

AN ARTIFICIAL INTELLIGENCE APPROACH TO THE AUDIO LINGUAL METHOD FOR EFFECTIVE LANGUAGE LEARNING

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ABSTRACT

Education is one of the fields in which artificial intelligence (AI) is now utilized efficiently. The advantages of AI used in language learning include personalization and adaptive learning, availability and convenience, immediate feedback and correction, increased engagement and interaction, and improved conversational skills. There are many specific AI tools developed for various aspects of language learning like pronunciation, conversational practice, translation, grammar checking, and revision suggestion. In addition, generative AI models like DeepSeek and ChatGPT are flexible for the language learners to adapt to a particular way of learning systematically. This paper explores the integration of the Audiolingual Method (ALM) with generative AI. The ALM was developed by the government of the United States to cultivate many professionals with translation and interpretation of foreign languages. This method puts the emphasis on mechanical exercises (analogy) and generalization (drills) that are suitable for processing of generative AI. This paper will explain the principles of the ALM and provides examples of prompts that instruct generative AI models to create practical language exercises based on the ALM. When generative AI is aligned with a proven method like ALM, they can produce systematic, drill-centered practice that supports language acquisition goals.

KEYWORDS: *Artificial Intelligence, Audiolingual Method, Language Learning, Language Practice Exercise*

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INTRODUCTION

Artificial intelligence (AI) is making substantial progress in diverse fields, including education (Lee *et al.*, 2025). It is changing the way students learn and teachers teach. In the field of language learning and teaching, AI plays a crucial role in supporting teachers and students. The development of AI is becoming increasingly mature, and it is used to assist language teaching to help improve students' language proficiency. The essence of language teaching is to train students to use language to think, communicate and convey feelings. AI can generate customized pictures, lesson plans and student performance reports, which can help reduce the burden of teachers' course preparation and scoring. Students can use AI to practice dialogue at any time, watch the diagnosis of wrong questions and write suggestions to promote self-study (Penuet *et al.*, 2026). Therefore, today's language teaching should shift from knowledge transfer to cultivating students' critical thinking, emotional resonance and originality, and transform teaching into a human-computer collaboration mode, and AI is a human thinking partner (Mittal *et al.*, 2024).

AI helps to improve the depth and breadth of students' understanding and stimulates their creativity and interest in learning. AI can increase visualization and interactivity to the classroom, such as generating literary text illustrations, small games, AI dialogues with historical figures to enrich the learning experience. It can better analyze students' learning materials, create a personalized learning ladder, tailor learning plans for students, and promote learning results (Ahmad *et al.*, 2024). The use of AI helps to cultivate students' critical thinking, communication skills, collaboration, and creation. Creativity, at the same time, can tailor learning plans for students, analyze learning data, and improve teaching efficiency. AI-assisted teaching demonstrates and trains students to use AI to collect and apply information, create pictures and texts (Coy, Mohammed & Skerit, 2025). These learning processes can exercise students' language and reading skills and improve their induction and summary skills.

AI tools can tailor learning paths for learners to meet the unique needs, ability level and learning preferences of foreign language learners. This personalized approach can ensure that learners get content and exercises that cater to their specific requirements (Michalik, 2025). AI chatbots and language learning applications provide foreign language learners with opportunities to practice language speaking, listening and writing. These tools provide interactive exercises, pronunciation training and a language environment to improve learners' fluency and language skills. AI-driven translation tools help foreign language learners understand articles by providing real-time translation and contextual interpretation. This function can simplify understanding of long and difficult chapters and help language learning.

Use AI tools to evaluate the language skills of foreign language learners, providing automatic scoring, pronunciation feedback and ability assessment. This instant feedback can help learners identify areas that need improvement and grasp their learning progress. Use AI to generate learning materials, such as grammar exercises, vocabulary exercises, and knowledge content tailored to non-native language speakers. These resources can reinforce the concept of language and promote understanding. AI-driven virtual tutors provide personalized teaching, explanation and feedback for foreign language learners, which complement traditional classroom teaching. These virtual tutors provide support outside the classroom so that learners can practice and consolidate their knowledge in their spare time (Tan *et al.*, 2025).

