

rules necessary to use the target language will be figured out or induced from examples.

15. Overlooking the habits of the native language: The major challenge of foreign language teaching is getting students to overcome the habits of their native language.

16. L, S, R & W: Speech is more basic to language than the written form. The ‘natural order’ of skill acquisition is: *listening, speaking, reading, and writing.*

17. Culture : Culture is not only literature and the arts, but also the everyday behavior of the people who use the target language. One of the teacher’s responsibilities is to present information about that culture. **Reviewing Important questions on The Audio-Lingual Method (ALM)**

1. What are the goals of teachers?

- In The Audio-Lingual Method, teachers want their students to (a) be able to use the target language communicatively
- (b) overlearn the target language (to learn to use it automatically without stopping to think).
- (c) form new habits in the target language and overcome the old habits of their native language.

2. What is the role of the teacher?

The teacher is like an orchestra leader, directing and controlling the language behavior of her students.

3. What is the role of the students?

Students are imitators of the teacher. They follow the teacher's directions and respond as accurately and as rapidly as possible.

4. What is the interaction?

- (a) There is student-to-student interaction in chain drills or when students take different roles in dialogues, but this interaction is teacher-directed.

(b) Most of the interaction is between teacher and students and is initiated by the teacher.

5. How is culture viewed?

Culture consists of the *everyday behavior and lifestyle* of the target language speakers.

6. What areas of language are emphasized?

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

7. What language skills are emphasized?

The natural order of skills presentation is adhered to: listening, speaking, reading, and writing.

8. What is the role of the students' native language?

The target language is used in the classroom, not the students' native language.

9. How does the teacher respond to student errors?

Student errors are to be avoided.

The Techniques of the Audio-lingual method

1. Dialogue Memorization

Dialogues or short conversations between two people are often used to begin a new lesson. Students memorize the dialogue through mimicry; (a) students usually take the role of one person in the dialogue, and the teacher the other. (b) After the students have learned the first person's lines, they switch roles and memorize the other person's part. (c) 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. (d) After the dialogue has been memorized, pairs of individual students might perform the dialogue for the rest of the class.

2. Backward Build-up (Expansion) Drill

This drill is used when a long line of a dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a