

Haiku Science Academy

# THE DYNAMIC AUDIO LINGUAL METHOD

REAL EXAMPLES FROM THOUSANDS OF HOURS OF  
SECOND & ADDITIONAL LANGUAGE TEACHING

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# The Dynamic Audio Lingual Method

Real Examples From Thousands Of Hours Of  
Second & Additional Language Teaching  
(SALT)

By Hakeem Ali-Bocas Alexander

**Haiku Science Academy**

## **\* Dynamic \***

A dynamic person is someone who has a positive attitude, is full of energy and ideas.

A dynamic process or system is active, progressive, and constantly changing.

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DEDICATION

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DEDICATED TO

**Flor Elizabeth Carrasco**

**August 23rd 1990 - October 24th 2019**

You are still inspiring me.

You are forever in my heart.

I will remember and love you for all eternity.

I am doing my best to create things and live a  
life that you would be proud of.

I shall carry on here until we meet again.

∞

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## REHEARSAL AS EXPERIENCE

Prepare yourself like an actor. All the world's a stage, right? Lights. Camera. Action!

I've realized that my success in Second & Additional Language Teaching (SALT) is because I've had many years of teaching and presenting other subjects *before*.

But something I've also come to know from my work in the entertainment industry, having performed and trained performers, is that *rehearsal* is another form of very useful experience.

Why wait until your first class of the day or your first *ever* class to start teaching?

You can gather all your teaching materials, and teach a class to an empty room, going through all the motions you might go through if you were teaching a class full of students.

You could rehearse with some helpful friends, or a couch full of stuffed animals. But one way or another, the more that you prepare, the better your results will be during class.

## THE PPP MODALITIES

In China, where I've done most of my research, the class structure for English language training centers follow the **PPP Model - Presentation. Practice. Production.** This structure is very logical and makes creating a lesson plan very simple.

The class structure is as follows:

1. Introduction
2. Presentation
3. Practice
4. Production
5. Review

Use this outline to model your rehearsals on. The main thing that I work on and that I suggest for you, is to rehearse yourself with the feeling that you are confident and ready no matter what is happening.

The more you prepare for success, the greater your chances are that your demo or class will be successful.

The sooner you put yourself into action, the more experience you will have to draw from.

**Introduction** - Just like any other. Say "Hello" to the student and if they are accompanied by a parent or someone else, greet them too. Ask their name, how they are doing, etc..

This is the beginning of your class. It can help you to evaluate their English level and personality. The intro is also where you will warm them up with a challenge, game, song or whatever gets them participating.

**Presentation** - This is where you introduce the material to the students. You show them objects, images, and talk so you can demonstrate how to use and produce the English language in the way that you do.

The presentation is mostly output for you and input for the student. It is the part where they are mostly listening to and watching you as it would be during a lecture.

This is not a law, but in general, during a "pure" audio lingual presentation this is as it should be. However, classes usually blend presentation and practice at the same time.

## PRESENTATION. PRACTICE. PRODUCTION.

Also, if this is not your 1st class with the students, you might also choose to do a review of the previous lesson before you move on.

**Practice** - This is where you will be guiding the student to repeat after you and / or act out an instruction you have spoken.

You are listening to their pronunciation, use of grammar, and other details you have planned to teach during the lesson.

The practice part of the class is when most of the repetition from your students is being performed. Again, this is not a law because you may be doing just as much repetition practice during the presentation, even if it is brand new material.

Or you might be doing a listening and reading practice with the students as they silently point to each word you read aloud from a text.

In practice, unless you are isolating a certain tactic for a specific reason, 99% of your classes will be blends of various methods.

## PRESENTATION. PRACTICE. PRODUCTION.

Practice can blend all 3 modes. It all depends on what you are teaching in that particular lesson.

The presentation portion could be run like a production assessment where you show a text, images, or items to see if the student can read it or name the things that they see.

**Production** - During this mode of your class, you will be encouraging your students to *produce* the English language on their own. Production means that the students are mostly speaking and / or writing.

Production from the students is mostly input for you and output for the student. It can be thought of as the mirror opposite of the presentation mode.

