The Audio-Lingual Method

聽說教學法

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Like the Direct Method, it is also an oral-based approach. The Audio-Lingual Method drills students in the use of grammatical sentence patterns.

Unlike the Direct Method, it has a strong theoretical base in linguistics and psychology.
Charles Fries (1945) of the University of Michigan led the way in applying principles from structural linguistics in developing the method, and for this reason, it has sometimes been referred to as the ‘Michigan Method.’

密西根大學的弗里斯教授（1945）率先應用結構語言學的原則發展聽說教學法，所以有人稱聽說教學法「密西根教學法」。

It was thought that the way to acquire the sentence patterns of the target language was through conditioning – helping learners to respond correctly to stimuli through shaping and reinforcement. Learners could overcome the habits of their native language and form the new habits required to be target language speakers.

他們認為，目標語句型的學習必須透過制約，也就是藉由塑造和增強，讓學習者對刺激產生正確的回應，然後學習者就可以擺脫母語的習慣，養成說目標語的新習慣。
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<tr>
<th>Observations</th>
<th>Principles</th>
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<td>2. The language teacher uses only the target language in the classroom. Actions, pictures, or regalia are used to give meaning otherwise.</td>
<td>2. The native language and the target language have separate linguistic systems. They should be kept apart so that the students’ native language interferes as little as possible with the students’ attempts to acquire the target language.</td>
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<td><strong>Observations</strong>観察記録</td>
<td><strong>Principles</strong>原則</td>
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<td>3. The language teacher introduces the drills by modeling the correct answers; at other times, she corrects mispronunciation by modeling the proper sounds in the target language.</td>
<td>3. One of the language teacher’s major roles is that of a model of the target language. Teachers should provide students with a good model. By listening to how it is supposed to sound, students should be able to mimic the model.</td>
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<td>4. The students repeat each line of the new dialog several times.</td>
<td>4. Language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning.</td>
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<td>5. The students stumble over one of lines of the dialog. The teacher uses a backward buildup drill with this line.</td>
<td>5. It is important to prevent learners from making errors. Errors lead to the formation of bad habits. When errors do occur, they should be immediately corrected by the teacher.</td>
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6. The teacher initiates a chain drill in which each student greets another.

6. The purpose of language learning is to learn how to use the language to communicate.
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<td>7. The teacher uses single-slot and multiple-slot substitution drills.</td>
<td>7. Particular parts of speech occupy particular “slots” in sentences. In order to create new sentences, students must learn which part of speech occupy which slot.</td>
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8. The teacher says, “Very good,” when the students answer correctly.

8. Positive reinforcement helps the students to develop correct habits.
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<td>10. The teacher conducts transformation and question-and-answer drills.</td>
<td>10. Each language has a finite number of patterns. Pattern practice helps students to form habits which enable the students to use the patterns.</td>
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</table>
### Observations 觀察紀錄

11. When the students can handle it, the teacher poses the questions to them rapidly.

### Principles 原則

11. Students should “overlearn,” i.e. learn to answer automatically without stopping to think.
### Observations

14. Students are given no grammar rules; grammatical points are taught through examples and drills.

### Principles

14. The learning of a foreign language should be the same as the acquisition of the native language. The rules necessary to use the target language will be figured out or induced from examples.
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<td>15. The teacher does a contrastive analysis of the target language and the students’ native language in order to locate the places where she anticipates her students will have trouble.</td>
<td>15. The major challenge of foreign language teaching is getting students to overcome the habits of their native language. A comparison between the native and target language will tell the teacher in what areas her students will probably experience difficulty.</td>
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<td>16. The teacher writes the dialog on the black board toward the end of the week. The students do some limited written work with the dialog and the sentence drills.</td>
<td>16. Speech is more basic to language than the written form. The ‘natural order’ – the order children follow when learning their native language – of skill acquisition is: listening, speaking, reading, and writing.</td>
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<td>17. The supermarket alphabet game and a discussion of American supermarkets and football are included.</td>
<td>17. Language cannot be separated from culture. One of the teacher’s responsibilities is to present information about that culture.</td>
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1. What are the goals of teachers who use the Audio-Lingual Method?

