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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 Pronunciation 2. 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. |
| **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 |
| **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**