

Pedagogy and Curriculum Innovations

Third Year 2020-2021

Asst. Prof. Mahdi Alasadi

First Semester

Week 3:

Lecture 6:

**The Audio-lingual Method:
Techniques**



Dialogue Memorization

Dialogues or short conversations between two people are often used to begin a new lesson. Students memorize the dialogue through mimicry; students usually take the role of one person in the dialogue, and the teacher the other. After the students have learned the first person's lines, they switch roles and memorize the other person's part. Another way of practicing the two roles is for half of the class to take one role and the other half to take the other. After the dialogue has been memorized, pairs of individual students might perform the dialogue for the rest of the class. In the Audio-Lingual Method, certain sentence patterns and grammar points are included within the dialogue. These patterns and points are later practiced in drills based on the lines of the dialogue.





Dialogue Memorization: Application Procedures

Judy: Good morning, Peter.

Peter: Good morning Judy.

Judy: How are you?

Peter: Fine, thanks. And you?

Judy: Fine. Where are you going?

Peter: I'm going to pick up my clothes from the laundry.

Judy: I am, too. Shall we go together?

Peter: Sure. Let's go.

-
- The teacher reads the dialog two times while the students listen and try to understand what he is saying.
 - The teacher asks them to take the role of one person in the dialog and he takes the other person's role.
 - After saying the dialog many times, the teacher switch roles with the students.
 - The teacher may divide the class into two halves, each half takes the role of one person.
 - The teacher asks them to memorize the dialog.

Backward Build-up (Expansion) Drill

This drill is used when a long line of a dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.



Backward Build-up (Expansion) Drill: Application Procedures

When the class comes to the line “I’m going to pick up my clothes from the laundry” the students might stumble a bit in their repetition. The teacher, at this point, stops the repetition and uses a backward build-up drill (expansion drill).

Teacher: Repeat after me: the laundry

Class: the laundry

Teacher: from the laundry

Class: from the laundry

Teacher: my clothes from the laundry

Class: my clothes from the laundry

Teacher: pick up my clothes from the laundry

Class: pick up my clothes from the laundry

Teacher: going to pick up my clothes from the laundry

Class: going to pick up my clothes from the laundry

Teacher: I’m going to pick up my clothes from the laundry

Class: I’m going to pick up my clothes from the laundry



Repetition Drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialog.

- The teacher asks the class to repeat each of the lines of the dialog after him. They repeat each line several times before moving on to the next line.
- The teacher gives the students the chance to adopt the role of Peter while he says Judy's lines.
- Next, the class and the teacher switch roles in order to practice a little more.



Chain Drill

A chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.



Chain Drill: Application Procedures

The teacher initiates a chain drill with four of the lines from the dialog. A chain drill gives students an opportunity to say the lines individually. The teacher listens and can tell which students are struggling and will need more practice. A chain drill also lets students use the expressions in communication with someone else, even though the communication is very limited.

The teacher addresses the student nearest him with, 'Good morning, Adama.' He, in turn, responds, 'Good morning, teacher.' He says, 'How are you?' Adama answers, 'Fine, thanks. And you?' The teacher replies, 'Fine.' Then, the teacher uses gestures to tell Adama to turn to the student sitting beside him and greet him. That student, in turn, says his lines in reply to him. When he has finished, he greets the student on the other side of him. This chain continues until all of the students have a chance to ask and answer the questions. The last student directs the greeting to the teacher.



Single-slot Substitution Drill: Application Procedures

The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase (called the cue). The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

The teacher begins by reciting a line from the dialog, 'I am going to the laundry.' Following this he shows the students a picture of "a bank" and says the phrase, 'the bank.' He pauses, then says, 'I am going to the bank.'

From his example the students realize that they are supposed to take the cue phrase ('the bank'), which the teacher supplies, and put it into its proper place in the sentence.

After that he gives them their first cue phrase, 'the drugstore.' The students should respond together, 'I am going to the drugstore.' Then, the teacher provides other cues, 'the park', 'the library', 'the immigration office', 'the stadium', 'the gallery'etc



Multiple-slot Substitution Drill

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, that fit into different slots in the dialogue line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject–verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