Of course, you may need to correct them during this mode. In this case you will practice a little bit more so that they can deliver a more accurate production.

After that, you can end the class with a review.

**Review** - During the review you may need to re-present and practice a few things that did not stick too well. You can assign homework, let the students know what to expect during the next lesson, and say good-bye for now.

Even though I am presenting this to you as a dynamic approach to using **audiolingualism**, it is not a pure practice.

I seamlessly mix *Total Physical Response*, *The Communicative Approach*, *Direct Method*, *Grammar Translation Method*, and more.

However, I will refrain from using these terms and most other linguistic terminology if I can spare it in the course that follows.

What I will provide for you are *directives*.

Directives are examples and instructions that tell you exactly what to do so that you can just get on and do it.

I am going to explain to you what I actually do so that you can go ahead and try it out for yourself right away.

## PATTERN INTERRUPTION

What you are going to read is a very simplified way of using the Audio Lingual Method (ALM). This specific interpretation, and application of ALM is exactly how I use it, and have successfully used it in thousands of classes.

This extremely simple method is presented as is so that anyone can apply it immediately. What I have found by using the ALM in its most basic form, is that it allows me to easily add to it whenever improvisation is called for.

Every student and class is different, so when you begin with something extremely basic, your ability to customize it unfolds very smoothly.

I am not guessing, and this is no theory of mine, or something I just read about. What you will learn from me is exactly what I have done in thousands of classes that gets satisfactory results very quickly.

In practice, I use an Audio Lingual Method backbone, with *pattern interrupting activities* to add variety and get results.

The results are that my students begin speaking English right away and can use it in simple conversations, even if it's just simple, memorized repetition.

This repetition is the beginning of using English naturally and fluently. If you want history, theories and **Second & Additional Language Teaching** (SALT) jargon, you can easily find that by searching on your own.

You will find little to none of that here. What I am sharing is for you and anyone else to use so that you can start getting results right away. So concern yourself with theories at your leisure.

Keep in mind that this is my own, very specific use of ALM from in the classroom. It is stripped down to its bones. I fleshed out this framework with my own thoughts, plans and coursework.

Because of my simple mind, I took the easiest approach I could understand - speaking and repeating - and used resourcefulness to make it work for me out of pure necessity.

## SIMPLE INSTRUCTIONS

I am mostly sharing my experience about teaching young learners, but my dynamic approach helps me teach students ranging in ages as young as 3 years old up to adults.

The simple tactics that I use are applied this way because they allow me to effortlessly shift into endless variations of ALM to suit the needs of the individual or class that is right before me.

While reading this book, it will be helpful to ask yourself: "How can I use this info to make it work for my student?". "How can this be used successfully in my class?"

Most of the time you will be inspired by these types of questions and sometimes you won't be. If you don't find a use for something you learn right away, discard it and move on to something that does work.

I know that you can find more ways to be as outstanding a teacher as possible when you take these simple instructions, add your imagination and most of all; use them.

## THE FOUR BASIC LANGUAGE SKILLS

The audio-lingual method is the entry point for teaching the *Four Basic Language Skills* successfully. It gives us a very easy set of tools to build upon the natural order of learning a new language.

You may already know them, but I will list the four basic language skills in order here:

1. Listening (hearing)
2. Speaking (repeating)
3. Reading (seeing & internal speaking)
4. Writing (internal speaking, internal seeing, & hand movement)

We must make sure that our students are hearing the words before they say them.

The students must say the words before they read them.

Finally, they must read the words before they write them.

In order to successfully teach a new language, you will need some simple tools that will be useful for all age groups and levels.

When putting together a tool kit, be sure that it includes the following items:

Pencils, pens, markers, crayons, paper, erasers, rulers, different types of balls, dice, light objects to point and touch with like wands or fly-swatters.

I also collect colorful items such as plastic bottle caps, marker caps, home-made and store bought stickers, magnetic trinkets, cards, games, or other props that I think might be helpful.

With a little imagination, you can assemble your own unique, teaching tool-kit that you can upgrade as you earn more experience and learn to be more innovative.

