***The Audio-Lingual Method   
observation sheet***

|  |  |  |
| --- | --- | --- |
| **✓/ X** | **Expectations** | **Notes** |
| **✓** | memorization |  |
| **✓** | repetition | based on it |
| **✓** | using of teaching aids | audio-visual |
| **✓** | teacher-centred (the T is active and leads the lesson) |  |
| **X** | student-centred (the Ss are active and participate in the lesson) |  |
| **✓** | the T monitors and corrects the mistakes | immediately |
| **X** | the Ss monitor and correct their own mistakes or mistakes of their classmates |  |
| **✓** | instructions only in spoken form |  |
| **✓** | structural patterns (dialogues, pattern drills) |  |
| **X** | using of the native language |  |
| **✓** | using the target language (no translation) |  |
| **✓** | first presented in speech and then in written form |  |
|  | vocabulary-based learning |  |
|  | grammar-based learning |  |
| **✓** | the meaning of words is presented in linguistic and/or in cultural context | dialogue – shopping |
| **✓** | grammar is taught inductively/implicitly (pattern drills) |  |
| **X** | personalization = the Ss have the opportunity to express themselves |  |
| **X** | communication is stressed |  |
| **✓** | using of gestures, mimics, drama, **acting** | acting out the story |
| **✓** | interaction T – Ss |  |
| **✓** | interaction Ss – T (answers, …) | asking the T Q’s |
| **✓** | interaction S – S |  |
| **X** | interaction Ss – Ss |  |
| **✓** | focused on oral skills |  |
| **✓** | pronunciation is emphasized |  |
| **✓** | **accuracy** and fluency are emphasized |  |
| **X** | intonation is emphasized |  |
| **✓** | reality-based tasks | everyday dialogues (shopping) |

**List of keywords:**

* drills
* teacher-centred
* oral skills
* dialogues
* memorization
* repetition
* implicit
* context
* target language
* spoken form first
* audio-visual aids

|  |  |
| --- | --- |
| **+** | **−** |
| focus on oral skills/pronunciation | drill |
| repetition + memorization | teacher-centred |
| order of the activities | the Ss are just imitators |
| using dialogues + model dialogue |  |
| using already known vocabulary | the reading isn’t connected to the dialogue |
| implicit learning of grammar | missing context for the dialogue/reading |
| when mistake appears the Ss repeat after the T several times the right version of the sentence | not enough explicit practice in phonology (stress, rhythm, …) → smaller chunks |
|  | |
| backward build-up drill | not enough emphasizing of the structures in the written text (underlined, bold, colour) |
| cultural awareness |  |
| creating habit (How are you?   I’m fine, thanks.) |  |
|  | |
| reflection at the end of the lesson might not be one of the principles/techniques in A-LM | |
| the Ss isn’t engage in the learning so much → peer correction, acting out the story, … | |

**Notes from: *Approaches and Methods in Language Teachin*gby Richards, Rodgers**

* linguistic, structure-based approach
* stimulus → response → reinforcement
* aimed on speaking before writing
* listening → speaking → reading → writing
* focus on phonology and grammatical structures rather than vocabulary
* memorizing dialogues, performing pattern drills → minimizing of mistakes production
* explanations of rules given after practicing and acquiring the pattern/context ↓
* inductive approach to teach grammar ↑
* short-range objectives: listening comprehension, accurate pronunciation, recognition of speech symbols as graphic signs and their reproduction in writing
* long-range objectives: focus on oral skills – accurate pronunciation and grammar, ability to respond quickly and accurately in different speech situations, fluency
* reading and writing dependent and based on previous oral skills
* lexical syllabus of basic vocabulary specified in advance
* phonology → morphology → syntax
* listening = training of basic sound patterns
* recognition → imitation → repetition → memorization → enlarging vocabulary
* accuracy ˃ fluency
* emphasized correct pronunciation, stress, rhythm and intonation
* the Ss don’t initiate interaction
* the T is active and in central role → teacher-dominated method
* the Ss repeat after T modulation of the language, the T uses target language
* the T monitors and corrects the Ss
* the T varies drills and tasks to keep the Ss attentive
* instructional materials are teacher-oriented
* use of CD player/tape recorder, audio-visual equipment
* instructions only in spoken form

**Disadvantages:**

* the Ss were unable to use acquired skills in communication outside of the classroom
* boring, unsatisfying experience of studying
* the Ss are less active than the T
* the Ss didn’t have to understand everything they repeated after the T