



# THE AUDIO-LINGUAL METHOD (ALM) CONT

جامعة ساوة

كلية التربية

قسم اللغة الانكليزية

المرحلة الثالثة

رقم المحاضرة 4

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The  
Audiolingual  
method of  
teaching



presentation title

## SOME DRILLS IN ALM

1. **Repetition**. A Student **repeats an utterance aloud** as soon as he/she hears it (brief utterance)

Sound is as important as form and order

2. **Inflections**. One word in an utterance appears in **another form** when repeated

Ex. I bought the ticket. - I bought the tickets

3. **Replacement**. One word in an utterance is **replaced by another**

Ex. **Helen** left early

**She** left early

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## SOME DRILLS IN ALM CONT.

4. **Restatement.** The student **rephrases an utterance** and **addresses it to someone else**, according to instructions

Ex. T: Ask her **how old she is.**

S: How old are you? ( to another student)

5. **Completion.** The student hears an utterance that is complete except for one word, and then repairs the utterance in completed form.

Ex. I'll go my way and you go....

I'll go my way and you go **yours**

6. **Transposition.** A change in word order is necessary when a word is added

Ex. I'm hungry. (so)

So am I.

# SOME DRILLS IN ALM CONT.

7. **Expansion.** When a word is added, it takes a certain place in the sequence

Ex. I know him. (hardly)

I **hardly** know him.

8. **Contraction.** A single word stands for a phrase or clause.

Ex. Put your hand **on the table**.

Put your hand **there**.

9. **Transformation.** A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.

Ex. He knows my address

Negative: He doesn't know my address.

Interrogative: Does he know my address?

10. **Integration.** Two separate utterances are integrated into one.

Ex. They must be honest. This is important.

It is important **that** they be honest.

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# LEARNERS AND TEACHERS' ROLES IN ALM



## Learners' Roles

1. Learners play a reactive role by responding to the stimuli.
2. Listen to the teacher to imitate accurately.
3. performing controlled tasks.

# LEARNERS AND TEACHERS' ROLES IN ALM



## Teacher's roles

- ✓ Teacher's role is central and active; it is a teacher-dominated method
- ✓ models the target language, controls the direction and pace of learning, and monitors and corrects the learners' performance
- ✓ must keep the learners attentive
- ✓ Failure: improper application of the method (teacher not giving enough practice/Learners not memorizing patterns)



## ADVANTAGES OF ALM

1. Listening and speaking skills are emphasized and, especially the former, rigorously developed
2. The use of visual aids is effective in vocabulary teaching
3. The method is just as functional and easy to execute for larger groups.
4. Correct pronunciation and structures are emphasized and acquired.



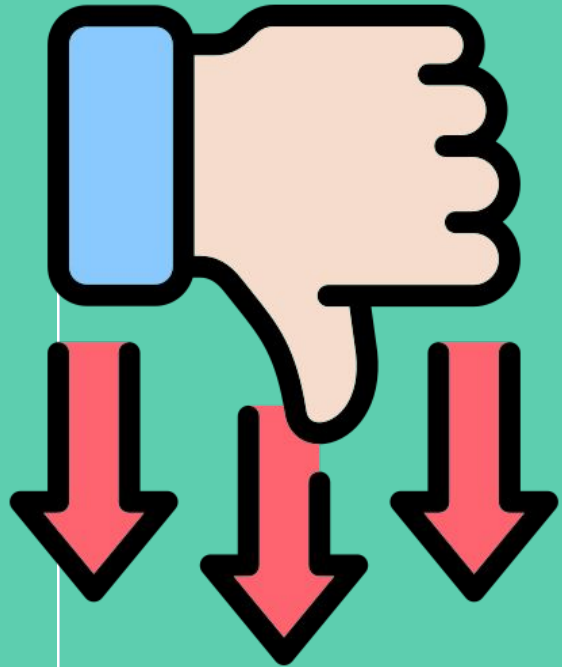
## ADVANTAGES OF ALM

5. It is a teacher-dominated method.

6. It is a mechanical method since it demands pattern practice, drilling, and memorization.

7. The learner is in a directed role; the learner has little control over the material studied or the method of study.

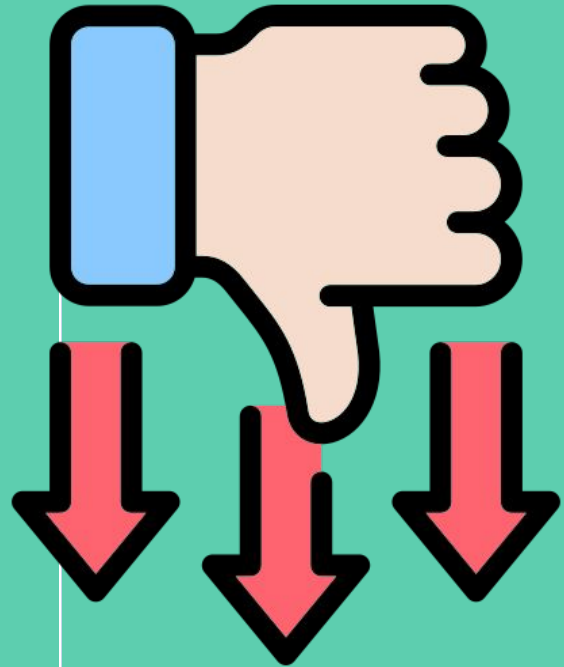




## DISADVANTAGES OF ALM

- 1- The behaviorist approach to learning is now discredited. Many scholars have proved its weakness
- 2- It does not pay sufficient attention to communicative competence
- 3- Only language form is considered while meaning is neglected
- 4- Equal importance is not given to all four skills

## DISADVANTAGES OF ALM



5- It is a teacher-dominated method.

6- It is a mechanical method since it demands pattern practice, drilling, and memorization over functional learning and organic usage.

7- The learner is in a passive role; the learner has little control over their learning.