

## Observation sheet – **Audio-Lingual Method**

Techniques and Principles in Language Teaching (*Diane Larsen-Freeman*)  
Approaches and Methods in Language Teaching (*J. C. Richards and T. S. Rogers*)

<b>PRINCIPLES</b> (my expectations):	<b>IF USED – HOW/ NOT USED:</b>	<b>ACTIVITY:</b>	<b>MY NOTES:</b>
Purpose: how to use the language to <b>communicate</b> .	✓ <b>It looks like we teach them to communicate.</b>	<i>Dialogue – woman and salesman. Acting out.</i>	<i>Using dialogues from everyday life – lack of producing real language in communication</i>
<b>Structural patterns</b> (vocabulary afterwards).	✓ <b>Written dialogues.</b>	<i>Working with already written dialogue.</i>	<i>Using drills and repetition in order to learn it.</i>
<b>Memorizing and performing dialogues</b> and pattern <b>drills</b> – producing <u>mistakes minimized</u> .	✓ <b>Repetition after T, performing.</b>	<i>Dialogue – woman and salesman. Acting out.</i>	<i>Might be boring – just repeating without using learner's ideas.</i>
<b>Grammar inductively</b> from examples ( <i>never explicitly</i> ).	✓ <b>How can I help you?</b> - learning how to offer help		<i>Do they really acquire some rules?</i>
Teacher <b>CENTER</b> .	✓ <b>T – main role, a model.</b>	<i>T shows the dialogue, T says instructions.</i>	<i>No space for personalization – interest of learner.</i>
<b>Acquisition</b> ( <i>we do not need memorize rules</i> ).	✓		<i>Term acquisition was invented after this method – so it was not used in that times</i>
<b>Learners: imitators</b> of the teacher's model.	✓	<i>Repeating, acting out.</i>	

<b>Interaction L to L</b> ( <i>different roles in dialogues</i> ) – directed by teacher.	✓ <b>Working in pairs, acting out.</b>	<i>Working in pairs – remembering the text, acting it out.</i>	<i>Different roles in the dialogue.</i>
Involves teaching aspects of the <b>cultural</b> system.	✗		
<b>Drill and repetition: (PRONUNCIATION)</b>	✓ <b>L are imitators:</b> repetition after the teacher ( <i>dialogues</i> ).	<i>Using repetition after teacher – learning the dialogue.</i>	
<b>Learners don't express themselves:</b>	✓	<i>Whole class – reproduction of the dialogue</i>	<i>They repeat, it is not their own speech and dialogue.</i>
<b>Correcting mistakes</b> – create a good habit (REPETITION).		<i>In case learner makes a mistake – repetition.</i>	<i>Learners might be afraid of making mistakes.</i>
<b>REGARDS ON PRONUNCIATION:</b>	✗		
<b>Everyday</b> speech.	✓ <b>Shopping.</b>	<i>Using dialogues from shops and about pets.</i>	<i>Pets – favourite topic of YL.</i>

✚ : build up drill, pronunciation, only English, act out dialogues (they don't know, that they are learning) , starting on oral  
 – showing text later, using vocabulary in context, using drama  
 – going to somewhere else

▪ : might be boring (they can't express themselves), never try improvisation, producing real language in order to communicate,