By integrating AI technology into language learning and teaching, educators can provide learners with more personal, fascinating and efficient learning experience. With the continuous progress of AI, it will play an increasingly important role in education, providing new opportunities for the enthusiasm of language learning and the progress of language ability of learners at all levels (Spulber, Amoretti & Siri, 2024). The key to learning languages well lies in practical applications. However, in the past classroom education environment, it was difficult to apply what they had learned unless students had the opportunity to participate in language exchange or were in an international environment. Nowadays, because of the booming development of AI, language learning is not restricted to traditional classrooms and books. There are many AI tools on the market that can solve language learning dilemmas from different levels of listening, speaking, reading and writing (Kong *et al.*, 2025). Whether it is improving oral ability through voice recognition technology or using machine translation tools to improve vocabulary, these tools will become our right-hand tools in language learning (Thi Nguyen, Lai & Nguyen, 2024).

This paper will first review some typical examples of specific AI tools that can effectively improve language skills. Then, it will discuss whether the generative AI like DeepSeek and ChatGPT can be utilized for the purpose of language learning and training. In particular, the Audiolingual Method (also known as the Army Method) is selected to be implemented

with the generative AI (Milanković, 2026). This was a famous language training method developed by the Foreign Service Institute of the U.S. Government to train soldiers and diplomats rapidly in foreign languages during World War II.

SPECIFIC AI TOOLS OF LANGUAGE LEARNING

When learning a language, a learner often encounters the dilemma of seeing a single word but not being able to speak it. Nowadays, through the AI function, students can seek personalized learning methods. The following are two different listening practice tools, so that students can use them according to their own learning habits. *Natural Reader* is software that converts written text into natural voice, supports multiple languages and can choose different voices and speeds when using it (<https://www.naturalreaders.com/>). *Duolingo* is a language learning application that provides easy, interesting and interactive ways of language learning interaction (<https://www.duolingo.com/>). It also supports multiple languages, and a student can learn according to his own language level and the goals he is interested in. Duolingo provides language learning in different aspects such as single words, grammar, listening, and oral speaking in a gamified way. If a student wants to be relaxed and entertained, he can learn independently.

AI tools can create a foreign language learning environment. Lack of language practice environment has always been a common dilemma for foreign language learners. In the past, it was troublesome and laborious to practice creating a foreign language learning environment for themselves through exchange or online. However, now, through AI voice recognition application and natural language processing technology, AI tools can communicate with classmates and provide instant advice. *Speechnotes* is a free speech-to-text tool (<https://speechnotes.co/>). The webpage is simple and intuitive, and a learner can also choose the target language he wants to learn. Students paste the text and use the playback function to confirm the pronunciation of single words and sentences, and uses the microphone to speak and instantly convert the language into text so that students can compare and confirm whether the pronunciation is accurate. *Languate* displays voice text synchronously through voice recognition technology and gives feedback instantly. Learners can do interactive exercises through voice, which helps to understand the correct use of grammar (<https://languate.com/>). Languate currently supports five languages such as English, Spanish, Italian, German and Portuguese.

When reading in an unfamiliar language, it often affects the understanding of the whole article or spends a lot of time looking for relevant information because a learner does not understand new words or technical terms. However, with the progress of science and technology, the current AI tools can not only query single words and text translations immediately but also make breakthroughs in accuracy compared with the past. *Readlang*, an AI tool, provides many foreign language articles, which can click on a single word during the reading process to generate the explanation of the word to help students understand it quickly (<https://readlang.com/>). In addition, there is also a sentence collection function. If a user is interested in or wants to review the sentence repeatedly, he can add it to personal favorites for future review.

In the past, a learner could only rely on the teacher's feedback to modify an article of a foreign language. Now he can quickly and accurately check grammar and correct spelling through AI tools. *Yory* is a platform for the learning process (<https://www.yory.school/>). Combined with the writing guidance of the content of the learning process, it builds a writing frame and provides writing suggestions through AI content analysis. If there is logical confusion or unsatisfactory in the writing, this AI tool can help you. *Grammarly* is a writing auxiliary tool with automatic correction function, including grammar and spelling check, word and sentence structure suggestions, and can even detect the originality of the text to prevent plagiarism and unauthorized use (<https://www.grammarly.com/>). In addition to the Internet, it can also be used on different platforms, such as mobile phone applications, word documents, and E-mail.

The examples above are specific AI tools designed for various purposes of learning languages. The following paragraphs discuss how generative AI can be used to support language learning. It is more flexible for learners to determine their learning objectives and ways of learning and instruct AI to implement their learning plans efficiently.

