is also a lot of repetition in this game

Thank you