

How to Use Audio-Lingual Method in EFL Classroom

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Abstract: This article reveals how to use Audio-lingual method effectively in EFL classroom in order to help any foreign language learners acquire the skills and subskills in target language.

Keywords: Shenker method, Callan method, audio-visual way, behaviorists, cognitivists, problem-solving activities ,innate and creative abilities.

Introduction:

Before discussing the role of Audio –lingual method in EFL classroom,we should be aware of some facts from its history.

Audio-lingual method has an interesting origin. It is often called the army method. Therefore, it was discovered as a way to spy during World War II. The 2nd World War soldiers demanded the ability to speak and listen in the language that their enemies do. Over the last year it developed as a method and used widely all over the world. The role of this approach in learning or teaching a foreign language is nearly the same as the role of Direct Method. This method focuses on helping learners acquire the structures and patterns in common daily dialogues of the target language. This method is based on the patterns that are repeated, tested and elicited by the learners.

Main part: Some features of Audio-lingual method are followings:

- **using it in a modern way**

This method nowadays is used widely over the globe, since it has a great advantage for the learners. Lessons through Audio-lingual method are famous because the way of teaching is so simple from both the teacher's and learners' point of view. Giorgio Shenker is one of scientists who highly supported this method and promoted guided self learning with its own method called „Shenker method” in Italy as well as Robin Callan who created the Callan method supporting Audio-lingual method.

- **drills**

Drills are one of the best ways to acquire target language using Audio-lingual method. They are widely used to memorize phrases and patterns while learning a target language. By repeating and imitating to native speakers, learners can gain the ability such as correct pronunciation, correct intonation, fluency and accuracy and may sound like natives making fewer mistakes. Also memorizing new vocabulary in long term memory may be developed in the same way. In this method we can come across a special way to teach vocabulary which is called Audio-visual way. It is taught in context with the help of audio-visual aids including pictures, photos, real objects or video materials.

Classroom Practices that are suggested to the teachers.

As we have mentioned above, dialogues and drills form the basis of Audio-lingual classroom practices. A dialogue provides a context and is used for repetition and memorization. First, a dialogue can be presented and then the teacher selects some new vocabulary or specific grammar patterns that become the focus of the lesson.

A typical audiolingual class may consist of several procedures.

1. Students listen to a dialogue by native people and try to repeat it imitating the pronunciation and intonation of the speakers.
2. The dialogue can be changed in order to adapt it to the students' interests. It inspires students participate better when they are speaking their favourite topics. In this process, the teacher and students may change the keywords and use the same grammar structure which they have learnt in the dialog.
3. The students follow their textbook, improve their both skills (listening, speaking, reading and writing) and subskills (grammar ,vocabulary and pronunciation) through the activities based on the dialogues. As proficiency increases, students begin to produce the language more effectively.

However there are some problems that all EFL teachers should be aware of.

Although extensive memorization, repetition and over-learning of patterns is the key to the success and often students may see immediate results, it may also be its weakness. The method's insistence on repetition and memorization of standard phrases may decrease the students' self-esteem when they are speaking in a foreign language ignoring the role of context and knowledge in language learning. Also it is discovered that a language can not be acquired through a process of habit formation.

Moreover, the methodology may not deliver an improvement in communicative ability.

Audio-lingualism is based on behaviorism. A critic, Chomsky claimed “How can children make mistakes if they simply repeat what they hear?” According to his opinion, “... learners are credited with using their cognitive abilities in a creative way to work out hypothesis about the structure of the L2”¹. His theory gave rise to cognitivism. According to behaviorists, learners of a foreign language are considered as passive receivers of information whereas cognitivists claim learners are active processors. In the light of the above mentioned information, we can understand the aim of behaviorism was to repeat until the habits were formed. But cognitivists believed that using problem-solving activities or tasks can give rise to communicative methods. Communicative approach help learners use their innate and creative abilities to learn better of a language.

Conclusion:

To sum up we suggest all the foreign language teachers to use Audio-lingual method to improve their learners knowledge in a foreign language because it is very important for their skills and particularly for their productive ones. However, teachers should know to keep balance between Audio-lingual and other methods. Teachers should be selective and attentive while choosing methods. We highly recommend switching Audio-lingual method with other methods in order to develop learners creativity.

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