GENERATIVE AI FOR LANGUAGE LEARNING

The impact of generative AI on the field of language education is obvious. AI technology is amazing, especially the advancement of large language models (LLMs), which has exceeded previous expectations at some levels. LLMs has made remarkable progress in understanding and generating more contextually relevant texts (Mundlamuriet *al.*, 2025). For example, the rise of multi-modal AI allows models to process a variety of messages such as texts, images, and audio simultaneously so that AI can show higher accuracy in understanding complex situations and deeper details of language (Chen *et al.*, 2025). Although the current AI has not reached the true insight of human beings, its ability to identify and generate rhetorical techniques such as metaphors and symbols has been improved. For example, in the analysis of literary works, it can provide more insightful preliminary interpretations.

With the improvement of LLMs' ability, generative AI can go beyond the simple reorganization level when dealing with more complex reading comprehension questions. For example, the new AI tool can automatically generate multi-level questions for specific reading paragraphs based on the study of many texts, covering stretching, evaluation, and even preliminary creative levels. AI can be used to establish adaptive reading platforms to dynamically adjust the difficulty of articles and problem types according to students' reading progress and understanding ability and provide personalized reading paths. AI can also help teachers quickly identify difficulties and misunderstandings in students' reading comprehension and provide more targeted guidance (Li *et al.*, 2025).

AI can integrate style analysis and creative evaluation functions, which can identify students' writing styles and provide advice on how to improve tone, rhetorical effect and even creativity (Yang & Li, 2025). In addition, AI provides a real-time feedback mechanism. Students can get instant grammar, vocabulary and structure suggestions during the writing process, and even predict the potential score range of the article so that students can modify and improve more independently.

Teachers can now use AI to generate diversified question types more conveniently, such as open-ended exploration questions for specific literary works, discrimination questions for different rhetorical techniques, and even generate personalized rewriting exercises based on the text submitted by students (Sun, Tan, & Lim, 2025). This greatly enriches teaching resources and reduces the burden of teachers' course preparation. However, the cultivation of metacognitive ability still requires the guidance of teachers. Students need to learn to judge when to rely on AI and when to think and analyze independently.

The accuracy of translation has been continuously improved, especially for the translation of everyday language and professional fields. AI-driven voice recognition technology is also more accurate. The oral practice application is excellent in pronunciation correction and grammar prompts and can simulate more diversified dialogue situations to provide students with a more realistic language environment (Ji, Han & Ko, 2023).

Looking to the future, the role of teachers will change from the transmitter of knowledge to the guide of learning, the inspirer of thinking, and the intelligent user of AI tools and the designer of the learning scene. It is necessary to continue to explore the ideal practice model of AI in language teaching so that AI can become a helper for students'

development, not a resistance (Zhang, Zhou & Bai, 2025). This is not only the innovation of technology but also requires the transformation of educational concepts. Under the guidance of teachers' wisdom, AI will work with language education to jointly create a more comprehensive and deeper learning experience for students.

Relying on a well-established learning system is practically important, no matter whether a learner utilizes technologies or not. In the rest of this paper, the Audiolingual Method will be introduced and how it can be implemented with generative AI will be discussed and illustrated with examples.

AUDIOLINGUAL METHOD AND ITS IMPLEMENTATION WITH GENERATIVE AI

World War II came up with a great impact on language education in the United States. To cultivate a large number of professionals with translation and interpretation of foreign languages, the U.S. Government launched the Army Specialized Training Program in 1942. The next year, 55 colleges and universities in the United States also joined the ranks of training foreign language talents. After that, stimulated by the successful launch of the first satellite of the Soviet Union in 1957, the United States was even more aware of the importance of foreign languages, so it passed the National Defense Education Act in 1958 to allocate funds for language research, improve language teaching materials, and encourage teachers to study. Language education experts then combined the military's curriculum to cultivate foreign language talents, structural linguistic theory, behavioral psychology and oral-listening training to jointly develop the Audiolingual Method (ALM).

In addition to being greatly influenced by structural school, behavioral psychology is also one of its theoretical foundations (Bagheri, Hadian & Vaez-Dalili, 2019). According to the study of behavioral psychology, the mode of human learning (including learning language) is formed by the following three elements: stimulus (a foreign language), response (students' reaction and performance to the foreign language) and reinforcement (the praise of teachers or classmates, or the self-confidence of using the foreign language). In other words, to learn a language successfully, a student needs to learn a whole set of proper and applicable stimuli-reaction language patterns. The influence of comprehensive structural school and behavioral psychology on language teaching can be seen from the ALM's distinct teaching concept. First, learning a foreign language is like nurturing several language behaviors. If a student constantly practices oral sentence patterns and recites the right dialogue, he can decrease the occurrence of mistakes. Second, to make learning efficient and effective, the foreign language should be communicated in an oral way in the classroom first and strengthen students' capabilities of listening and speaking. The ALM is a speaking and listening teaching that goes before writing and reading teaching; it puts more emphasis on structure and form like tense, sentence structure and grammar, but does not pay more attention to meaning. Third, using the foreign language is far more than deductive and analytical explanation. In addition, doing more mechanical exercises (analogy) and generalization (drills) is of great help to students' induction ability. Finally, the teaching of vocabulary and sentence patterns must be in the cultural situation of the foreign language.

