

Presentation on theme: "THE AUDIO-LINGUAL METHOD"— Presentation transcript:

1 THE AUDIO-LINGUAL METHOD

2 Learning Theory Learning is based on the principles of Behaviourism

(Mim-mem approach) Habit formation is actualised by means of repetitions and other mechanical drills. Habit Formation is essential. Rules are induced from examples. Explicit grammar rules are not given. Learning is inductive.

3 Learning Theory Habit Formation

Reinforcement (Behaviour is likely to occur again) Stimulus---organism. No reinforcement or negative reinforcement (Behaviour is not likely to occur again)

4 Language Theory Language is based on descriptive linguistics.

Every language is seen as its own unique system. The system is comprised of several different levels. (i.e. phonological, morphological, and syntactic). There is a natural order of skills. 1. Listening, 2. Speaking, 3. Reading, 4. Writing. Everyday speech and oral skills are important. Perfect pronunciation is required. Language is primarily for Oral Communication.

6 Teacher's Role T is like an orchestra leader.

S/he directs and controls the language behaviour of the students. T is a good model of the target language, especially for pronunciation and other oral skills. The differences between Sts' L1 and L2 should be known by the teacher.

7 Students' Role Sts are imitators of the teacher as perfect model of the target language or the native speakers in the audio recordings.

8 St---St interactions

NOTE: interactions are mostly initiated by the teacher

9 Vocabulary Teaching Meaning is taught directly.

L1 is prohibited because it may cause bad habit formations. Vocabulary is introduced through dialogues.

10 Grammar Teaching Explicit rules are not provided.

Inductive teaching. Explicit rules are not provided. Students induce the rules through examples and drills. Students acquire grammar by being exposed to patterns through mechanical drills.

11 Materials Dialogues are the class materials which introduce the target language grammar, vocabulary and culture. Dialogues are short enough to be memorized by the students. Drawings, pictures, real objects are also used to introduce the dialogue.

12 Syllabus Grammar points and sentence patterns in structural syllabus.

13 **Evaluation Discrete-point tests are used.**

Each item (question) should focus on only one point of the language at a time. E.g. distinguishing between words in a minimal pair. Appropriate verb form in a sentence.

14 **Role of L1 L1 is not allowed in the classroom.**

Use of L1 may cause interference and bad habit formation in L2.

15 Goals and Objectives To enable students to speak and write in the target language. To make students able to use the target language automatically without stopping to think. To form new habits in the target language.

16 Error Correction Errors are corrected by the teacher immediately because errors may cause bad habit formation.

17 Sts' Feelings There are no principles related to Sts' feelings.

18 **Techniques 1. Dialogue Memorisation**

2. Minimal pairs: (for teaching pronunciation)
3. Complete the dialogue
4. Grammar Games
5. Mechanical Drills
a) Repetition drill
b) Chain Drill
c) Single-slot Substitution Drill (T gives one cue to be substituted)
d) Multiple-slot Substitution Drill (T gives more cues than one to be substituted)

19 **Skills Listening and speaking are emphasised.**

There is a natural order of skills. 1. Listening 2. Speaking 3. Reading 4. Writing