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| **Method or Approach: The Audio-Lingual Method** |
| **AUTHOR** | * It is also called the Army Method.
* The Audio-Lingual Method was coined by Professor Nelson Brooks. It was widely used in the United States and other countries in the 1950's and 1960's.
 |
| **THEORY OF LANGUAGE** | Dominate the building blocks of language and combine it with learning rules |
| **THEORY OF LEARNING** | * Language learning is habit-formation
* Mistakes are bad and should be avoided, as they make bad habits
* Language skills are learned more effectively if they are presented orally first, then in written form
* Analogy is a better foundation for language learning than analysis
* The meanings of words can be learned only in a linguistic and cultural context
 |
| **OBJECTIVES** | * Accurate pronunciation and grammar
* Ability to respond quickly and accurately in speech situations
* Knowledge of sufficient vocabulary to use with grammar patterns.
 |
| **SYLLABUS** | Audiolingualism uses a structural syllabus  |
| **TECHNIQUES** | * Dialogues
* Drills
 |
| **LEARNING ACTIVITIES** | 1. Focus on Practical Pronunciation2. Do Structural Drilling Exercises3. Use Dialogue Practice |
| **LEARNER ROLES** | * To play a recreactive role by responding to stimuli
* They have a little control over the contet, pace, or style of learning
* Don’t initiate interaction, because this may lead to mistakes.
 |
| **TEACHER ROLE** | * To control the direction and pace learning and monitors and corrects learners performance.
* To keep the learners attentive by varying drills and task and choosing relevant situations to practice structures.
 |
| **ROLE OF MATERIALS** | * Assist to the teacher to develop language mastery in the learner.
* They are teacher-oriented.
* A student’s book is primarily listening, repeating, and responding.
 |
| **PROCEDURE** | * Students hear a model dialogue
* Students repeat each line of the dialogue
* Certain key words or phrases may be changed in the dialogue
* Key structures from the dialogue serve as the basis for pattern drills of different kinds.
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| **ADVANTAGES** | * The students practice substitutions in the pattern drills
* All students participate in class
* The class becomes more interesting
* They improve their listening and speaking skills
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| **DISADVANTAGES** | * The grammar structure of that lesson is not explained before.
* Teacher does not explain the exercise well-detailed.
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UNIVERSIDAD TÉCNICA DE AMBATO

# FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**CARRERA DE IDIOMAS**

**MODALIDAD PRESENCIAL**

# EFL TEACHING METHODS AND APPROACHES

## FIFTH SEMESTER “A”

**Topic: Audio-Lingual Method (Template)**

## Student´s names: Lisbeth Acaro

## Professor´s name: Mg. [Mayorie](http://humanaseducaciononline.uta.edu.ec/user/view.php?id=432&course=1) Chimbo

**AMBATO – ECUADOR**

**March - August 2018**