Although I admittedly do a lot more reading and research than most people do out of my own obsession, the best techniques that I learn come from hands-on, practical experience with thousands of students.

Following are some things I do in my classes.

The Audio-Lingual Method is simply listening and repeating. That is, you say some word, sentence, or phrase; and the the student repeats the word, sentence or phrase.

**Let's start** by teaching our class to say the names of four animals. A chicken, a duck, a mouse and a rabbit.

This is a demo class for a student who may know only a few basic greetings, like "Hello", "How are you?", "What's your name?", and the like.

After your introduction and warm-up, the student is primed and ready to go. If you have flashcards, you point to the chicken and say "chicken". Using gestures and body language, you encourage them to repeat after you.

You do this 3 or 4 times and then move on to the duck flashcard. Point to it and say "duck". Don't have flashcards? It works the same. Just say the words and encourage the student(s) to repeat after you.

## LET'S START TEACHING

In place of flashcards, you can draw the animal on the board or paper. Even if you are a terrible artist, it can add some fun to the class by laughing at your own ridiculous "art".

If you can mimic the animal sounds and movements they make, this helps too. Anything that you can do to hold their attention and keep the material interesting will improve the efficacy your lesson.

Very often during classes, you will use toys or other props. One thing that works ubiquitously is the ball. I use a racquetball very often, but if I am concerned that the student will hurt themselves I use a softer ball.

First, I roll the ball to the student and have them roll it back to me. I do this a few times by itself and then blend it into the lesson.

I do this by saying the name of the animal and indicate to the student that I will only roll the ball to them when they repeat the animal name.

## LET'S START TEACHING

I do this several times, and then switch to another activity or game to continue benefitting from repetition by interrupting the pattern.

Some students never stop being amused by the ball-rolling exchange, but it is still a good idea to break up the monotony.

Sometimes the very simple change of bouncing the ball back and forth, instead of, or in addition to rolling it while practicing word repetition is enough to keep them interested.

Thinking creatively, almost anything can help to keep your students engaged. I have a box full of marker caps that I collected from the dried up markers I threw out, as well as plastic bottle caps from iced-teas that I drank.

The marker caps are black, blue, and red. The bottle caps are red, orange, yellow, and green. There are so many ways you can use colors to add variety to a lesson.

## LET'S START TEACHING

In one simple activity, I say the word I want repeated and then put a cap on the table, desk, or floor. Then, when they repeat after me, I gesture for them to add a cap of the same color on top of, or next to the one I placed.

Another way to use these, is to assign a color to each animal. 4 bottle caps, 4 animals. Red-chicken; orange-duck; yellow-mouse; green-rabbit. Say "chicken" and put the red cap on the flashcard. The student should respond by repeating "chicken" and placing the red cap on the chicken flashcard too.

You can use the caps to randomize the lesson. Place 2 bottle caps of each color in a small bag or box for a total of 8 caps. Then put 1 cap of each color on each of the 4 flashcards.

Then, demonstrate to the students to reach into the bag or box without looking. They have to say the name of the image with the same color cap they pull from the bag or box.

As basic as these activities are, they work surprisingly well time after time.

## LET'S START TEACHING

If you have flashcards, have drawn, or printed the animals on paper, you can line them up on the floor leaning against a wall side by side. Use tape or putty to keep them standing if necessary.

You begin first by saying "rabbit" and then rolling the ball into the image of the rabbit. Repeat this with all the animals and then give the student their turn.

Say "mouse" and let the student roll the ball into the correct image. When they get it right, move on to the next one. If they make a mistake, you show them the correct image and have them repeat the word, and then roll it into the correct image.

A simpler version is to say "duck", roll the ball to the duck image, and then immediately say "duck" again while letting the student roll the ball to the duck image.

Are you seeing the pattern? These simple activities are ways to distract the students from the "boring" task of word repetition.

I will continue with examples of things that I do to hold the students attention, and also add simple sentences to give you some variety as well. This is handy because sometimes you will decide to add sentences if it seems too easy for the student.

Or, the scenario might be that you start by teaching the individual words first, and gradually build up to the sentences.

