

The Characteristic Features of the Audio-Lingual Method

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Abstract— In this article the Audio-Lingual method and its main features are given as the phonetic symbols, revision, repetitions, memorizations and drills through audio media. It gives the information namely use of dialogues and drills are effective in foreign language teaching as they lead the students to produce speech and this method develops communicative competence, quick and automatic responses of students through dialogues.

Keywords— Audio-Lingual method, Callen method, Forgetful bow, Audio-Visual method, Hearing step, Understanding step, Evaluating step, Responding step.

1. INTRODUCTION

According to experienced academic language teachers, linguists have demonstrated that there is not one single best method for everyone in all position. At the end of the 19th century a direct method emerged before the Audio- Lingual method in the reform movement. Based on this method adults were trained and in practice a method called the Berlitz method was used. The concept of Audio-Lingual is derived from Latin and it means “audiere-listening”, “lingua- a language, speech”, that is learning a language by listening and speaking. This method was introduced into the curriculum after the First World War in order to teach modern languages in upper grades. This achieved both practical and pedagogical goals. Modern languages began to become a means of international communication. Due to the constant use of a foreign language in the classroom and the imitation of the teacher. The student developed the ability to feel the language and gradually discovered the laws of a foreign language in an inductive way. At the same time, the Audio-Lingual method was developed in the United States. There were vital reasons for this: after the end of World War II, there was a clear shortage of specialists who knew foreign languages, especially. Japanese, Chinese and other languages, which were considered exotic languages. Therefore, many language teaching programs were developed on the orders of the military in 1941-1943 and this led to the emergence of new language teaching methods. This task was first and foremost the responsibility of linguists.

2. MAIN PART

This teaching technique was initially called the Army Method, and was the first to be based on linguistic theory and behavioral psychology. This method is still in use today. The most superb supporters of this method were Giorgio Shenker, who promoted guided self-learning with the Shenker method in Italy and Robin Callen, who created the Callen method.

Larsen-Freeman (2000, p.47-50) provides expanded descriptions of some common or typical techniques closely associated with the Audio-Lingual method.

Typical techniques closely associated with the Audio-Lingual method.	<u>Dialogs memorization</u>	Dialog memorization helps the speaker to feel free and natural when learning new language. Students memorize an opening dialog using mimicry and applied role playing.
	<u>Backward Build up (Expansion Drill)</u>	Expansion drill develops learners memorize words, phrases and texts quickly. Teacher breaks a line into several parts: student repeat each part starting at the end of the sentence and “expanding” backwards through the sentence, adding each part in sequence.
	<u>Repetition drill</u>	Students repeat teacher’s model as quickly and accurately as possible. This shortens the “bow of forgetfulness” (“Forgetful bow” means how long you forget information)
	<u>Chain drill</u>	Students ask and answer each other one in a circular chain around the classroom.
	<u>Single-slot substitution drill</u>	Teacher states a line from dialogue, and then uses a word or phrase as a “cute” that students, when repeating the line, must substitute into the sentence in the correct place.
	<u>Multiple-slot substitution drill</u>	Same as the single slot drill, except that there are multiple cues to be substituted into the line.

	<u>Transformation drill</u>	Teacher provides a sentence that must be turned into something else, for example a question to be turned into negative statement.
	<u>Question and answer drill</u>	Students should answer or ask question very quickly.
	<u>Use minimal pairs analysis</u>	Teacher selects a pair of words that sound identical expect for a single sound that typically poses difficulty for the learners-student are to pronounce and differentiate the two words.
	<u>Complete the dialog</u>	Selected words are erased from a line in the dialog-students must find and insert.
	<u>Grammar games</u>	Various games designed to practice a grammar point in context, using lots of repetition.

Some related studies show that the students' oral skill improved by using Audio-lingual method (Setiawan,2011), audio documents occasionally help students concentrate on the teaching materials (Rahmatin and Armiun, 2011), and the implementation of Audio-Lingual method in teaching speaking affects the students speaking skills (Amelia,2012). Listening activity process include four steps. They are hearing, understanding, evaluating, and responding (Greene and Petty,1971):

1. *Hearing*- it deals with a series of sounds that involves with the words and sentences.
2. *Understanding*- it means that the meaning of those words and sentences are understood.
3. *Evaluating*- it means that the meaning gained is evaluated the total communication is accepted or rejected.
4. *Responding*- a response is made to what is heard by further thought, bodily movement, facial expression or audible reaction.

There are the characteristics of the Audio-Lingual method in language teaching (Murcia, 1991,p.6):

1. Lessons begin with dialogues
2. Mimicry and memorization are used, based on the assumption that language is habit formation
3. Pronunciation is stressed from the beginning
4. Grammatical structures are sequenced and rules are taught inductively
5. Skills are sequenced: listening, speaking, reading, writing postponed
6. Vocabulary is severely limited in initial stages
7. A great effort is made to prevent learning errors.
8. Language is often manipulated without regard to meaning or context
9. The teacher must be proficient only in the structures, vocabulary. That they teaching since learning activities and materials are carefully controlled

If you can only memorize words, you will miss out on opportunities such as understanding and conveying information, which is the main function of language. Therefore, if possible watch programs in the language you are learning. Listen BBC Learning English weekly podcasts on the bus, from home to work, from work to home, to study, do not waste your time. Watching movies with subtitles is also a huge benefit. On the one hand, you will have a good time watching an interesting movie, on the other hand you will memorize a lot of English words.

3. CONCLUSION

To sum up one can say that the Audio-Lingual Method differs from other methods in its effectiveness. The use of dialogues and drills are effective in foreign language teaching as they lead the students to produce speech. It unlike the Direct Method, has a strong theoretical base in linguistics and psychology. Never be afraid to create a new method for yourself. The idea that one method is right for everyone is wrong.

4. REFERENCES

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