In terms of teaching characteristics, the ALM is no longer based on Latin grammar, but focuses on sentence exercises (Ritonga *et al.*, 2023). In the state of no explanation and further thinking, students should write down a lot of dialogues and practice sentence patterns repeatedly. In this way, just like a reflex action, students can answer the correct answer without thinking. In addition to teachers' teaching, listening and speaking textbooks (such as textbooks, sentence exercises, audio tapes) and language laboratory training are important teaching media. In the classroom, teachers are models for students to learn a foreign language. They will provide students with stimulation, listen to what students say with a keen ear, and provide language reinforcement and instant correction of students' mistakes. In the teaching process,

teachers first ask students to learn to understand a foreign language, then ask them to speak and read, and finally ask them to write a foreign language.

The ALM regards language as an associated system of phonetics, grammar and vocabulary, and requires teachers to directly use the target language for teaching. It emphasizes the priority of oral communication, teaching in the order of listening, speaking, reading and writing, and focusing on sentence pattern practice (Samawiyah & Saifuddin, 2016). The classroom adopts training methods such as dialogue listening, repeated imitation, and vocabulary replacement to strengthen correct response through positive feedback. Its teaching process usually includes standardized links such as listening to dialogues, repeating dialogues, and switching key phrases into new dialogues (Situmorang, Sitompul & Tutu, 2024).

The emergence of listening and speaking is inseparable from the contributions of American structuralist linguists and behaviorist psychologists (Hasanah, 2017). During World War II, linguists were commissioned by the U.S. government to participate in the formulation of a special military training program aimed at training foreign speakers in the short term, which laid the practical and theoretical foundation for the emergence of listening and speaking. One of the important founders and representatives of the ALM is Charles C. Fries. He is committed to combining structural linguistics and behaviorist psychology to the practice of foreign language teaching and is an important constructor of the theoretical system of listening and speaking. He developed listening and speaking and devoted himself to comparative language analysis (Viera Flores *et al.*, 2024).

Another key figure is linguist Robert Lado, who worked with Fries to promote listening and speaking and worked to identify teaching difficulties through a comparative analysis of mother tongue and foreign languages. The textbooks such as *English 900* (English Language Services, 1971) he participated in writing are representative teaching materials for listening and speaking. In terms of teaching materials, the ALM emphasizes the sentence pattern as the core. Textbooks are usually based on scientific descriptive analysis of language, with sentence patterns as the central material, and emphasize phonetics and structure, followed by vocabulary (Widuri, Soepardjo & Kurniawati, 2024).

The ALM emphasizes the practicality of foreign language teaching and attaches importance to the cultivation of listening and speaking ability, which can effectively improve learners' oral fluency and sentence mastery in a short period of time. This method cultivates students who dare to practice the language they have learned to talk courageously and energetically and have convincing oral skills (Rahmanita, Fitriani & Mubaligh, 2024). The sentence pattern exercise is very explanatory for beginners, and the language is standardized. The ALM attaches great importance to the accuracy of learners' pronunciation. By comparing and analyzing the structural characteristics of mother tongue and foreign languages, students can identify the difficulties of teaching and make teaching more targeted. The ALM has promoted the scientific processing and modernization of language teaching and widely used electrified teaching methods (Pinargote Reyes & Molina Garcia, 2025). The following are examples of twelve major mechanical exercises (analogy) and generalization (drills) of the ALM (Richards & Rodgers, 2014).

Repetition

- I like this song. –I like this song.
- It's getting late. –It's getting late.
- After repeating once, the student repeats again and adds a few words, then repeats the longer version and adds more words.

- I went to the library. –I went to the library yesterday. –I went to the library yesterday after work.
- She is working on it. –She is working on it now. –She is working on it now at home.

Inflection

- I see the dog. –I see the dogs.
- He drinks coffee. –He drinks coffees.
- She fixed the car. –They fixed the cars.
- (Variation-style endings and number changes.)
- I bought a new book. –I bought new books.
- He likes that man. –He likes those men.

