

# Pedagogy and Curriculum Innovations

## Third Year 2020-2021

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**First Semester**

**Week 4:**

**Lecture 7:**

**The Audio-lingual Method:  
Techniques**



## 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.



## Multiple-slot Substitution Drill: Application

The teacher may start off using this technique by having the students repeat an original sentence from the dialog, *'I am going to the laundry'*. Then, he may give the students the cue *'she'*. This substitution drill is slightly more difficult for the students since they have to change the form of the verb *'be'* to *'is'* or *'are,'* depending on which subject pronoun the teacher gives them.

Students: I am going to the laundry.

Teacher: **She**

Students: She is going to the laundry.

Teacher: **library**

Students: She is going to the library.

Teacher: **They**

Students: They are going to the library.

Teacher: **stadium**

Students: They are going to the stadium.

# Transformation Drill/ Application

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are: changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech. The teacher may use a substitution drill that requires the students to change a statement into a yes/no question. The teacher offers an example, 'I say, "She is going to the laundry."' You make a question by saying, "Is she going to the laundry?" The teacher models two more examples of this transformation, then makes sure if everyone understands.

Teacher: They are going to the stadium.

Students: Are they going to the stadium?

Teacher: He is going to the drugstore.

Students: Is he going to the drugstore?

Teacher: We are going to the movies.

Students: Are you going to the movies?

## Question-and-answer Drill/ Application

This drill gives students practice with answering questions. The students should answer the teacher's questions very quickly. The teacher may hold up a picture of a football field, and asks the class, 'Are you going to the football field?' He answers his own question, 'Yes, I'm going to the football field.' He poses the next question while holding up a picture of a park, 'Are you going to the park?' And again answers himself, 'Yes, I'm going to the park.' He holds up a third picture, the one of a library. He poses a question to the class, 'Are you going to the library?' They respond together, 'Yes, I am going to the library.' The teacher keeps drilling them with this pattern for few minutes. Once he realizes that the students can handle it, he poses the question to selected individuals rapidly, one after another.

## Question-and-answer Drill/ Application

As the teacher realizes that the students are able to keep up the pace, he moves on to the next step. He again shows the class one of the pictures, a supermarket this time. He asks, 'Are you going to the bus station?' He answers his own question, 'No, I am going to the supermarket.' The students understand that they are required to look at the picture and listen to the question and answer negatively if the place in the question is not the same as what they see in the picture. 'Are you going to the bus station? The teacher asks while holding up a picture of a café. 'No, I am going to the café,' the class answers. After posing a few more questions that require negative answers, the teacher produces the picture of the post office and asks, 'Are you going to the post office?' to make sure that the students understand that the place in the question is the same as what they see in the picture, so they are required to answer positively.

# Use of Minimal Pairs/Application

The teacher works with pairs of words which differ in only one sound; for example, 'ship/sheep.' Students are first asked to perceive the difference between the two words and later to be able to say the two words. The teacher selects the sounds to work on after she has done a contrastive analysis, a comparison between the students' native language and the language they are studying.

The teacher uses minimal pair words to get the students to hear the difference in pronunciation between the words in each pair. He introduces pairs like:

Bent/Vent

Fan/Van

Fine/Vine

Save/Safe

Thing/Think

Pin/Bin

Pig/Big

# Complete the Dialogue/Application

Selected words are erased from the dialog that the students have learned. Students complete the dialog by filling the blanks with the missing words. This drill can be spoken or written.

- ..... are you.....?
- I'm ..... to ..... my clothes from the .....
- I ....., too. .... we go .....



# Grammar Games

The grammar games are designed to get students to practice a grammar point within a context. Students are able to express themselves, although in a limited way.

## Alphabet Game

The game starts with a student who needs a food item beginning with the letter 'A.' The student says, 'I am going to the supermarket. I need a few apples.' The next student says, 'I am going to the supermarket. He needs a few apples. I need a little bread' (or 'a few bananas,' or any other food item you could find in the supermarket beginning with the letter 'B'). The third student continues, 'I am going to the supermarket. He needs a few apples. She needs a little bread. I need a little cheese.' The game continues with each player adding an item that begins with the next letter in the alphabet. Before adding his or her own item, however, each player must mention the items of the previous students. If the student has difficulty thinking of an item, the other students or the teacher helps.

# Inflection

One word in an utterance appears in another form when repeated:

- I bought the ticket. - I bought the tickets.
- I called the young man. - I called the young men.

# Expansion

When a word is added it takes a certain place in the sequence:

- I know him. (hardly). -I hardly know him.
- I know him. (well). - I know him well ....