

The Audio-Lingual Method

Reviewing the Principles

The goal of teachers

- Students should use TL communicatively
- Students should overlearn TI and use it automatically without stopping to think
- They should form new language habits

The role of the teacher

- An orchestra leader-directing and controlling language behaviours of students
- A good model for imitation

The role of students

- Imitations of the teacher's model
- Follow teacher's directions and respond as accurately and as rapidly as possible

Reviewing the Principles

Characteristics of teaching/learning process

- New vocabulary and structural patterns are presented through dialogues
- The dialogues are learned through imitation and repetition.
- Positive reinforcement
- No explicit grammatical rules- induced from examples
- Contextualized information in dialogues
- Reading and written work is based on oral work

Reviewing the Principles

Student-Teacher
interaction

- T-S-teacher initiated

Student-Student
interaction

- S-S interaction in drills
- S-S interaction is teacher-directed

The feelings of
students

- No principle

Reviewing the Principles

The language

- Descriptive linguists
- Every language has its own unique system

The culture

- Everyday speech
- Everyday behaviour and lifestyles of TL speakers

Areas of language

- Vocabulary i kept to a minimum
- Grammatical system is not he same as a sentence

Language Skills

- Listening-Speaking-Reading-Writing
- Oral skills –Written wors is given orally
- Pronunciation

Reviewing the Principles

Native language

- TL is used, not native language
- Contrastive analysis

Evaluation

- No formal test
- If any, discrete-point testing

Students' errors

- Errors should be avoided

Reviewing the Techniques

Dialogue
memorization

Backward
build-up drill

Repetition
drill

Chain drill

Single-slot
substitution
drill

Multiple-slot
Substition
drill

Transformation
drill

Question-
and-answer
drill

Use of
minimal pairs

Complete the
dialogue

Grammar
game

References

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