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THE EFFICIENCY OF AUDIO-LINGUAL METHOD IN LANGUAGE TEACHING

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Abstract. The Audio-lingual Approach to language teaching has a lot of similarities with the Direct method. Both were considered as a reaction against the shortcomings of the grammar translation method, both reject the use of the mother tongue and both stress that speaking and listening competences preceded reading and writing competences. But there are also some differences. The direct method highlighted the teaching of vocabulary while the audio-lingual approach focus on grammar drills.

Keywords: Teaching Method, Audio Lingual Method (ALM), English language, Methodology

Аннотация. Аудио-лингвальный подход к обучению языку во многом похож на прямой метод. Оба рассматривались как реакция на недостатки метода перевода грамматики, оба отвергают использование родного языка и подчеркивают, что навыки говорения и прослушивание предшествуют навыкам чтения и письма. Но есть и отличия. В прямом методе особое внимание уделяется обучению лексике, в то время как аудио язычный подход сосредоточен на грамматических упражнениях.

INTRODUCTION

The Audio-lingual Method is a method for foreign language teaching which emphasized the teaching of listening and speaking before reading and writing. This method is combination between behavioral psychology and linguistic. It's also called "Army Method" because this method is appeared since the World War II for the American armies who had to learn language quickly and intensively. The structural theory of language constituted its backbone. Structural linguistic view language as a system of structurally related elements for the expression of meaning. These elements are phonemes, morphemes, words, structures and sentence types. The language teaching theoreticians and methodologists is behavioral psychology which is an empirically based approach to the study of human behavior. Behaviorism tries to explain how an external even caused a change in the behavior of an individual (a response) without using concept like "mind" or "idea".

In the Audio-lingual Method, the students first hear a language. Later, they speak the language and after that, they read and write in it. Mother tongue is discouraged in the classroom when this method is used. The Audio-lingual Method does not learn lots of vocabulary. Rather, the teacher drills speaking and grammar because in this method, grammar is most important for the student. In other word, the student must repeat grammar pattern after the teacher.

The objectives of audio-lingual method

The objective of the audio-lingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns. Particular emphasis was laid on mastering the building blocks of language and learning the rules for combining them. It was believed that learning structure, or grammar was the starting point for the student.

Here are some characteristics of the method:

- language learning is habit-formation,
- mistakes are bad and should be avoided, as they are considered bad habits,
- language skills are learned more effectively if they are presented orally first, then in written form,
- analogy is a better foundation for language learning than analysis,
- the meanings of words can be learned only in a linguistic and cultural context.

The main activities include reading aloud dialogues, repetitions of model sentences, and drilling. Key structures from the dialogue serve as the basis for pattern drills of different kinds. Lessons in the classroom focus on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct grammar is expected in usage, no explicit grammatical instruction is given. It is taught inductively. Furthermore, the target language is the only language to be used in the classroom.

Approach

Structuralism

The structural view to language is the view behind the audio-lingual method. This approach focused on examining how the elements of language related to each other in the present, that is, 'synchronically' rather than 'diachronically'. It was also argued that linguistic signs were composed of two parts, a signifier (the sound pattern of a word) and a signified (the concept or meaning of the word). The study of language aims at describing the performance, the "parole" as it is the only observable part of language.

Behaviorism

Behaviorism is a philosophy of psychology based on the proposition that all things which organisms do - including acting, thinking and feeling-can and should be regarded as behaviors. It contends that leaning occurs through associations, habit formation and reinforcement. When the learner produces the desired behavior and is reinforced positively, it is likely that behavior be emitted again.

method.

Advantages and Disadvantages

Advantages:

Learners be able speaking the target language comunicatively.

Learners have no difficulties to understand the lesson as it is carried out in the mother tongue.

Learners are able to give correct response directly.

Learners more concern about the combination between behavioral psychology and linguistic.

Disadvantages:

Speaking or any kind of spontaneous creative output was missing from the curriculum.

Students lacked an active role in the classroom.

Very little attention is paid to communication.

Very little attention is paid to content.

Process of learning only focus in speaking.

Because of all these disadvantages, instructors tried to find better ways to remedy the pitfalls of the audio-lingual approach .

CONCLUSION

The audio-lingual method focuses on speaking and listening competence stressing repetition and habit formation to learn a second or a foreign language. This method make the learner understand the second language by memorizing and practice speaking with drilling from the people communication.

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