Replacement

- He wrote a letter. –He wrote it.
- Maria kept the secret. –Maria kept it secret.
- They took the keys. –They took them.
- We met their teacher. –We met him.
- The children found the toy. –The children found it.

Restatement

The student rephrases and speaks to somebody.

- Tell him the truth. –Tell me the truth.
- Ask her to come in. –Ask John to come in.
- Warn them about the weather. –Warn us about the weather.
- Ask your friend where he lives. –Where does your friend live?
- Tell the student to start early. –Student, start early.

Completion

One word is missing; the student repeats with the missing word completed.

- I'll call you when _____. –I'll call you when I am at office.
- We need to leave before _____. –We need to leave before it gets dark.
- They've already eaten, but we haven't _____. –They've already eaten, but we haven't yet.
- You can borrow my bike if you want _____. –You can borrow my bike if you want to.
- I'm going to rest here because I _____. –I'm going to rest here because I'm tired.

Transposition

Word order changes when an extra word is added.

- I'm ready. (so) –So am I.
- She can swim. (neither) –Neither can I.
- We should go now. (then) –Then we should go.
- He has never been there. (too) –He has never been there either.
- I don't like this. (either) –Neither do I.

Expansion

Adding a word changes where it belongs in the sequence.

- I understand her. (easily) –I easily understand her.
- This is true. (probably) –This is probably true.
- They will help us. (surely) –They will surely help us.
- I can do it. (well) –I can do it well.
- We went home. (quickly) –We went home quickly.

Contraction

A single word replaces a clause/phrase.

- Leave your books on the desk. –Leave them there.
- Meet me after class. –Meet me then.
- They said they were tired. –They said so.
- She will call you tomorrow. –She'll call you then.
- I don't know her name. –I don't know it.

Transformation

Change to negative/interrogative/tense/etc.

- He works here.
- He doesn't work here.
- Does he work here?
- They are studying now.
- They aren't studying now.
- Are they studying now?

- She went to Paris.
- She didn't go to Paris.
- Did she go to Paris?
- He can drive.
- He can't drive.
- Can he drive?
- They used to live nearby.
- They didn't use to live nearby.
- Did they use to live nearby?

Integration

Two utterances combine into one.

- The plan is good. We need it. –The plan that we need is good.
- I met a man. He knows how to drive. –I met the man who knows how to drive.
- They must leave. That is necessary. –It is necessary that they leave.
- She bought a dress. It was beautiful. –She bought a beautiful dress.
- I remember the place. I studied there. –I remember the place where I studied.

Rejoinder

Appropriate responses to given prompts, using the required type.

Be Polite

- Thanks a lot. –You're welcome.
- May I open the window? –Sure, go ahead.

Answer the question

- What time is it? –It's half past two.
- Why are you late? –Because the bus was delayed.

Agree

- This class is interesting. –I think you're right.
- He speaks French well. –That's true.

Agree emphatically

- We can finish today. –Yes, we can!
- That’s a great idea. –Absolutely—great idea!

Express surprise

- You’re moving to Boston? –Really?
- She quit her job? –No way!

Express regret

- I missed the meeting. –I’m sorry to hear that.
- I can’t come. –That’s too bad.

Disagree

- It is raining soon. –I donot think so.
- He’s the best teacher. –I disagree.

Disagree emphatically

- You’re wrong about that. –No, you’re completely wrong!
- That can’t be true. –It’s absolutely not true!

Question what is said

- He said he would call. –Did he really say that?
- The store is open on Sunday? –Are you sure it’s open on Sunday?

Fail to understand

- I said “Tuesday.” –Sorry, I didn’t catch that.
- The address is 14 King Street. –Pardon? What was that number?

Restoration

Restore the original sentence from word-cues.

- children/playing/park –The children are playing in the park.
- man/waiting/library –The man is waiting at the library.
- they/cleaning/their/room –They are cleaning their room.
- teacher/give/tests/today –The teacher will give tests today.
- she/go/to/school/early –She goes to school early.
- we/meet/at/the station –We meet at the station.

- boys/build/a/small/bridge –The boys built a small bridge.

The following are examples of prompts that may be used to instruct generative AI to create relevant the ALM exercises of the twelve mechanical exercises and generalization above.

Repetition

Prompt: Create a repetition and expansion drill for daily conversation. First, provide a simple, common sentence. Then, show it being repeated with one additional detail (like a time or place), and finally with a second additional detail. Generate 5 distinct sets. Example: "I went to the library." -> "I went to the library yesterday." -> "I went to the library yesterday after work."

