

THE ROLE OF AUDIO-LINGUAL METHOD IN TEACHING LANGUAGE**Kuryozova Gulshan***Teacher of Tashkent State University of Oriental Studies*

Abstract: *The Audio-Lingual method aims to develop communicative competence of students through dialogues. Dialogues and pattern drills that students need to repeat are used to form habits in learners that will allow them to develop quick and automatic responses. Drills are useful in foreign language teaching in that they give students the opportunity to perform what they have learnt. The objective of this study is to demonstrate how the use of Audio-Lingual method facilitates learning a foreign language.*

Key Words: The Audio-Lingual method, Habit formation, Drills, Communication

The Audio-Lingual Method aims to develop communicative competence of students using dialogues and drills. The use of dialogues and drills are effective in foreign language teaching as they lead the students to produce speech. In the Audio-lingual Method the teacher has an active role as he is the sole authority to control and direct the whole learning program. He monitors and corrects the students' performance. Audio Lingual Method trains students in order to reach conversational proficiency in a variety of foreign language, and puts the emphasis on behavior. Audio Lingual Method drills students in the use of grammatical sentence patterns. The audio-lingual teaching method is defined as a method which emphasizes on repetition of the words to help the students to be able to use the target language communicatively. The purpose of the repetition/drills is to break down the troublesome sentences into smaller part. All the students are actives in the class. The circumstance class are more interesting and life. The speaking and listening skill are more drilled, so the pronunciation skill and listening skill are more controlled. The objective of the audiolingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns.

The Audio-Lingual method was developed from the principle that “a language is first of all a system of sounds for social communication; writing is a secondary derivative system for the recording of spoken language”. Thus, the purpose of the Audio-Lingual method is to use the target language communicatively. According to this method, speech is given priority in foreign language teaching. The AudioLingual method teaches language through dialogues that focus on habit formation of students. Larsen-Freeman states that students will achieve communicative competence by forming new habits in the target language and overcoming the old habits of their

native language. The Audio-Lingual method considered language simply as form of behavior to be learned through the formation of correct speech habits. In other words, the goal of this method is to form native language habits in learners. Similarly Richards and Rodgers stress that foreign language learning is basically a process of mechanical habit formation, and good habits are formed by giving correct responses rather than by making mistakes. Dialogues and pattern drills that students need to repeat, are often used to form habits. Hence, as Larsen-Freeman says the more often something is repeated, the stronger the habit and the greater the learning.

Audiolingualism views language as a set of structures, including phonemes, morphemes, and syntax, the patterns of which can be deduced by analyzing the language used by native speakers. The audiolingual syllabus is organized around these linguistic structures, which are represented in dialogues and pattern drills. A second tenet of audiolingualism is that language is primarily an oral phenomenon, inasmuch as all natural languages first developed orally, and children learn their first language orally before learning its written form. Thus, the Audiolingual Method teaches listening and speaking before reading and writing. Exposing beginning students' to the written language is avoided in the belief that seeing the written word interferes with developing correct pronunciation habits. Reading and writing are introduced later, and consist primarily of material that was first learned orally. The learning theory underlying the Audiolingual Method is behaviorism, a prominent school of psychological thought in the first half of the twentieth century. Behaviorism posits that all learning occurs as humans respond to external stimuli and their response is either rewarded or punished, which serves to increase or decrease the behavior. Psychologist B. F. Skinner, in his 1957 book *Verbal Behavior*, included language among the behaviors that are learned through this type of conditioning. Brooks (1964) explained how behaviorist theory was to be applied in the classroom, with teachers providing linguistic stimuli in the form of dialogues and drills, "reinforcing students' correct responses, and correcting their errors. Brooks summarized the application of behaviorist theory to language learning as follows: "The single paramount fact about language learning is that it concerns, not problem solving, but the formation and performance of habits" (p. 49). Because the formation of correct linguistic habits is paramount, great emphasis is placed on proper pronunciation, intonation, and grammar usage. Students are discouraged from using language to create their own meaning due to the potential for making errors, which may potentially become ingrained habits. The Audio-Lingual method is based on the theory that language learning is a question of habit formation. It has its origins in Skinner's principles of behavior theory. Since learning is thought to be a question of habit formation, errors are considered to be bad and to be avoided. Further, teachers "reward "students by saying "Good!" and praising the class when they perform well.

The Audio-Lingual method addresses a need for people to learn foreign languages rapidly. It is best for beginning level English classes in a foreign language setting. All instruction in the class are given in English. A dialog is presented for memorization. The teacher asks the class to repeat each line of the dialog. Expansion drills are used for difficult sentences. The teacher starts with the end of the sentence and the class repeats just two words. A series of pattern practice drills then follow the introduction of the dialog. One of the key principles of the Audio-Lingual method is that the language teacher should provide students with a native-speaker-like model. By listening, students are expected to be able to mimic the model. Based upon contrastive analyses, students are drilled in pronunciation of words that are most dissimilar between the target language and the first language. Grammar is not taught directly by rule memorization, but by examples. The method presumes that second language learning is very much like first language learning.

The audio-lingual method is considered one of the traditional methods in teaching and its users are seen old-fashioned, the researcher believes that it is suitable to be used in teaching English oral communication as this method focuses on pronunciation and the needed skills of oral communication. This opinion agrees with many studies like study that states the positive effect of using the audio-lingual method in teaching speaking skills, study that showed the importance of using audio-lingual method to improve the students' listening skill through phonetic symbols, that proved the benefits of using Audio-Lingual method in teaching speaking skills, who declared that the audiolingual method focuses on repetition some words to memorize which helps students to build their oral communication, study proved that the audio-lingual method can enhance speaking skills like the topics that need comprehending being communicated fluently; selecting the suitable vocabularies for the blanks in the conversations; pronouncing the vocabularies and expressing sentences in good intonation and pronunciation; and using the correct structures during applying the audio-lingual method; study that stated that this method is a perfect method to be used in teaching foreign or second language as it gives the priority to listening and speaking before reading and writing in teaching language skills.

This extensive memorization, repetition and over-learning of patterns was the key to the method's success, as students could often see immediate results, but it was also its weakness.

It was discovered that language was not acquired through a process of habit formation.

The method's insistence on repetition and memorization of standard phrases ignored the role of context and knowledge in language learning. As the study of linguistics developed, it was discovered that language was not acquired through a process of habit formation, and that errors were not necessarily bad.

It was also claimed that the methodology did not deliver an improvement in communicative ability that lasted over the long term.

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