"It is a..." or "This is a...", are a few common extensions that you can use to add a challenge to the students and create simple sentences with the audio-lingual method.

Using the flashcards, you would hold one up and say "It is a chicken", and then tap or smack the card with your hand or a fly-swatter 3-times in a row.

"It is a chicken" \*smack\*; "It is a chicken" \*smack\*; "It is a chicken" \*smack\*. Then indicate for the student to do the same. You can start with one repetition, and build up to 3 if necessary.

## LET'S START TEACHING

The same thing can be done with a ball. Put the images on the floor and say "This is a duck", and bounce the ball or tap it on the image. Again, up to 3 times.

"This is a duck" \*bounce\*; "This is a duck" \*bounce\*; "This is a duck" \*bounce\*.

Using the images by themselves, you could put them all on a table, desk, floor, or a few chairs. Then you demonstrate by saying "It is a mouse", then pick up the card and put it on another table, desk, chair, or spot on the floor.

Do this until all 4 images are lined up in the new area. Now it is the student's turn. You say "This is a rabbit", the student repeats, and then puts the image back in the original place. Again, repeat for each animal.

Another variation of this is to have them move the cards from one side of the room to the other, *after* they've repeated. Or you can have them pick up the image / card and hand it to you after they've repeated the sentence.

## LET'S START TEACHING

Students of all ages respond to reward systems of some kind. It's just one way to add another element to this very necessary, repetitive component of language learning.

Draw a square on the board or paper. Then make a grid with lines so that there are 8 to 32 smaller squares like a checker board.

Each time the student completes a round of 4 repetitions, you can draw (hearts, stars, etc.), stick pictures with putty, or use a magnetic image to mark a "point" in a box.

If you're adding the words **a** or **an** to the animal word, you would say "An elephant" or "A rabbit". After the student repeats all 4 of the animals (or however many you are using), you add a point to the board or paper.

You can also use a game like *ring-toss* as a reward for completing a round of repetition. After the student repeats all of the animals once, you let them have the same number of chances to land a ring. Four animals gets four rings to toss, etc..

## LET'S START TEACHING

In text based classes, these same tactics work just as well. It does not matter if it is a demo class or a full length lesson. We can apply this to a book or any reading passages assigned for a particular lesson.

The way I do this, is by restricting the students from viewing the text, while we go through the first phase of audio-lingual practice.

With their book closed, I read the passage slowly and have the students repeat each part, while I carefully listen to their pronunciation. Next, I allow the students to view the passage and practice 'read and repeat' again while they look at the words.

Finally, I encourage the students to read the passage on their own, while I monitor their pronunciation and use of punctuation. By this time, we have already repeated the passage 3 times.

If the class has a writing activity, I practice 'read and repeat' again. Now the students write the words immediately after repeating.

## LET'S START TEACHING

It seems like everyone also likes target practice. One common toy that is often used is the sticky ball. It is a ball made of little suction tips that stick to smooth surfaces.

After the student repeats after you, they can throw the sticky ball at the flashcard or image. Instead of throwing the sticky ball, they can use it to pick up the flashcard.

You can also write the words or sentences on a whiteboard and have the student stick the ball to it by throwing or pressing it to the correct choice.

Another way is to use a pre-made target or draw one on the whiteboard. As a reward for answering correctly, the student gets a set number of throws to attempt to hit the target.

The target you draw on the board could also have numbers or letters written as symbols for different items from the lesson. In this case, you let the student hit the target first, then whatever symbol it lands on will be the next word or sentence that they practice.

## LET'S START TEACHING

Using a die or dice can make your lessons very interesting without much imagination being applied. One way you can use dice is to randomize the order that you present different elements of your lesson.

Just assign a number from 1 to 6 for each word or sentence. Then the student will toss the die and practice the word or sentence that matches the number the die lands on.

With two dice of different colors you can encourage more repetition. A blue die could represent the element to practice (I see an elephant) and a red die would tell how many times to repeat it (5 times).

Another way I use dice to add variety and a little humor is when I combine 2 separate lessons.

I take a previous lesson about animals and combine it with a new lesson about feelings and conditions. In this case, a yellow die indicates the animal while the green die indicates the feelings and conditions.

