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عنوان المحاضرة: الطريقة اللغوية الصوتية The Audio-Lingual Method	

The Audio-Lingual Method

Introduction

The Audio-Lingual Method, like the Direct Method we have just examined, is also an oral-based approach. However, it is very different, in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-Lingual Method drills students in the use of grammatical sentence patterns. Also, unlike the Direct Method, it 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.

It was thought that the way to acquire the sentence patterns of the target language was through **conditioning**— helping learners to respond correctly to stimuli through shaping and reinforcement, so that the learners could overcome the habits of their native language and form the new habits required to be target language speakers.

In order to come to an understanding of this method, let us now enter a classroom where the Audio-Lingual Method is being used. We will sit in on a beginning-level English class in Mali. There are 34 students, 13–15 years of age. The class meets for one hour a day, five days a week.