

AUDIO LINGUAL METHOD OF TEACHING ENGLISH LANGUAGE

Bakhromova Gulmira Ahmadjonovna*

*Student of Master's Degree,

SamSIFL, UZBEKISTAN

Email id: maxmudovazulxumor@gmail.com

DOI: 10.5958/2249-7137.2022.00587.0

ABSTRACT

Rather than controlling and testing, teaching becomes a method of aiding performance. While teaching is the process of getting students to generate or practice the target language and express it, the material that the teacher gives to the students must be aligned with the school's syllabus in order for the students to absorb it and communicate using the target language (English). The majority of students continue to struggle with communicating in English. Many variables contribute to this, including inadequate student vocabularies and grammar skills, as well as the teacher's teaching technique. Because most of their acquaintances speak L1 (Persian) and not everyone in the family can be a role model for learning the target language, kids are unable to speak English spontaneously, fluently, and thoroughly because they are fearful of making a mistake or taking a risk. The Audio Lingual Method is one of the most common methods utilized by teachers. It's difficult to use the Audio Lingual Method in English lessons.)

KEYWORDS: *Teaching Approach, English, Audiolingual Approach*

INTRODUCTION

Linguists have proved that there is no single optimum approach for everyone in all settings, and that no one teaching method is inherently superior to the others, according to scholarly study. Also, applying the same methodology to all learners, who have varied aims, surroundings, and learning demands, is not always practicable – or appropriate. A competent professional language teacher constantly uses the Principled Eclecticism approach, choosing on the most appropriate tactics and methodologies for each learner's individual goals, learning style, and setting. Armies needed to become vocally adept in the languages of their allies and opponents as soon as possible when World War II broke out. The Army Method was the first teaching method to be founded on language theory and behavioral psychology, and it was originally known as the Army Method.

It was supposed that a human being could be trained using a reinforcement system based on Skinner's Behaviorism theory. Positive feedback is given for good behavior, while negative feedback is given for bad behavior. This method is similar to the Direct Method in that the entire lesson is conducted in the target language. The emphasis is on the acquisition of patterns in regular conversation. The Audio-lingual Method was widely employed in the 1950s and 1960s, with the emphasis on learning structures and patterns in normal conversation rather than interpreting words. These patterns are elicited, repeated, and tested until the student's foreign language replies are automatic. The audio-lingual method is an oral approach, just like the direct

method. The Audio-lingual technique, on the other hand, is considerably different in that, rather than emphasizing vocabulary acquisition through exposure to its application in circumstances, it focuses on teaching pupils how to use grammatical sentence patterns (Larsen-Freeman, 2000).

They went on to say that conditioning, which helps learners respond correctly to stimuli through shaping and reinforcement, was regarded to be the best way to learn the target language's sentence structures. As a result, the audio lingual approach refers to a method that is compacted on the chain drill in order to master the target language by memorizing and repeating, while avoiding the pitfalls of speaking. Audio-lingual tasks include a variety of dialogues that students must listen to, repeat, and recall in addition to honing brief patterns. Dialogues give pupils a structure and an understanding of how to apply patterns in various situations. Typically, dialogues depict socio-cultural circumstances in a target language, such as greetings, opinion exchanges, likes and dislikes, and basic safe themes (weather, hobbies, etc.) that assist students in remembering which utterance is appropriate for each situation.

The audio lingual method is a method that emphasizes vocabulary while also teaching grammatical sentence patterns that are based on context and error-free. It was thought that a lot of practice with the dialogues would improve oral language competency or based on speaking skill or certification.

ALM method may be summed up in the following list:

1. New material is presented in dialogue form
2. There is dependence on mimicry, memorization of set phrases, and over-learning
3. Structures are sequenced by means of contrastive analysis and taught one at the time
4. Structural patterns are taught using repetitive drills
5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation
6. Vocabulary is strictly limited and learned in the context
7. There is much use of tapes, language labs, and visual aids
8. Great importance is attached to pronunciation
9. Very little use of the mother tongue by teachers is permitted
10. Successful responses are immediately reinforced
11. There is a great effort to get students to produce error-free utterances
12. There is a tendency to manipulate language and disregard content.

This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

Applied to language instruction, and often within the context of the language lab, it means that the instructor would present the correct model of a sentence and the students would have to

repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In audio-lingualism, there is no explicit grammar instruction: everything is simply memorized in form.

CONCLUSION: The classroom environment is a major player in the Audio Lingual approach. It is critical to provide calm, nonthreatening learning atmosphere in order to ensure that the learning process is successful. The objective is for students to absorb the information of the lessons without becoming stressed or bored. Classrooms are furnished with comfortable seating arrangements, making learning a pleasurable experience. Based on the foregoing, it is clear that the strategies for teaching speaking utilizing the Audio Lingual Method are effective. Dialog memorization, repetition drill, and finish the dialog are three of the most prominent techniques used by teachers to teach speaking using the Audio Lingual Method. The technique's effectiveness is demonstrated by increased pupil speaking skills, a performance index that can be measured, and the authenticity of the dialog or material. However, achievement is expected from both the teacher and the students.

REFERENCES:

1. Wagner, A., Bajsić, I., Fajdiga, M. (2004). Measurement of the surface-temperature field in a fog lamp using resistance-based temperature detectors. *Strojniški vestnik – Journal of Mechanical Engineering*, vol. 50, no. 2, p. 72-79.
2. Boguslawski, L. (2004). Influence of pressure fluctuations distribution on local heat transfer on flat surface impinged by turbulent free jet. *Proceedings of International Thermal Science Seminar II*, Bled, June 13.- 16.2004.
3. Muhs, D. et al. (2003). *Roloff/Matek mechanical parts*, 16th ed. Wiesbaden: Vieweg Verlag,. 791 p. (In German). ISBN 3-528-07028-5.
4. ISO/DIS 16000-6.2 (2002) Indoor Air - Part 6: Determination of Volatile Organic Compounds in Indoor and Chamber
5. Air by Active Sampling on TENAX TA Sorbent, Thermal Desorption and Gas Chromatography using MSD/FID. Geneva, International Organization for Standardization
6. Goon, B. (2005). Effects of excessive drinking on sport participation. Retrieved on 7. 8. 2006, from http://www.excessive_drinking.com.