



AUDIO LINGUAL METHOD OF LANGUAGE TEACHING

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Annotation

The audio-lingual method is aimed at developing the communicative competence of students. Through dialogues. Dialogues and template exercise that students have to repeat are used to form student habits that will allow them to develop quick and automatic responses. Drill useful in teaching a foreign language in that they give students the opportunity to do what they have learned. The purpose of this study is to demonstrate how the use of audiolingual the method facilitates the study of a foreign language.

Keywords: Audio-lingual Method, Army Method, New Key method.

Introduction

The Audio-lingual Method is a method of foreign language teaching which emphasizes the teaching of listening and speaking before reading and writing. It uses dialogues as the main form of language presentation and drills as the main training techniques.

The audio-lingual method is the Army Method or New Key method used to teach foreign languages. It is based on behavioral theory, which argues that certain characteristics of living beings and in this case humans can be taught through a system of reinforcement. Proper use of a feature leads to positive feedback, while misuse of a feature leads to negative feedback.

This approach to language learning was similar to another method, previously known as the direct method. Like the direct method, the audio-lingual method is also used to explain to students the need to teach the language directly, new words, or grammar in the target language. 'advised the students not to use their mother tongue. However, unlike the direct method, the audio-lingual method did not focus on vocabulary teaching. Instead, the teacher drills students in using grammar.

Language is used in teaching and often in the context of language, which means that the teacher has to present the correct model of the sentence and the students have to repeat it. The teacher then continues to provide students with new words to sample in the same structure. There is no clear grammatical instruction in audio-lingualism: everything is simply memorized in form.





The idea is for students to practice until they can use a certain construction on their own. Lessons are built on static exercises in which students have little or no control over their performance; the teacher is waiting for a certain answer and if he does not give the required answer, the student will have a negative opinion. This type of activity, which is the basis of language learning, is in direct opposition to communicative language teaching.

The Audio-Lingual method focuses on oral skills. It aims to improve students' speaking achievement. Language items are presented to students in spoken form without reference to the mother tongue so that they can learn language skills effectively. The goal of the Audio Lingual method is, via teaching vocabulary and grammatical patterns through dialogues, to enable students to respond quickly and accurately in spoken language. The dialogues are learnt through repetition and such drills as repetition, backward build-up, chain, substitution, transformation, and question-and-answer are conducted based upon the patterns in the dialogue.

The Audio-lingual Method was widely used in the 1950s and 1960s, and the emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue. Audio-lingualism is a method of foreign language teaching where the emphasis is on learning grammatical and phonological structure, especially for speaking and listening. It is based on behaviourism and so relies on formation as a basis for learning, through a great deal of mechanical repetition. Example: the teacher spends most of the time in the class drilling the learners on grammatical and phonological structures. Error correction is also important.

In the classroom. audio-lingualism evolved in the context of large-scale language teaching programmes in the 1950s and 60s. it is unusual in modern language learning and has largely fallen out of use as a methodology, as cognitive views of language learning and communicative accounts of language have led to other methodologies. These patterns are elicited, repeated and tested until the responses given by the student in the foreign language are automatic.

Some characteristics of this method are:

- Drills are used to teach structural patterns
- Set phrases are memorised with a focus on intonation
- Grammatical explanations are kept to a minimum
- Vocabulary is taught in context
- Audio-visual aids are used
- Focus is on pronunciation
- Correct responses are positively reinforced immediately





Tim Bowen explains the contributions of this method to language learning as:

“Most teachers will at some point require learners to repeat examples of grammatical structures in context with number of aims in mind: stress, rhythm, intonation, ‘consolidating the structure’, enabling learners to use the structure accurately through repetition, etc. Question and answer in open class or closed pairs to practice a particular form can also be argued to have its basis in the audio-lingual approach, as can, without doubt, any kind of drill.”

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