

Pedagogy and Curriculum Innovations

Third Year 2020-2021

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First Semester

Week 4:

Lecture 8:

Typical Audio-lingual Lesson



Typical Audio-lingual Lesson

1. Students first hear a model dialog (either read by the teacher or on tape) containing the key structures that are the focus of the lesson. They repeat each line of the dialog, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate. The dialog is memorized gradually, line by line. A line may be broken down into several phrases if necessary. The dialog is read aloud in chorus, one half saying one speaker's part and the other half responding. The students do not consult their book throughout this phase.



Typical Audio-lingual Lesson

2. The dialog is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by the students.
3. Certain key structures from the dialog are selected and used as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanation may be offered at this point, but this is kept to an absolute minimum.
4. The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialog may be introduced. At the beginning level, writing is purely imitative and consists of little more than copying out sentences that have been practiced. As proficiency increases, students may write out variations of structural items they have practiced or write short compositions on given topics with the help of framing questions, which will guide their use of the language.



Activity One: Dialog

Jane: Could you tell me the time, please?

Steve: Certainly. It's 3 P.M.

Jane: That late? I thought it was early **afternoon** still.

Steve: Time flies when you are busy. Did you enjoy your **morning**?

Jane: I did, but now I have to rush in order to get home before **dusk**.

Steve: Have a good **evening**. See you back here tomorrow bright and early!

Jane: Yes! I'll arrive by **dawn** or shortly thereafter.

How To Teach The Dialog?

Step 1: Model the dialog for your students. Read it many times.

Step 2: Ask the students to repeat each line after you.

Step 3: Take Jane's role and ask the students to take Steve's. Do it few times.

Step 4: Switch roles with the students. Do it few times.

Step 5: Divide the class into two halves, each half takes a role. Do it few times.

Step 6: Ask individual students to take roles.



Activity Two: Backward Build-up

How To Do This Activity?

Step1: Choose a troublesome sentence from the dialog and break it into parts

Step2: Start with the end of the sentence and have the students repeat

Step3: Add few more words little by little until the entire sentence is repeated

Step4: Ask individual students to repeat it.

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Teacher: Repeat after me: early

Students: early

Teacher: bright and early!

Students: bright and early!

Teacher: tomorrow bright and early!

Students: tomorrow bright and early!

Teacher: back here tomorrow bright and early!

Students: back here tomorrow bright and early!

Teacher: See you back here tomorrow bright and early!

Students: See you back here tomorrow bright and early!

Activity Three: Question/Answer

How To Ask About Time?

Step 1: Point to the first clock and ask “What is the time?”

Answer your question. “It is one o’clock”

Step 2: Point to the second clock and ask “What is the time?”

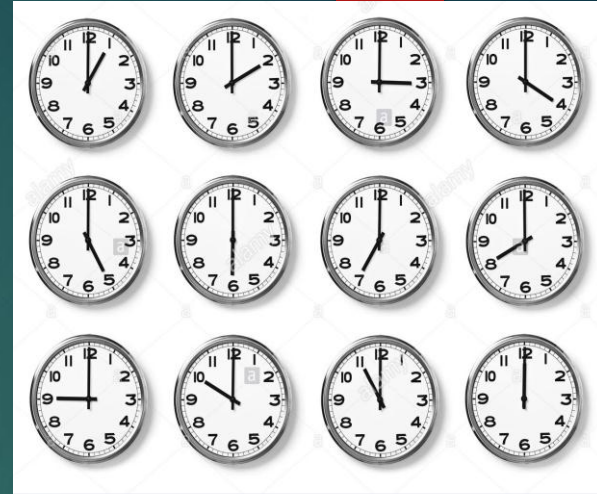
Answer your question. “It is two o’clock”

Step 3: Point to the third clock and ask “What is the time?”

Point to the class to answer you.....

Continue asking them about the time in all clocks.

Step 4: Ask individual students to check their understanding.



Activity Three: Question/Answer

How To Ask About Time?

Step 1: Point to the first clock and ask “What is the time?”

Answer your question. “It is four o’clock”

Step 2: Point to the second clock and ask “What is the time?”

Answer your question. “It is six ten”

Step 3: Point to the third clock and ask “What is the time?”

Answer your question. “It is fifteen to twelve”

Step 4: Point to the fourth clock and ask “What is the time”

Point to the class to answer you....

Continue asking them about the time in all clocks.

Step 5: Ask individual students to check their understanding.



Activity Four: Single Slot Substitution

How To Teach This Activity?

Step 1: Choose a sentence from the dialog. Say it out loud. Give a cue.

Step 2: Say the same sentence substituting the cue into the line.

Step 3: Give the student a cue, ask them to put it into its proper place in the sentence.