The result is that you get memorable sentences like "The rabbit is hard working"; "The duck is lazy", "The chicken is bored"; "The mouse is sad"; etc..

Once again, you will be leading the pronunciation, inflection, pace, and other important features of English speech you are teaching while the students repeat.

A lot more physical activities can be used when appropriate. One easy way is to have the students remain seated while they listen to a series of words or sentence, and then stand up while they are repeating.

Another way is to have them clap their hands or stomp their feet 2, 3, or more times after each time they repeat a word or phrase.

If there is enough space, you can have the students walk in circles or back and forth with you while they listen, and then stop to say the repetitions. They can do the reverse by remaining still as they listen, and then start moving when they repeat.

Listening and speaking by way of repetition is one of the most efficient ways to teach another language in an intensive way.

One of the major downsides of this practice we call audiolingualism, or The Audio-Lingual Method is that it can become quite routine and ineffective very quickly if not augmented with lots of stimulating activity.

You should be relieved that such simple distractions as I have shared can provide the necessary incitement to make the mundane more memorable.

One of the best ways for you to be successful is to be overprepared. I do this by constantly studying how to be better by reading, listening to audiobooks, podcasts, watching videos, and going to workshops. I also ask lots of questions when I meet English teachers.

So keep searching for solutions, be a problem solver, remain consistent, and persist. You can always find new ways to infuse your lessons with more excitement, by using creativity.

## THERE IS SO MUCH MORE THAN THIS

There is so much more than this. I have provided a personal introduction to the way that I have been able to keep students of all ages interested in learning many different disciplines for over 15 years.

Most people like to do silly things and play games, especially if it will make the time seem to move faster and help to distract them from something that feels like hard work.

You just have to gently invite them to participate, let them know you are interested in keeping things exciting, and remaining open to suggestions.

The more experience you accumulate through your own private practice and / or while being employed should be regarded as opportunities to become a more dynamic person, capable of creating a dynamic environment for teaching.

I am excited to hear about how you use your imagination to be the most dynamic teacher that you can possibly be!

## About The Author

Hakeem Ali-Bocas Alexander was born in the Burrough of Queens in New York City. He is a traveling teacher, writer, musician, martial artist, and consultant.

These are the things that he enjoys doing, so they never seem like work to him, and he dedicates all of his time to these endeavors.

He has devised lots of difficult to pronounce concepts like HypnoAthletics, PhysioMeditation, KappaGuerra, Uniquilibrium, Blog Dealer, and Guru GrandMaster.

He holds a degree in Clinical Hypnosis from the Hypnosis Motivation Institute in Tarzana, California, and is currently working towards doctorate degrees in Metaphysical Science.

He also feels weird writing an "*About The Author*" page in the third person; and hopes that someone else will do it in the future.

You can reach me by email at  
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The background of the entire page is a photograph of the Eiffel Tower in Paris, France, taken from a low angle looking up. The tower's intricate lattice structure is clearly visible against a clear, light blue sky. At the base of the tower, a crowd of people can be seen, and the city buildings are visible in the distance.

FOLLOW SIMPLE, EASY TO UNDERSTAND DIRECTIVES TO  
CREATE DYNAMIC LEARNING EXPERIENCES FOR YOUR  
ENGLISH AS A SECOND LANGUAGE STUDENTS

IN JUST A FEW SHORT PAGES,  
THE DYNAMIC AUDIO LINGUAL METHOD  
WILL TEACH YOU

- How simple The Audio Lingual Method (ALM) really is
- How to structure a demo or class from beginning to end
- How to assemble and use your own Teaching Tool Kit
- Exactly WHAT to do and WHY you should be *DYNAMIC*

By the end of *The Dynamic Audio Lingual Method*, you'll be equipped with activities you can put to work in class right away, new ways to use the tools you already have, tactics for making classes more fun and effective, lots of ideas to jog your creative imagination, and functional solutions for keeping boredom out of your Audio-Lingual practice.

Haiku Science Academy

**THE DYNAMIC AUDIO LINGUAL METHOD**