Inflection

Prompt: Create an inflection drill for daily conversation where the learner must change a key word in a sentence to reflect a different number (singular/plural), person, or tense. Provide the base sentence and the correct inflected version. Generate 10 sentence pairs. Example: "I see the dog." -> "I see the dogs."

Replacement

Prompt: Create a replacement drill for daily conversation where the learner substitutes a noun or noun phrase with the correct pronoun (e.g., it, them, him, there, then, so). Provide the original sentence and the prompt word to replace. Generate 10 items. Example: Sentence: "He wrote a letter." Prompt: "a letter" -> Correct Output: "He wrote it."

Restatement

Prompt: Create a restatement drill for daily conversation. Provide a command or request directed at one person/group (e.g., "Tell him..."), and instruct the learner to rephrase it to address a different person/group or to turn it into a direct question. Generate 10 items. Example: "Tell him the truth." -> "Tell me the truth."

Completion

Prompt: Create a sentence completion drill for daily conversation. Provide a common sentence fragment with a key word or phrase missing, indicated by a blank. The learner must complete it logically. Generate 10 items. Example: "We need to leave before ____." -> "We need to leave before it gets dark."

Transposition

Prompt: Create a transposition drill for daily conversation focused on word order. Provide a simple sentence and a cue word (e.g., 'so,' 'neither,' 'then,' 'either'). The learner must integrate the cue word, which will change the standard sentence structure. Generate 10 items. Example: Sentence: "I'm ready." Cue: "so" -> Correct Output: "So am I."

Expansion

Prompt: Create an expansion drill for daily conversation. Provide a short, simple sentence and a cue word (an adverb or adjective). The learner must insert the cue word into the sentence in the grammatically correct position. Generate 10 items. Example: Sentence: "I understand him." Cue: "hardly" -> Correct Output: "I hardly understand him."

Contraction

Prompt: Create a contraction drill for daily conversation. Provide a sentence with a specific phrase (e.g., a time, place, or object). The learner must replace that phrase with a shorter, more general word (like 'there,' 'then,' 'it,' 'them,' 'so'). Generate 10 items. Example: "Put your books on the desk." -> "Put them there."

Transformation

Prompt: Create a transformation drill for daily conversation. Provide an affirmative, declarative sentence. The learner must transform it into 1) a grammatically correct negative sentence and 2) a yes/no question. Generate 5 base sentences, each with both transformations. Example: Base: "He works here." -> Negative: "He doesn't work here." Question: "Does he work here?"

Integration

Prompt: Create an integration drill for daily conversation. Provide two related simple sentences. The learner must combine them into one coherent, grammatically correct sentence, often using relative pronouns (who, which, that), conjunctions, or other structures. Generate 10 pairs. Example: "The plan is good. We need it." -> "The plan that we need is good."

Rejoinder

Prompt: Create a rejoinder drill for daily conversation. Provide a short statement, question, or comment. The learner must respond with an appropriate short reply that matches a specified communicative function. Create 2 examples for each of these functions: Be Respectful, Respond to the Question, Agree, Express Regret, Express Surprise, Disagree.

Restoration

Prompt: Create a restoration drill for daily conversation. Provide a series of word cues (key words and particles in base form) that the learner must use to build a complete, grammatically correct sentence reflecting common daily speech. Generate 10 sets of cues. Example: Cues: "children/playing/park" -> Correct Output: "The children are playing in the park."

Given the first prompt example (i.e., repetition) to DeepSeek, ChatGPT and Gemini, the generated exercises are shown in Appendix A. These three generative AI models can successfully create exercises for learners to practice with the ALM. In addition to these typical types of the ALM exercises, it is possible to prepare other practical exercises with various situational purposes. Appendix B provides some examples of prompts for illustration.

CONCLUSION

The teaching principle of the ALM is based on structural linguistics and behaviorist psychology. Teaching is centered on sentence patterns. Sentence patterns are a certain number of sentence patterns derived from countless sentences, which is the basic unit of expression. The classroom teaching process is highly structured and usually follows the standardized exercise steps of "cognition → imitation → repetition → transformation → selection". Teachers present new language points through dialogue, and students carry out a lot of imitation, repetition and sentence transformation exercises, and finally reach the level of automation that can choose the appropriate sentence pattern for expression. Teaching activities emphasize mechanical and repetitive sentence pattern exercises, and form language habits through many "stimulation-reaction-reinforcement".

