THE AUDIOLINGUAL METHOD

Exercise

Preparation
Work on the Behaviourism-Language unit, particularly

Fries         Lado             pattern practice         audiolingualism         drill

Exercises
Try the three exercises below, using the Audiolingual Method activity to access the sites cited.

Sample exercises
Download the answer sheet from the same page.

1. Introductory routine
2. A what?
3. Chain drill
4. Learning and evaluating
5. Teaching with the ALM
1. Introductory routine

Young EFL learners in a French primary school.

Teacher stands in front of a class of learners sitting at their desks. She asks one learner, 'Amelie, how are you?' The learner responds, 'Fine, how are you?' The teacher continues, asking different learners, who respond in turn:

Teacher: Vincent, how are you?

Student: Fine, how are you?

Teacher: Helene, how are you?

Student: Fine, how are you?

Teacher: Kevin, how are you?

Student: Fine, how are you?

If a learner is unable to produce the response, the teacher models utterance, mouthing the syllables first, then aloud if necessary. The teacher also corrects pronunciation, emphasising the /h/ sound for 'how,' by breathing on her hand in front of her mouth like a mirror, and eliciting choral repetition from the class when several learners exhibit the same error. The activity continues until the teacher has asked each learner and obtained the same response.

Questions

a. What aspects of this activity derive from structural principles?

b. What aspects of this activity are behaviorist?

c. Can we talk about conditioning in these circumstances?
2. A what?

Young EFL learners in a French primary school.

Teacher and students sit in circle. Teacher explains game in L1. It is a chain game, where students pass on a new word illustrated on a flashcard, 'a bear,' or pretend not to understand and ask 'a what?'

First, T shows the flashcard to the first student (S1) and says 'It's a bear.' The first student says 'a what?' to obtain repetition of the word. The teacher repeats the word and gives the card to the student. S1 will repeat the word to the next student. S2 will pretend not to understand, and say 'a what?' S1 will pretend to have forgotten, and ask the teacher 'a what?' The teacher will repeat 'it's a bear,' S1 will repeat to S2, and S2 will tell S3 'it's a bear.'

T to S1: ((shows flashcard to S1)) It's a bear.
S1 to T: A what?
T to S1: A bear.
S1 to S2: ((shows flashcard to S2)) A bear
S2 to S1: A what?
S1 to T: A what?
T to S1: A bear.
S1 to S2: A bear
S2 to S3: ((shows flashcard to S2)) A bear
S3 to S2: A what?

Questions

a. What type of activity is described here?

b. Is the activity meaningful or mechanical?

c. After presenting and practising several new animal words, the teacher checks students' comprehension and memory by presenting 4 flashcards and asking for volunteers to name the animals. When she points to the bear flashcard, the students chorus 'a what.'

What has happened here? What are the implications for this approach to learning?
3. Chain drill

Young EFL learners in a French primary school

Children pass ‘who’ flashcard round circle, each learner asking Who are you? and responding I’m _ The chain starts and finishes with the teacher, who models question and answer, mouthing to cue some students.

Next, learners practice How are you? with a different flashcard, and the response, Fine, how are you?

The teacher holds up one flashcard and then the other, eliciting the different questions and answers, and emphasising the difference between the question words how and who.

Finally, the teacher passes each flashcard round the circle in opposite directions, requiring learners to ask and answer the appropriate question.

Questions

a. Identify the behavioristic and structural aspects of this activity.

b. What other activities might the teacher use to extend the learning produced in this context?
4. Learning and evaluating

*Young EFL learners in a French primary school.*

Visit Steve Mound’s website for French middle school EFL learners to try his activity on classroom objects.

[http://s.mound.free.fr/skyblues67/classroomQUIZ/classroomsounds.htm](http://s.mound.free.fr/skyblues67/classroomQUIZ/classroomsounds.htm)

**Questions**

a. Devise behaviorist learning activities from this online activity.

b. How can the learners be evaluated without recourse to the written form (which the audio-lingual method tends to leave until after the aural/oral forms are acquired)?

5. Teaching with the ALM (Audio-Lingual Method)

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[http://www.auburn.edu/~nunnath/engl6240/alm.html](http://www.auburn.edu/~nunnath/engl6240/alm.html)

Read the presentation of different types of drills and try Nunally’s hands-on activity.