

The Audio-Lingual Method



Background

- ◆ Started after II WW, USA.
- ◆ In II WW, due to the Pearl Harbour Event, America had been involved into world conflicts.
- ◆ There were the needs for different languages specialists in the army.
- ◆ First used in National Defense Language College, USA.

Language

- ◆ Charles Fries of the Uni. Of Michigan led the way in applying principles from **structural linguistics** in developing the method. (Language is consisted with phonetics, lexicon, patterns, syntax)
- ◆ Later on, **behavioral psychology** (Skinner 1904-1990) were incorporated. (stimuli – response-shaping- reinforcement-habit foeming)
- ◆ Learners could overcome the habits of native language and form the new habits of target language.

Teaching

- ◆ An oral-based approach.
- ◆ Attentively listening.
- ◆ Memorize the dialogue (conversation).
- ◆ Instructions are in target language.
- ◆ Using tape/CD/DVD player and language labs.

Teaching Procedure.1 (example)

- ◆ Listen (more than once) to a conversation.
- ◆ Have class **repeat** each line. (several times)
- ◆ Use **backward build-up drill**.
- ◆ Ss adopt the role of the conversation and dialogue with the teacher.
- ◆ Repetition drill- mimic the teacher's model.
- ◆ Chain drill- 1/ Ss have opportunities to say his/her lines. 2/ let Ss use expression to communicate.

Teaching Procedure.2 (example)

- ◆ Substitute drill- Use the **cue**.
- ◆ Transformation drill- e.g. change affirmative sentences to negative sentences; active- passive
- ◆ Through actions and examples, Ss have learned to answer Qs following for the pattern T modeled.

Backward build-up drill

T: Repeat after me: post office.

C: Post office.

T: To the post office.

C: To the post office.

T: Going to the post office.

C: Going to the post office.

T: I'm going to the post office.

C: I'm going to the post office.

Substitute drill- Use the cue.

- ◆ Reciting the line from the dialogue,
'I'm going to the post office.'

1. single-slot substitution drill:

T shows the picture of the bank and says, 'the bank' (cue), pause, then says, 'I'm going to the bank.'

2. multiple-slot substitution drill:

T: 'she'

S: 'She is going to the post office.'

T: 'to the park'

S: 'She is going to the park.'

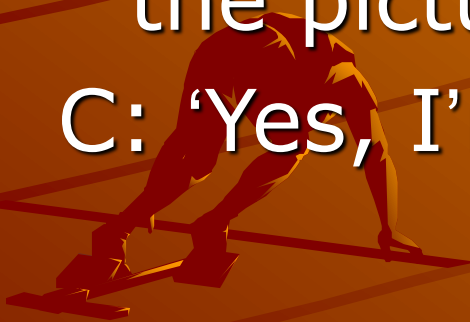
Transformation drill

T: 'They are going to the bank.'

C: 'Are they going to the bank?'

T: 'Are you going to the library?' (show the picture)

C: 'Yes, I'm going to the library.'



Activities

- ◆ Dialogue
- ◆ Pattern drills
- ◆ Application activities



Principles (1)

- ◆ Use target language- Ss native lang. should interfere as little as possible with Ss attempts to acquire the target lang.
- ◆ Modeling- teacher's role as the model of the target lang. (*Be a good model!*)
- ◆ Ss repeat the dialogue- lang. learning is a process of habit formation.
- ◆ Errors corrected immediately to prevent forming a bad habit.

Principles (2)

- ◆ Single/multiple-slot drills- learn parts of speech.
- ◆ Spoken/picture cues- Ss should learn verbal/non verbal stimuli.
- ◆ Transformation/Q&A drills- Pattern practice enable Ss to form habits.
- ◆ T poses the Qs rapidly- Ss learn to answer automatically without thinking.

Principles (3)

- ◆ Limited vocabulary is introduced-acquire structure pattern and then vocabulary.
- ◆ No grammar rules- the rules will figured out from examples
- ◆ Contrastive analysis- to overcome the Ss habits of their native lang.
- ◆ Limited written work- like natural order of learning native lang.; listening, speaking, reading, writing.
- ◆ Culture game- lang. is not only literature, but also the everyday behavior.