

### The Audio-Lingual Method

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| the primary medium of language is oral - "speech is language"  | ✓  |
| structure-based approach to language teaching – dialogues are used for repetition and memorization                         | ✓  |
| the use of drill and pattern practice = distinctive feature  | ✓  |
| good habits are formed by giving correct responses rather than by making mistakes  | ✓  |
| the chance of producing mistakes is minimized by memorizing dialogues and performing pattern drills                        | ✓  |
| items are presented in spoken form before they are seen in written form  | DIALOGUES ✓<br>READING X   |
| analogy (generalisation, discrimination) rather than analysis  | ✓  |
| grammar is taught <sup>(implicitly)</sup> inductively (forming correct analogies through pattern drills)                   | ✓  |
| words are learned in a linguistic and cultural context (not in isolation)  | ✓ dialogue - IN THE SHOP   |
| oral proficiency = accurate pronunciation and grammar + the ability to respond accurately and quickly in speech situations | ? - not enough of backward drill of pronunciation<br>- Ss could repeat more after the T. |
| listening comprehension, grammar and vocabulary are all related to development of oral fluency                             | ✓  |

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| <p>reading and writing skills may be taught but they are dependent on prior oral skills</p>  | <p>? - READING - no speaking before (connected to the task)</p> |
| <p>order: listening (training in aural discrimination) -&gt;speaking-&gt;reading-&gt;writing</p>   | <p>✓</p>  |
| <p>starting point = a linguistic syllabus – key items of phonology, morphology and syntax (considering the native language)</p>  | <p>There wasn't time to include it.</p>                         |
| <p>basic vocabulary items are usually specified in advance</p>   | <p>✗</p>  |
| <p>correct pronunciation, rhythm, stress and intonation are emphasized – immediate correction</p>  | <p>✓</p>  |
| <p>various kinds of drill: <b>repetition</b>, <b>inflection</b> (one word in an utterance appears in another way when repeated), <b>replacement</b> (one word is replaced), <b>restatement</b>, <b>completion</b>, <b>transposition</b> (a change in word order is needed when a word is added), <b>expansion</b>, <b>contraction</b>, <b>transformation</b>, <b>integration</b>, <b>rejoinder</b>, <b>restoration</b></p> |   |
| <p>learners are not encouraged to initiate a conversation – it may lead to mistakes</p>  | <p>✓ only repetition of the dialogues (+ replacement)</p>       |
| <p>learners do not always understand the meaning of what they are repeating = it does not matter! -&gt; they are learning a new form or verbal behaviour</p>   | <p>✓</p>  |
| <p>teacher dominated method = teacher's role is central and active, he/she monitors, corrects the learner</p>  | <p>✓</p>  |
| <p>materials are primarily teacher oriented = textbook as a guide for the teacher, tape recorders and audiovisual equipment (models for dialogues and drills)</p>  | <p>✓ dialogues</p>  |
| <p>the target language as the medium of instructions, practice in translation only as a literary exercise at an advanced level</p>   | <p>✓</p>  |

- ⊖ it can be boring and unsatisfying for learners
- no creativity - Ss don't express themselves
- T doesn't care about how to engage every learner.
- they never try any improvised situation
- ⊕ - vocabulary in the context
- medium of language is oral
- chunks
- use of drama
- practice of pronunciation (by repetition)
- ⊖ all the activities were pre-communicative (there is no an actual communication)

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