**3. The Audio-Lingual Method**

**Introduction**

It should be worth noting that an audio-lingual Method is an oral-based method. Though, it is

altered to some extent, given that the Direct Method is highlighting terminology acquisition through exposure to its use in circumstances, the Audio-Lingual Method drills learners through the use of grammatical sentences patterns. Likewise, different from the Direct Method, it has a solid theoretical foundation in linguistics and psychology fields. According to Charles Fries (1945) of the University of Michigan who directed the way in employing principles from structural linguistics in improving the method, that's why, it has sometimes been represented as the‘Michigan Method’. Far ahead in its growth, principles from behavioural psychology (Skinner 1957) were amalgamated. It was supposed that the means to acquire the sentence patterns of the target language was over conditioning- helping students to react appropriately to stimuli through shaping and reinforcement arrangement with the intention of students to overcome the habits of their native language and from the new habits crucial to be target language utterances. **(Larsen-Freeman & Anderson, 2011, p. 58)**

**3.1 Purposes of the Audio-Lingual Method**

The objective of the lecturer is thrusting his/ her learners to be capable of engaging the target language communicatively. In an attempt to do so, the lecturer considers that learners require to learn intensively and extensively “overlearn” the target language, to absorb how to use automatically and unconsciously without discontinuing to ponder in the target language. According to them learners my accomplish this by shaping new habits and behaviours in the target language and getting over the old habits of their native language.

**3.2 Characteristics of the Audio-Lingual Method**

**1.** Any given foreign language is the same as any other sort of learning and is able to be clarified by the same regulations and principles (Stimulus-Response- Reinforcement).

**2.** Learning is the outcome of experience and involvement and is apparent in vicissitudes in behaviors and habits. The purpose is for achieving linguistic competence and accuracy.

**3.** Each and every single foreign language learning is divergent from first language learning.

**4.** Each and every single foreign language learning is a course of habit construction.

**5.** The process of language learning progresses by dint of analogy that is habit- formation system including discrimination and generalization rather than analysis aspect (deductive learning of rules, as the Grammar Translation Method) and contains attending to shape and structure.

**6.** Errors made are the effect of first language interference and can be escaped from in the process of teaching. Lectures should stipulate what language patterns the learners will apply and monitor learners’ communication with the target language.

**7.** Revolves around all the rehearses, drills, and course of actions through making a transition from reading, translating and deductive description of grammar rules to the listening, speaking and the inductive demonstration of the linguistic patterns of the spoken system.

**3.3 The Audio-Lingual Method Techniques**

The lecturer will attempt to use different dialogues and pattern practices derived from the audiolingual classroom rehearsals. It should be worth perceiving that the use of such drills is a distinctive trait of the Audiolingual Method. The techniques treated by the Audio-lingual Method are:

**1. Repetition drill**: such drill pattern is regularly manipulated to explain the lines of the dialogue. Undergraduates are required to reiterate the educator’s pattern as correctly and rapidly as possible.

**2. Single slot substitution drills**: the use of such pattern is through saying a line, typically from a

given dialogue. Then, the instructor utters a word or a phrase (described as a cue). Learners resay

the line from the dialogue that the instructor has given them, replacing “substituting” the cue with

the line in its appropriate spot. The main objective of these drills is to provide learners with some

sort of practices through finding and filling in the slots of a sentence.

**3. Question and answer drills**： the lecturer uses such kind of drills to foster learners practice to answer certain questions. The learners should answer the tutor’s question immediately. In spite of the fact that teachers did not recognize such type of drills in their classes here, it is as well likely for the teacher to cue learners to ask questions likewise. These thrusts apprentices’ practices with the question pattern process.

**4. Expansion drill：** the lecturer uses such kind of drills to thrust learners to construct longer sentences step by step, progressively attaining the aspect of fluency. The foremost structure is reiterated first, later learners should put the cues in its appropriate spot.

**5. Multiple slot substitution drills:** such kind of drills is akin to the single slut substitution drills. The main difference occurs when the lecturer provides cue expressions, in sequence will be incorporated in different slots in the dialogue lines. The undergraduates have to distinguish what chunk of speech each and every single cue is, or as a minimum, where it should be incorporated in the sentence, and construct any other modifications, such as subject-verb arrangement. Then they repeat the line or lines, incorporating the cue phrases in the lines where they fit.

**6. Backward build-up drills:** the lecturer uses such kind of drills when discovering that a long-stretched line of a given dialogue is putting learners into troubles. The lecture then falls apart the line into several parts. Learners repeat a single part of the phrase, usually the last expression of the line. Next, pursuing the instructor’s cue, the learners broaden what they are reiterating piece by piece until they are capable of resaying the complete line. The tutor starts with the last part of the sentence and operates backwards from there to retain the intonation of the parts of line as natural as possible. Also, this procedure thrusts the learners’ attention to be well-maintained till the last part of the line, where new information and experience naturally happen.

**7. Chain drill:** it should be worth distinguishing that a chain drill catches its name from the chain of conversation that constructs around the pattern of asking and answering questions of the students one by one inside the classroom. The instructor activates the chain by greeting a specific learner or asking him/ her a certain question. Such learner answers what has given to him or her and then turns to the classmate who is sitting next to him or her. The first learner greets or asks a certain question of the second learner and so forth, in this way the chain continues to expand. This type of chain drill tolerates some monitored and structured communication, despite the fact that it is restricted. Such pattern of drills also provides the lecturers with a chance to control and check each learner’s language.

**8. Complete the dialogue:** carefully chosen words are removed from a given dialogue where learners have learned. Learners accomplish the dialogue by filling in the gaps with the missing lexes.

**9**. **Transformation drill:** the lecturer uses such kind of drills to bring his/ her learners to a particular sort of sentence pattern, to make the previous information clear an affirmative sentence is a good example for. Learners are requested to transmute a given positive sentence into a negative sentence. Another example of transmutations is to enquire learners to transform a phrase into a question, an active sentence into a passive one, or direct statement into reported speech.

**10. Use of minimal pairs:** the lecturer uses such kind of practice where s/he tries to engage with a pair of words which vary only in one sound; for instance, ‘bat/ but’. Learners are first enquired to discover the discrepancy between the two words and later try to repeat the two words correctly. The trainer picks the sounds to develop after manipulating a contrastive analysis or a comparison between the apprentices’ native language and the language they are learning.

**11. Grammar game:** the lecturer uses such kind of games to bring learners to rehearse grammar facts within a certain context. Learners are ready for expressing themselves, even if it is in a limited context.

**12. Dialogue memorization:** the lecturer often uses such kind of conversation practice between two students for opening a new tutorial. Apprentices memorize the dialogue over the application of mimicry, learners generally engage the role of one character in a dialogue, and then the teacher will take the other character. After memorizing the first character’s lines, they swap roles and learn the other character’s section. Another technique of rehearsing the two parts is set to be for the first half of the class students take one part and the other half of the class students tackle the other one. After the memorization of such dialogue, pairs of individual learners could play the dialogue for the remaining learners in the class.