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AUDIO-LINGUAL METHOD IN TEACHING LANGUAGE AND ITS BENEFITS AND DRAWBACKS

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Shovkieva Shohida Bobosher Kizi
Uzbek State Institute of Arts and Culture, Uzbekistan

ABSTRACT

This article discusses audio lingual learning style, its history of origin, its advantages and place in teaching as well as its shortcomings.

KEYWORDS

Listening comprehension, audio-lingual, recognizing word meaning and the content of the text, classroom action research.

INTRODUCTION

Listening is one of the four basic skills in learning a foreign language besides listening, reading, and writing. It has been taught since the students entered a junior high school, however, there are some difficulties faced by vocational school students to listen to the recording. After doing observation, some teachers say that they still have difficulties to teach listening to students since students are not able to express what are on their minds because their lack of actual language. To help the teachers in teaching listening to students, teachers may use an interesting

teaching method to present their teaching materials that also help them in creating a fun class. One of the alternative methods is Audio-lingual teaching method. The concepts of Audio-Lingual Method. Using contrastive The Audio-lingual Method, also known as the aural-oral, Functional skills, new key or American method of language teaching was considered a “scientific” approach to language teaching. Many people, across the world, showed an intense and abiding interest in modern languages. Dissatisfaction with the traditional methods, their validity, and

adequacy, especially with their treatment of spoken language led to the birth of the Audio-lingual method which is based on the aural-oral approach. It put the accent on the acquisition of oral language skills through oral practice based on repetition and analogy. Audio-lingual theory is derived from linguistics and psychology. It is a combination of structural linguistics theory, contrastive analysis, aural-oral procedures, and behaviorist psychology.

The Audio-lingual method, like the direct method, is also an oral 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. They added that 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. Thus, the audio lingual method refers to the method that it is compressed on the chain drill to mastery the target language by memorizing and repeat, and the wrongness of speaking is avoided. In audio-lingual activities are presented not only in drilling short patterns, but also in varieties of dialogues, which students have to listen to, repeat and memorize. Dialogues provide for students the structure and idea of how to use some types of patterns in some sort of situations. Usually dialogues illustrate socio-cultural situations of a target language, such as greeting, opinion exchanges, likes or dislikes, standard safe topics (weather, hobbies... etc.) that help students to memorize which utterance is suitable for each situation. By repeating and memorizing whole dialogue or some specific parts of it, learners should emphasize on proper pronunciation, intonation, stress and rhythm usage. Brown stated that the audio lingual method was firmly grounded in linguistic and

psychological theory. He added it is advocated conditioning and habit-formation models of learning that were perfectly married with the mimicry drills and pattern practices of audio lingual methodology.

The Technique of Audio Lingual Method . The audio lingual method is an approach that is emphasized the vocabulary and is trained the grammatical sentence pattern based on the context and without error. It was believed that much practice of the dialogues would develop oral language proficiency or based on the ability or the qualification of speaking. Larsen-Freeman provides expanded descriptions of some common or typical techniques closely associated with the Audio lingual Method. Dialogs memorization : Students memorize an opening dialog using mimicry and applied role playing. Backward Build-up (Expansion Drill): Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and “expanding” backwards through the sentence, adding each part in sequence. Repetition drill: Students repeat teacher’s model as quickly and accurately as possible. Chain drill : Students ask and answer each other one by one in a circular chain around the classroom. Single-slot Substitution drill: Teacher states a line from the dialogue, and then uses a word or phrase as a “cue” that students, when repeating the line, must substitute into the sentence in the correct place. Multiple-slot Substitution drill: Same as the single slot drill, except that there are multiple cues to be substituted into the line. Transformation drill.: Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into negative statement, etc. Question and Answer drill :Students should answer or ask questions very quickly. Use Minimal Pairs Analysis: teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the

learners-students are to pronounce and differentiate the two words. Complete the dialog: Selected words are erased from a line in the dialog-students must find and insert. Grammar games: Various games designed to practice a grammar point in context, using lots of repetition.

There are many advantages of this method. This method helps the students learn and develop listening and speaking skills quite efficiently. Visual aids help in the enrichment of vocabulary. This method is very easy and convenient to teach large group of students. Correct pronunciation and structures are learnt easily.

In spite of the above mentioned advantages, it has certain drawbacks also. This method does not help in developing communication competence. The students' exposure to the vastness of language remains just quite limited. This method does not encourage students to reflect on the meaning of words; their knowledge remains limited to sounds of words. Reading and writing skills remain neglected. It is a mechanical method relying more on drill and memorization. The students are mere passive learners. ALM started to be criticized in the 1960s from different sources: first, between 1966 and 1972 Chomsky initiated a prolonged and heated debate on the method's language and learning principles. Secondly, it was found that the ALM didn't act as the panacea for teachers who started to complain that not all their needs were met by this method. In addition, students expressed their dissatisfaction with the mechanical drills in classes and called them tedious and tiresome. They complained that what they acquired was more like parroting and less like real communication the required outside of their classrooms. For these reasons, since 1970 audio-lingual as a method came to its end, even though parts of it still continue to be used in the modern language teaching methods.

Advantages of A-L Method :

- This method is teacher-dominated. Teacher's role is very important.
- Main focus is on Listening and Speaking skills.
- The method can be used for a larger group of learners.
- This method demands pattern practice, drilling and memorization.

Disadvantages of Audio-lingual method :

- No heed on communicative competence.
- Main focus is on language form, not on meaning.
- The learner assumes a passive role during the learning process.
- There is no equal focus on all the four skills.

CONCLUSION

This extensive memorization, repetition and over-learning of patterns were 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.

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