



The Audio-Lingual Method

The Audio-Lingual Method (ALM) 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'. Later in its development, principles from behavioral psychology (Skinner 1957) were incorporated.

Imagine that you are sitting in the back seat of a classroom, in which the teacher use the Audio-Lingual Method (ALM) and start taking notes.



- ❖ The teacher gives them a dialogue.
- ❖ She asks them to listen and try to memorize the dialogue.

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

- ❖ Asking the student to repeat it several times.
- ❖ Teaching grammar and pronunciation from the same dialogue



THINKING ABOUT THE EXPERIENCE

- Listening
- Speaking
- Pronunciation is important. The students should not be different in the sound system between his mother tongue and the target language.
- Grammar taught indirectly and no grammatical rule to be given.
- The language teacher uses only the target language in the classroom. Actions, pictures, or realia are used to give meaning otherwise.
- The teacher says, 'Very good', when the students answer correctly.
- The teacher should be like an orchestra leader, guiding, and controlling the students' behavior in the target language.
- The natural order of skills is: listening, speaking, reading, and writing.
- Speech is more basic to language than the written form.

A stone wall background with the text "Thank You for Listening!" centered on it. The wall is composed of irregularly shaped stones in various shades of beige, tan, and brown, arranged in a roughly horizontal pattern. The text is written in a black, serif font.

Thank You for Listening!