In the past, building the training system of the ALM might require a national diplomatic academy. This set of methods is to listen to the imitation of patent drill output and repetition. This is a method that the U.S. government has been using to train tens of thousands of diplomats for 80 years. In the past, ordinary people could not use it at all. But now, people only need an AI to build a language system that can be trained by individuals at a very low cost and in a minimalist way.

AI tools are changing the way people learn languages, which will also affect the role of parents and teachers in the learning process (Saarela, Gunasekara & Kumarage, 2026). Convenient AI tools effectively improve the dilemma of insufficient language resources and time consumption in the past. The goal of students should be set on how to effectively use AI tools to learn languages. The relationship between AI and language education has gone from transcendence to a deeper symbiosis (Li *et al.*, (2025)). The fast development of AI technologies provides unique tools and possibilities for language teaching, such as more accurate reading comprehension assistance, personalized writing feedback, and diversified learning resources.

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APPENDIX A – RESPONSE OF THREE GENERATIVE AI MODELS TO THE FOLLOWING PROMPT

Create a repetition and expansion drill for daily conversation. First, provide a simple, common sentence. Then, show it being repeated with one additional detail (like a time or place), and finally with a second additional detail. Generate 5 distinct sets. Example: "I went to the library." -> "I went to the library yesterday." -> "I went to the library yesterday after work."

Response of DeepSeek-V3.2 (Alibaba Cloud Bailian)

Here are 5 distinct sets for a repetition and expansion drill in daily conversation:

Set 1

- Simple Sentence: I'm meeting a friend.
 - One Detail: I'm meeting a friend for coffee.
 - Second Detail: I'm meeting a friend for coffee downtown tomorrow.

Set 2

- Simple Sentence: She's working on a project.
 - One Detail: She's working on a project at the library.
 - Second Detail: She's working on a difficult project at the library all week.

Set 3

- Simple Sentence: We had a great time.
 - One Detail: We had a great time at the party.
 - Second Detail: We had a great time at the party last Saturday night.

Set 4

- Simple Sentence: He bought a new car.
 - One Detail: He bought a new car recently.
 - Second Detail: He bought a new blue car recently from the local dealer.

Set 5

- Simple Sentence: I can't find my keys.
 - One Detail: I can't find my keys anywhere.
 - Second Detail: I can't find my house keys anywhere in this messy room.

Response of ChatGPT 5.4

- I'm making a meal. → I'm making a meal tonight. → I'm making a meal tonight for my family.
- She called me. → She called me this morning. → She called me this morning from the office.
- We're going to school. → We're going to school later. → We're going to school later with the kids.
- He is waiting outside. → He is waiting outside now. → He is waiting outside now by the front door.
- They watched a movie. → They watched a movie last night. → They watched a movie last night at home.

Response of Gemini 3.1 Pro (Preview)

Here are 5 new, distinct sets for a repetition and expansion drill focusing on daily conversation:

Set 1

- **Simple Sentence:** I am drinking coffee.
- + **One Detail:** I am drinking coffee right now.
- + **Second Detail:** I am drinking coffee right now on the balcony.

Set 2

- **Simple Sentence:** The train is arriving.
- + **One Detail:** The train is arriving soon.
- + **Second Detail:** The train is arriving soon at platform three.

Set 3

- **Simple Sentence:** Let's order pizza.
- + **One Detail:** Let's order pizza for dinner.
- + **Second Detail:** Let's order pizza for dinner from that new Italian place.

Set 4

- **Simple Sentence:** I need to buy groceries.
- + **One Detail:** I need to buy groceries this afternoon.
- + **Second Detail:** I need to buy groceries this afternoon before the storm starts.

Set 5

- **Simple Sentence:** She walked the dog.
- + **One Detail:** She walked the dog in the park.
- + **Second Detail:** She walked the dog in the park early this morning.

Composing the Responses

I'm presently creating the five sets of sentences. I've focused on ensuring each set has a different core sentence to avoid repetition and maintain variety. I am also checking to ensure the additional details make sense contextually and flow naturally. The formatting will be straightforward.

APPENDIX B – EXAMPLES OF PROMPTS TO CREATE THE ALM EXERCISES WITH VARIOUS PURPOSES

Social Confirmation

General question sentence and confirmation feedback prompt

Based on the Audiolingual Method, prepare 20 groups of social confirmation question-and-answer exercises using "Are you...? / Is he...?" general interrogative sentences, and set the scene to everyday social gatherings. Each group contains questions and affirmative/negative answers.