Teacher Want their students to be able to use the target language communicatively. Their students achieve this by forming new habits in the target language and overcoming the old habits of their native language.

2. What is the role of the teacher? What is the role of the students?

Teacher is responsible for providing her students with a good model for imitation.
3. What are some characteristics of the teaching/learning process?

   New vocabulary and structural patterns are presented through dialogs. Grammar is induced from the examples given; explicit grammar rules are not provided. Cultural information is contextualized in the dialogs or presented by the teacher.

4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?

   There is student-to-student interaction in chain drills or when students take different roles in dialogs, but this interaction is teacher-directed. Most of the interaction is between teacher and students and is initiated by the teacher.
6. How is the language viewed? How is the culture viewed?

Every language is seen as having its own unique system. The system is comprised of several different levels: phonological, morphological, and syntactic. Each level has its own distinctive patterns.

Everyday speech is emphasized in the Audio-Lingual Method. Culture consists of the everyday behavior and lifestyle of the target language speakers.
7. What areas of language are emphasized? What language skills are emphasized?

Vocabulary is kept to a minimum while the students are mastering the sound system and grammatical patterns.

The natural order of skills presentation is adhered to: listening, speaking, reading, and writing. The oral/aural skills receive most of the attention. Pronunciation is taught from the beginning, often by students working in language laboratories on discriminating between members of minimal pairs.
8. What is the role of the students’ native language?
   The habits of the students’ native language are thought to interfere with the students’ attempts to master the target language.

10. How does the teacher respond to student errors?
    Student errors are to be avoided if at all possible through the teacher’s awareness of where the students will have difficulty restriction of what they are taught to say.
Dialog memorization

Students memorize the dialog through mimicry;

a) Students usually take the role of one person in the dialog, and the teacher the other.

b) 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.

c) After the dialog has been memorized, pairs of individual students might perform the dialog for rest of the class.

These patterns and points are later practiced in drills based on the lines of the dialog.
Backward build-up (expansion) drill

This drill I used when a long line of a dialog is giving students trouble.

Repetition drill

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

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.
Reviewing the Techniques

- **Single-slot substitution**
  
The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

- **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 dialog line.
Reviewing the Techniques

- **Transformation drill**
  The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example.

- **Question-and-answer drill**
  This drill gives students practice with answering questions. This gives students practice with the question pattern.

- **Use of minimal pairs**
  The teacher works with pairs of words which differ in only one sound. Students are first asked to perceive the difference between the two words and later to be able to say the two words.
Complete the dialog

Selected words are erased from a dialog students have learned. Students complete the dialog by filling the blanks with the missing words.

Grammar game

Games like the supermarket alphabet game described in this chapter are used in the Audio-Lingual Method. The games are designed to get students to practice a grammar point within a context.
Teaching Demonstration

The Audio-Lingual Method
Dialogue

- Sally: Good morning, Bill.
- Bill: Good morning, Sally.
- Sally: How are you?
- Bill: Fine, thanks. And you?
- Sally: Fine. Where are you going?
- Bill: I’m going to the post office.
- Sally: I am too. Shall we go together?
- Bill: Sure, Let’s go.
Repeat the dialogues.

Chain Drill

How are you?

Fine, thanks. And you?

Substitution Drill

I am going to the post office.
Multiple-Slot Substitution Drill

I am going to the post office.

She, bank

She is going to the bank.

They, library

They are going to the library.
Transformation Drill (An affirmative sentence into a negative sentence.)

She is going to the post office.

Yes/no-question

Question and Answer

Repeat the dialogue
Review the dialogue.
Expand the dialogue.
I am going to the supermarket. I need a little butter, some eggs…
Mass and count nouns
Minimal pair words
Sheep/ship, leave, live
Supermarket alphabet game
A presentation by the teacher on supermarkets in the United States.