

# The Audio-Lingual Method

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# The audio-Lingual method:

- ◉ Started in the 1950s under the influence of behavioral psychology
- ◉ Stimulus-response-reinforcement
- ◉ Reinforcement is vital since the attribute will likely occur again

# The audio-lingual method:

- ◉ Brought systematicity to teaching languages
- ◉ Utilizes the P-P-P method of teaching
- ◉ Presentation-Practice-Production

# The audio-Lingual method:

- Developed the Language Lab
- Also called the Scientific Approach
- Also called the Aural/Oral Method

# Some textbooks

- English 900 Series
- Lado English Series

# Contrastive Analysis

- To predict that where there were major differences between the languages, there would be the problems to concentrate on.

# The Audio-Lingual Method #1

- 1. What are the goals of teachers who use this method?
- The purpose of learning is to learn the target language communicatively through habit formation.

# The Audio-Lingual Method #2

- 2. What is the role of the teacher?  
What is the role of the students?
- Highly teacher-directed. Students imitate the teacher.

# The Audio-Lingual Method #3

- 3 What are some characteristics of the teaching/learning process?
- Language is presented through dialogs which students repeat and imitate the teacher. Correct behavior is reinforced. Reading and writing is based on the oral part of the lesson.

# The Audio-Lingual Method #4

- 4 What is the nature of student-teacher interaction? What is the nature of student-student interaction?
- Interaction is initiated by the teacher, including student-student interaction; which is teacher-directed.

# The Audio-Lingual Method #5

- How are the feelings of the students dealt with?
- This is not considered in this method.

# The Audio-Lingual Method #6

- 6 How is language viewed? How is culture viewed?
- Everyday speech is emphasized.
- Language systems of phonological, morphological, and syntactic levels.
- Speech is graded beginning to advanced.

# The Audio-Lingual Method #7

- ◉ 7 What areas of language are emphasized? What language skills are emphasized?
- ◉ Oral/aural skills (hence the alternative name, "The Oral/Aural Method").
- ◉ Pronunciation taught from the start.

# The Audio-Lingual Method #8

- ◉ 8 What is the role of the students' native language?
- ◉ Only the target language in the classroom.
- ◉ Native language habits interfere with learning.

# The Audio-Lingual Method #9

- 9 How is evaluation accomplished?
- Discrete-point tests.

# The Audio-Lingual Method #10

- 10 How does the teacher respond to student errors?
- Errors are to be avoided since they can continue to prevent the bad habits of the native language from being overcome.

# Some Techniques

- Repetition drills
- Chain drills
- Expansion drills
- Substitution drills
- Transformation drills
- Q & A drills

# Some Techniques

- Dialog memorization
- Complete the dialog by filling-in-the-blanks
- Games around a grammatical point
- Minimal-pairs for pronunciation

**PRONUNCIATION**

**EXERCISES**

**for**

**Japanese Students**

**Minimal-pairs**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
1.	leak	peak	weak	seek
2.	lick	pick	wick	sick
3.	heal	meal	keel	feel
4.	hill	mill	kill	fill
5.	deep	heap	peep	leap
6.	dip	hip	pip	lip
7.	bead	deed	heed	reed
8.	bid	did	hid	rid

Minimal-pairs practice

**13** Practice:

T: *He's gone.*

T: *Gone? Where's he gone?*

T: *They've gone.*

T: *Gone? Where've they gone?*

T: *He's gone.*

C: *Gone? Where's he gone?*

Continue:

*They've gone.*

*She's gone.*

*It's gone.*

*My wife's gone.*

*The President's gone.*

**14** Practice:

T: *He's gone to Acapulco.*

T: *Has he gone there on business?*

T: *They've gone to Acapulco.*

T: *Have they gone there on business?*

T: *He's gone to Acapulco.*

C: *Has he gone there on business?*

Continue:

*They've gone to Acapulco.*

*She's gone to Acapulco.*

*John's gone to Acapulco.*

*Mr. and Mrs. Brown have gone to Acapulco.*

Some example exercises

# Critiques

- Changes in linguistic theory:
  - Chomsky: innate language ability
    - Competence

# Critiques

- Changes in teaching attitudes:
- Students not transferring skills
- Boring, unsatisfying

# Critiques

- ◉ Contrastive analysis did not always predict the errors the students would have
- ◉ Often, where there were large differences was where the students learned the quickest