

Unit 3 Audio-Lingual Method

I. Terms

1. Conditioning
Helping learners to respond correctly to stimuli through shaping and reinforcement.
2. Minimal pair
Hear the difference in pronunciation between the words in each pair.

II. Important tips

1. Oral-based approach
2. Also called “Michigan Method”
3. The way to acquire the sentence patterns of the target language was through conditioning.

III. Techniques in Use

1. Dialogue Memorization
Students memorize the dialogue through mimicry; students usually take the role of one person in the dialogue, and the teacher the other.
2. Backward Build-up Drill
This drill is used when a long line of a dialogue is giving students trouble, the teacher breaks down the line into several parts from the back..
3. Repetition Drill
Students are asked to repeat the teacher’s model as accurately and as quickly as possible. This drill is often to teach the lines of the dialogue.
4. Chain Drill
A chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask and answer questions of each other.
5. Single-Slot substitution Drill
The teacher says a line, usually from the dialogue. Next, the teacher says a word or a phrase. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place.
6. Multiple-slot substitution Drill
Teacher give cue phrases, one at a time, that fit into different slots in the dialogue line.

7. Transformation Drill

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence.

8. Use of minimal Pairs

The teacher works with pairs of words which differ in only one sound. For example, “ship/sheep ”

IV. Review Questions

Part I. Matching

1. Use of minimal pair	A. The teacher gives students a certain kind of sentence pattern and students are asked to change the sentence into another form
2. Conditioning	B. Pair of words which differ in only one sound.
3. Backward building drill	C. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line.
4. Chain drill	D. Helping learners to respond correctly to stimuli through shaping and reinforcement, so that learners could overcome the habits of their native language and form new habits required to be target language speakers.
5. Transformation Drill	E. Conversation that forms around the room as students, one by one, ask and answer questions of each other.

Part II. True or false

- () 1. ALM have teachers control or direct what learners need to learn or do in the language classes.
- () 2. The use of some L1 (native language/mother tongue) is O.K. in the ALM
- () 3. Four skills (Reading, writing, speaking and listening), vocabulary and pronunciation are all focused on ALM class
- () 4. Grammar is taught inductively and indirectly/implicitly in the ALM classes, by providing students with sentences and guiding them to generating the common rule.
- () 5. Self-correction is one of the commonly used technique in the DI class

Part III. Multiple Choices

- () 1. Which one is **NOT** one of the techniques mentioned in ALM?
 - (A) Repetition Drill.
 - (B) Map drawing.
 - (C) Chain Drill
 - (D) Use of minimal pairs.
- () 2. Which method is repetition drills and substitution drills are typical techniques for practicing vocabulary and language forms?
 - (A) GTM
 - (B) ALM
 - (C) DM
 - (D) Silent way
- () 3. Which characteristic of the teaching/learning process of the audio-lingual method is INCORRECT?
 - (A) students' successful responses are positively reinforced
 - (B) students' reading and written work is based upon the oral work they did earlier.
 - (C) explicit grammar rules are not provided.
 - (D) cultural information is contextualized in the dialogues or presented by the students.

- () 4. What is the role of the students in Audio-Lingual Method?
(A) Students are imitators of the teacher's model.
(B) Students are listeners of the teacher's model.
(C) Student-centered learning
(D) None of the above
- () 5. What area of language does the audio-lingual methods emphasize?
(A) vocabulary is kept to a minimum while the students are mastering the sound system and grammatical patterns
(B) a grammatical pattern is not the same as a sentence.
(C) all of the above
(D) none of the above

Part IV. Short answer

Describe an experience you had with Audio Lingual.

Answer Keys:

Part I. 1.B 2.D 3.C 4.E 5.A

Part II. 1.T 2.F 3.F 4.T 5.F

Part III. 1.B 2.B 3.D 4.B 5.A