Spatial Positioning

Sense of existence and direction reflection prompt

Based on the Audiolingual Method, prepare 20 groups of spatial positioning exercises using the sentence patterns "There is / There are / It is in..." and set the scene to office and city navigation in daily life. Each group contains direction prompts and complete sentences.

Affiliation

Pronouns and property boundaries prompt

Based on the Audiolingual Method, prepare 20 groups of affiliation exercises using possessive pronouns "my / your / his / their" and set the scene to ownership of personal items and everyday documents. Each group contains attribution prompts and complete sentences.

Professional Habits

General present tense and daily behaviour prompt

Based on the Audiolingual Method, prepare 20 groups of professional-habit description exercises using the simple present tense, and set the scene to everyday routines at work. Each group contains behavioural prompts and complete sentences.

Negative Defence

Negative structure and rejection prompt

Based on the Audiolingual Method, prepare 20 groups of negative-response exercises using negative structures "I don't / He isn't / We can't" and set the scene to tactful refusals in daily interactions. Each group contains the rejection situation and complete expressions.

Experience Review

General past tense (regular verbs) prompt

Based on the Audiolingual Method, prepare 20 sets of experience-review exercises using the simple past tense with regular verbs, and set the scene to reporting on everyday tasks. Each group contains event prompts and complete past-tense sentences.

Descriptive Perception

Adjectives and degree modification prompt

Based on the Audiolingual Method, prepare 20 sets of descriptive-perception exercises using adjectives with degree adverbs "very / quite / extremely" and set the scene to describing everyday situations. Each group contains descriptive objects and complete sentences.

Cause and Effect Chain

Conjunction and logical reflection prompt

Based on the Audiolingual Method, prepare 20 sets of causal-chain exercises using conjunctions such as "because / so / therefore / however" and set the scene to everyday problem-solving and explanations. Each group contains causal situations and complete compound sentences.

Action Progress

Present continuous and real-time narration prompt

Based on the Audiolingual Method, prepare 20 groups of present-continuous practice using patterns like "is doing / are working" and set the scene to live descriptions of community events or meetings. Each group contains scene prompts and complete continuous sentences.

Comparative Competition

Comparative level and superlative prompt

Based on the Audiolingual Method, prepare 20 sets of comparative and superlative exercises and set the scene to comparing personal or local capabilities. Each group contains a comparison object and a complete sentence.

Duty and Responsibility

Modal verbs must/should prompt

Based on the Audiolingual Method, prepare 20 groups of obligation and responsibility exercises using modal verbs "must / should / have to" and set the scene to everyday obligations and rules. Each group contains a mandatory situation and a complete expression.

Completion Status

Present perfect and result prompt

Based on the Audiolingual Method, prepare 20 groups of completion-state exercises using present perfect "have done / has completed" and set the scene to reporting completed daily tasks. Each group contains completed situations and complete sentences.

Passive Tolerance

Passive voice and result orientation prompt

Based on the Audiolingual Method, prepare 20 sets of passive-voice exercises using forms like "was decided / has been approved" and set the scene to announcements and public notices in daily life. Each group contains result situations and complete passive sentences.

Complex Clauses

Defining clauses and description prompt

Based on the Audiolingual Method, prepare 20 sets of exercises using defining relative clauses "who / which / that" to describe people and things in everyday contexts. Each group contains a descriptive object and a complete clause.

Self-Referring

Reflexive pronouns and personal action prompt

Based on the Audiolingual Method, prepare 20 sets of reflexive-pronoun exercises using "myself / himself / themselves" and set the scene to self-management and independent daily tasks. Each group contains self-action situations and complete sentences.

Intention Depth

Gerunds and participles prompt

Based on the Audiolingual Method, prepare 20 groups of gerund and participle-structure exercises for expressing intentions, and set the scene to discussing plans and decisions in daily life. Each group contains intended-situation prompts and complete sentences.

Decision Debate

Complex logic guide prompt

Based on the Audiolingual Method, prepare 20 groups of decision-making debate exercises using connectors such as "although / nevertheless / on the other hand / in conclusion" and set the scene to community or workplace discussions. Each group contains argument situations and complete compound sentences.

Narrative Flow

Comprehensive tense conversion prompt

Based on the Audiolingual Method, prepare 20 groups of narrative-flow exercises. Each group should naturally switch at least three tenses (past/present/future) within a narrative, and set the scene to the life story of an everyday professional. Each group contains a narrative theme and a complete paragraph.