



WAYS OF IMPROVING EFFECTIVENESS IN TEACHING FOREIGN LANGUAGES: AUDIO-LINGUAL APPROACH IN ENGLISH LANGUAGE

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ABSTRACT

The aim of this article is to explore strong and weak readers' use of listening strategies when audio-lingual tasks, such as dialogues, texts and giving particular situation. Audio-lingual approach can bring out key information and provide poor listener with a more version of the text. Apart from that, the learners' ability to listen will expand their engagement with the text as well as motivate to further listening.

KEYWORDS: *approach, teaching, grammar translation method, communicative competence, innovative, linguists, language skills, training techniques, psychology, communicative competence.*

DISCUSSION

Audio-lingual approach of teaching English as a second language had its origins during World War II when it becomes know as the Army approach. It was develop as a reaction to the grammar-translation approach of teaching foreign languages. Grammar-translation had been use to teach for thousand of year. However, the method was perceived as taking too long for learners to be able to speak in the target language. The Audio-Lingual approach set out achieves quick communicative competence through innovative approaches. In the other words, 1947-1967 the Audio-Lingual Approach was the dominant foreign language teaching method in the United States [1,56].

The US military provided the impetus with funding for special, intensive language courses that focused on aural/oral skills; these courses came to be known as the Army Specialized Training program (ASTP) or, more colloquially, the "Army Method". The Audio-Lingual approach is the product of three historical circumstances. For its views language, Audio-Lingual drew on the work of American linguists such as Leonard Bloomfield. The prime concern of American linguistics at the early decades of the 20th century had been to document all the indigenous languages spoken in the USA. However, because of the dearth of trained native teachers who would provide a theoretical description of the native

languages, linguists had to rely on observation. For the same reason, a strong focus on oral language was developed. At the same time, Behaviorism psychologists such as B. F. Skinner was forming the belief that all that all behavior (including language) was learnt through repetition and positive or negative reinforcement. The third factor that enabled the birth of the Audio-Lingual approach was the outbreak of World War II, which created the need to post large number of American servicemen all over the world. At that time, there was a need for people to learn foreign language rapidly for military purposes [2,45].

The Audio Lingual Method has introduced memorization of dialogues and imitative repetition as specific learning techniques. This method emphasizes the teaching of listening and speaking which did not gain so much importance from Grammar translation method. The language skills are taught in the order of listening, speaking, reading, and writing. It uses dialogues as the main from of language presentation and drills as the main training techniques. Mother tongue is discouraged in the classroom. Moreover, teaching technique with tape recordings and language lab drills offer practice in speaking and listening, which are considered of primary importance in language learning. Reading and writing are limited but not ignored, it should be presented gradually after the students are considered capable enough and the material should keep



seriously to what students has heard and repeated. The purpose of this method is to rapid the acquisition of listening and speaking skills by drilling the students in the use of grammatical sentences patterns [3,78].

The Audio lingual Classes concentrated on long repetition-drill stages, in which the teacher hoped that the students would acquire good language habits. By rewarding correct production during these repetition phases, students could be conditioned into learning the language. Behaviorist psychology states that people are conditioned to learn many forms of behavior, including language, through the process of training or conditioning [3,79].

There are four basic drill types in this methods: those are: simple repetition, substitution, transformation and translation. It can be inferred that the main activity of this method is drilling from simple repetition to the translation. The teacher has to motivate the students to learn English in the class, he/she is a central and active role in the teaching and learning activities. From the statements above, the writer comes to the understanding that the Audio Lingual approach is a followed behaviorism theory. This approach emphasizes on listening and speaking by imitating, repeating and memorizing grammatical structure through substitutions, singular-plural and tense transformations etc, using the target language and the culture where the language is spoken. Correct responding the stimuli must be done by the students continuously in order to become a habit. Audio-Lingual approach or audiolingualism is a method or style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes those certain traits of living things, and in this case humans, could be trained through a system of reinforcement. It is based on behaviorist theory which is the belief that learning should be based on psychological study of observable and measurable psychology only; psychological theory based on stimulus-response influenced audiolingualism. This approach is similar to the previous one, the direct method Like the direct methods the audio-lingual method supposed that the students are taught a foreign language directly, without using the students' native language to explain new words or grammatical rule in the target language. However, unlike the direct method, the audio-lingual approach does not focus on teaching vocabulary. Rather, the teacher drills the students in the use of the spoken grammar. This concept in strongly associated with the American psychologist B.F. Skinner (1904-1990). The philosophy behind behaviorist models is that learning takes place through interaction with the world through exposure to examples, positive and negative stimuli, and then trail and error rather than from any inner faculty [4,17].

