

**Title of the activity: 'Repeat after me' – Audio lingual method**

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**Tale:** *Everything happens for a reason*

**Age group**

- From 3-6 years old       From 7-10 years old       From **11-14 years old**

**Time: 30 minutes approx.**

**Key Words:** *Wh- questions, imperative, repeat, listen, dialogue*

**Basic competences:**

- Communicative competence in L1
- Communicative competence in L2
- Mathematic, technical and scientific competence
- Digital competence
- Learning to learn
- Civic and social competence
- Entrepreneur sense and initiative (professional competences)
- Cultural sense and expression

**Cognitive Competences:** This activity involves perception, decision taking and language skills in which the students can train their listening comprehension, accurate pronunciation and control of the structures of sound, form, and order in the new language. So, this activity involves an auditory processing, an ability to process incoming auditory stimuli typical of auditory learners.

**Strategic and instrumental competences:** The students should develop skilled training techniques to produce correct responses. This activity allows them to improve their discourse strategies, learners play an active role by responding to stimuli. Thus, here communication strategies are very important since they encourage individual initiative and promote active listening to the teacher by imitating accurately, responding to and performing controlled tasks related to a new form of verbal behaviour.

**Attitudinal competences:** The students learn the importance of the personal and participatory dimension; they should adopt and adapt their best attitude for carrying out a useful language learning which will be seen as the result from active verbal interaction between the teacher and the learners. The collaborative work is very important, they should follow the structured sequence of lessons as well as the dialogues, drills, and other practice activities. Moreover, in this activity the students use the technology in the classroom, so they have to make responsible use of their mobiles phones learning how technology can be introduced in the classroom as a part of the learning process.

**Expected Results**

- Active role of the learner by responding to stimuli
- Immediate and accurate speech
- Effective integration of technology, technology tools as powerful methods of collecting and recording data.
- Appropriate language stimulus-response chains
- Automatic production and comprehension of utterances by the students.

**Action protocol:**

Firstly, it is important to remark that in the **audiolingual method** there is no warm activity being that in this type of lessons, the first procedure is always the repetition of a model dialogue that has been either read by the teacher or on tape.

**1Activity 1:**

**Repetition:** The students repeat the first utterance of the dialogue several times, and then they repeat this utterance and add a new one. They have to do that in this way until that they have repeated several times the whole dialogue without looking at a printed text. So, the dialogue is memorized gradually, line by line. (Some grammatical explanation may be offered at this point, but this is kept to an absolute minimum.)

Animisha: “**Where** is **father**?”

Mother: “First **go** to the **bathroom** and **wash**, please”

Animisha: “But **mother**, first tell me **where** father is”

Mother: “He’s gone”

Animisha: “**Don’t lie to** me please, **how** could he have gone without me?”

Several days later...

Animisha: “Mother, **why** do you cry at night? **Tell** me the truth.

Mother: “He has died”

### Activity 2:

**Replacement:** The students listen and repeat a specific utterance of the previous dialogue but in this case one word in the utterance has change although the structure is the same. With this activity, at the same time the students can learn vocabulary related to house parts. So here, the vocabulary is teaching in context and not in isolation.

Mother: “First go to the bathroom and **wash**, please”

“First **go** to the bedroom and (**take a nap**), please”

“First **go** to the kitchen and (**cook**), please”

“First **go** to the dining room and (**relax**), please”

### Activity 3:

**Restatement:** The students rephrase an utterance and address it to someone else, according to the teacher’s instructions.

Ask me where is my father – “Where is your father?”

Command me that I have to go to the bathroom and wash – “Go to the bathroom and wash”

Command me that I tell you where your father is – “Tell me where my father is”

Command me politely that I don’t lie you \_ “Don’t lie to me, please”

Ask to your mother why she cries at night – “Mother, why do you cry at night?”

Command someone that he/she tell you the truth – “Tell me the truth”

### Activity 4:

**Completion:** The students hear an utterance that is complete except for one word, and then they have to repeat the utterance in completed form. Most of the utterances are questions in which the interrogative particle is missing. So, they have to repeat the utterance in completed form in order to practice the Wh- question and some imperatives. And here, some questions are adapted to the students’ interest, through changing certain key words.

“(Where) is father?”

“First go to the bathroom and (wash), please”

“But mother, first (tell) me where father is”

“Don’t (lie) to me please, mother, (how) could he have gone without me?”

“Mother, (why) do you cry at night?”

“(When) did father leave?”

### Activity 5:

**Contraction:** The students have to choose an adequate single word which substitutes a phrase or clause without change the meaning of the utterance.

“Where is (my father)?” – he

“Where is (your mother)?” - she

“First go (to the bathroom) and wash, please” - there

“But mother, first tell me (where father is)” – that

“Several days later (the child) asks her mother...” - she

“(Father) has died” – he

Finally, once the students have memorized the whole dialogue, those who are at the beginning level can copy some sentences that they have practiced in the dialogue since at this stage the writing is purely imitative. On the other hand, and as proficiency increases, students may write out variations of structural items they have practiced.

### Materials :

- Mobile phones to record their speeches.

### Variations of the activity

The activity can be also carried out in groups of 8-10 people in which one person of the group takes the role of teacher and the rest are the students. Each group have to carried out 6 activities, it will be organized like a gymkhana in which the first group that finished all the activities will be the winner. The students with the role of teacher should control that all of them play an active role and that everyone is recording his responses being that it will be check by the teacher.

### Evaluation of the activity

The evaluation of the activity will be carried out through a recording. In previous classes, the teacher ordered them to bring their mobile phones for this lesson, so each student should record their responses during the activities and then, all these recordings will be sent to an email provided previously by the teacher. However, probably they will be underage students so, each student will have a specific number or letter provided by the teacher in order to record and then send their answers in anonymous form.

The teacher will evaluate how they construct wh-questions and imperative clauses as well as patters of sound (pronunciation, intonation and fluency), order and form.