

The Audio-Lingual Method (Ch4)

Introduction

In this lesson, students will learn about the Audio-Lingual Method. This method resulted from the increased attention given to foreign language teaching in the United States toward the end of the 1950s. It is based on the idea that acquiring the target language occurs through conditioning and habit formation.

Learning Objectives

- Students will learn about the Audio-Lingual Method and its techniques and principles.

Learning Outcomes

- **Principles:** Students will be able to describe key principles of the Audio-Lingual Method such as its goal, conditioning, and habit formation.
- **Techniques:** Students will be able to describe and express their thoughts about the predominant techniques used in an Audio-Lingual Method lesson.
- **Application:** Students will be able to create a five-line dialogue and two drills of any type for the subsentence grammar patterns *want to* and *have to*.

Key Vocabulary

- Structural linguistics (p. 35)
- Behaviourism (p. 35)
- Conditioning (p. 35)
- Reinforcement (p. 35)
- Habit formation (p. 35)
- Contrastive analysis (p. 41)
- Minimal pair (p. 41)
- Phoneme (p. 41)
- Overlearn (p. 43)
- Structural patterns (p. 43)
- Imitation (p. 45)
- Drill types: backward build-up (expansion) drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill question-and-answer drill (pp. 47-48)

Video (watch before class)

- <https://youtu.be/Pz0TPDUz3FU>

Understanding the Audio-Lingual Method

- 1. What is the goal of the Audio-Lingual Method?
- 2. What is conditioning? How did conditioning influence the Audio-Lingual Method?

Experience

- 3. Consider the Audio-Lingual Method video, the sample lesson in the textbook (pp. 35-42), and the observations and principles of the Audio-Lingual Method (pp. 42-46).
 - a) What are the different types of drills used in the lesson? List them below and explain how they work.

Drill type	How does it work?

- b) The teacher almost always says a word, phrase, or sentence immediately before the students say it. Why?

- c) Describe the minimal pair activity on textbook page 41. Do you think this activity would be useful for Korean learners of English? Why?

- d) To what extent do the students take the initiative to speak during the lesson? That is, do they decide when they will speak and what they will say, or does the teacher, or is it a combination of the two? Why is it that way?

- e) What is the role of the teacher?

- f) What is the role of the students?

Reviewing the Techniques

- 4. Create a transformation drill for the following dialogue. (Look on textbook pages 46-48 for information about drill types.)

1. SAM	Lou's going to go to college next fall.
2. BETTY	Where is he going to go?
3. SAM	He's going to go to Stanford.
4. BETTY	What is he going to study?
5. SAM	Biology. He's going to be a doctor.

What do you think?

5. Let's find out what everyone thinks about the Audio-Lingual Method. The textbook on pages 48-49 asks several questions for reflection. First, **choose one question** that you want to discuss with your classmates. Second, **prepare a sample answer** to share with the class.
- a) Does it make sense to you that language acquisition results from habit formation? If so, will the habits of the native language interfere with target language learning?
 - b) Should errors be prevented as much as possible?
 - c) Should the major focus be on the structural patterns of the target language?
 - d) Which of these or the other principles of the Audio-Lingual Method are acceptable to you?
 - e) Is a dialogue a useful way to introduce new material? Should it be memorized through mimicry of the teacher's model?
 - f) Are structural drills valuable pedagogical activities?
 - g) Is working on pronunciation through minimal-drills a worthwhile activity?
 - h) Would you say these techniques (or any other of this method) are ones that you can use as described? Could you adapt any of them to your own teaching approach and situation?

In-Class Activity #1

6. Which of the techniques below follows from the principles of the Audio-Lingual Method, and which ones do not? Explain the reasons for your answers.
- a) The teacher asks beginning-level students to write a composition about the system of transportation in their hometown. If they need a vocabulary word that they do not know, they are told to look in a bilingual dictionary for a translation.
 - b) Toward the end of the third week of the course, the teacher gives students a reading passage. The teacher asks the students to read the passage and to answer certain questions based upon it. The passage contains words and structures introduced during the first three weeks of the course.
 - c) The teacher tells the students that they must add an 's' to third person singular verbs in the present tense in English. She then gives the students a list of verbs and asks them to change the verbs into the third person singular present tense form.

In-Class Activity #2

7. In this question, you will apply what you have understood about the Audio-Lingual Method. You have been asked to teach an **elementary school beginner** language class.

Step 1: Create a dialogue of five lines that includes both of the following structures:

- **Want to**
- **Have to**

:

:

:

:

:

Step 2: Create two drills (backward build-up, repletion, chain, single-slot substitution, multiple-slot substitution, transformation, and question-and-answer) designed to give elementary school students practice with the structures.

Drill 1

Drill 2