On the other hand, Freeman states the Audio-Lingual Method drills students in the use of grammatical sentence pattern. It indicates that the focus of this lesson is to improve students' target language communicatively. The Audio-Lingual Method consists of eleven techniques which can be achieved to be implemented in this study in order to ease the research later on. They are single-slot substitution drill and transformation drill. The consideration why I take those techniques to be implemented in this study is to check the students' grammatical sentence pattern.

Anggraeni (2007) conducted a research entitled the audio-lingual approach as a alternative method in teaching speaking to Junior High school. Meanwhile, the other researchers like Kharisma (2001) also held the research about a comparative study on the speaking achievement of students taught through the Audio-Lingual Approach. Ardiyanto (2009), also conducted a research which still focused on Audio-Lingual Approach entitled the comparison of speaking achievements between students taught using the direct method and the ones taught using the Audio-lingual Method to influence the speaking ability [5,97].

The Audio-Lingual method mainly consists of the following features:

- The teacher reads a dialogue by modeling it. It has been always motivating to put the subject matter in context, and students stand a better chance of retaining what they have learnt. Students learn the target language within a concrete context that will enable them to relate what they learn to real-life learning environments. Teachers as a role model will encourage and inspire the students to strive for learning the target language.
- Students repeat the dialogue. Through repetition students can use the target language automatically, and fluently as well. In this method it is desirable that students form a habit formation to use the target language with ease, therefore, the more they repeat, the easier they will speak the target language without thinking.
- Some words or phrases are changed in the dialogue. Drills used in this method will allow the students to have practice. Through drills such as single-slot substitution, multiple slot substitution, and transformation students are given the opportunity to produce speech in the target language, furthermore, these patterns will let them see how language functions. Students learn how to respond correctly when they practice the drills.

For many years, audiolingualism did not receive priority in language teaching. receptive and productive skills was poorly understood. Until recently, the nature of listening in a skills could be



acquired through exposure but not really taught. This position has been replaced by an active interest in the role of listening comprehension in the second language acquisition, by the development of powerful theories of the nature of language comprehension, and by the acquisition and therefore demands a much greater prominence in language teaching. The papers in this section explore the nature if the second language listening and principles for the design of teaching activities and classroom materials [6,31].

Field examines a commonly used format for the teaching of listening, one which involves three stages in a listening: pre-listening, listening, and post-listening. He points out the limitations of some activities often used at these different points in a lesson: Materials and teaching often tend to test listening rather than teach it and do not practice the kind of listening that takes place in real life. Field advocates the use of preset questions, the use of task-based listening activities, a focus on strategies and a greater use of authentic materials and shows these recommendations affect the typical three-part listening lesson. He also shows how the teacher's role is crucial in the teaching of listening. The teacher is not there simply to check answers but rather to actively guide learners through the processes of listening, monitoring their listening difficulties, and reshaping classroom tasks to provide maximum opportunities for learner involvement and to develop a better awareness of how to listen.

Lam points out that many ESL listening materials fail to provide examples of genuine spoken language since devices typically used by speakers, such as filler, fragments, and compensation devices, are often omitted. She illustrates ways in which learners can develop awareness of the syntax and organization of spoken discourse in order to facilitate their ability to process spoken texts. These activities integrate both listening and speaking and seek to prepare learners to handle the demands of real-world communication. Language learning from the view of behavioural psychology on the other hand, occurs by conditioning and habit formation of accurate responses to stimuli. The right response for a stimulus is modeled by the teacher beforehand and then drilled into the learners repeatedly until such responses become "habit" that enables learners to successfully produce accurate responses without clues or prompting by the teacher. This discussion aims to further understand the Audio-lingual Method and explore the advantages and disadvantages of employing it in the second language classroom. The author also puts out her recommendations for the use of the ALM in the second language classroom.

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