

Audio-Lingual Method: major characteristics and goals

Throughout the history of teaching languages a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others. Methods of teaching English have developed rapidly, especially in the previous years. According to academic research, there is not one single best method for everyone in all contexts, and that no one teaching method is inherently superior to the others.

Audio-lingual technique is one of them. This teaching technique was initially called the Army Method, and was the first to be based on linguistic theory and behavioral psychology.[1] It is important to understand the various methods and techniques so that you are able to navigate the market, make educated choices, and boost your enjoyment of learning a language. Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence. Each method has a different focus priority. It was thought that the way to acquire the sentence patterns of the target language was through conditioning helping learners to respond correctly to stimulate through shaping and reinforcement. [2] Thus, the audio lingual method refers to the method that it is compressed on the chain drill to mastery the target language by memorizing and repeat, and the wrongness of speaking is avoided.

The Audio-lingual method emphasizes not the understanding of words, but rather the acquisition of structures and patterns in common everyday dialogue. [1]

In audio-lingual activities are presented not only in drilling short patterns, but also in varieties of dialogues, which students have to listen to, repeat and memorize. Dialogues provide for students the structure and idea of how to use some types of patterns in some sort of situations. Usually dialogues illustrate socio-cultural situations of a target language, such as greeting, opinion exchanges,

Listening is important in developing speaking proficiency and receives particular emphasis. There are strong arguments, both physiological and

psychological, for combining speaking practice with training in listening comprehension.

Speaking is effective through listening. By hearing the sounds, articulation is more accurate, with differentiation of sounds, memorization and internalization of proper auditory sounds images. Development of a feel for the new language gains interest for the language.

There has been practically no study or experiments to determine how much time should be taken between listening experience and speaking practice.

Listening comprehension is most neglected in language learning. It is generally treated as incidental to speaking rather than as a foundation for it. Texts, guides and course of study contain tests for evaluating progress in listening comprehension, but they rarely contain specific learning materials designed for the systematic development of this skill.

Learning language means acquiring habits. There is much practice of dialogues of every situations. New language is first heard and extensively drilled before being seen in its written form.

These patterns are elicited, repeated and tested until the responses given by the student in the foreign language are automatic. Speaking and listening skills are better trained while using this technique. Moreover, the stage of the class more interesting and lively because all students act in the classroom. It is also has advantages as well as disadvantages.

Positive characteristics of audio-lingual method are the following:[3]

- vocabulary is taught in context
- audio-visual aids are used
- focus is on pronunciation
- set phrases are memorised with a focus on intonation
- drills are used to teach structural patterns

- correct responses are positively reinforced immediately
- grammatical explanations are kept to a minimum.

But at the same time grammar skills suffer and left untrained, students are not able to transfer skills to real communication outside the classroom.[] Using this method teacher plays active role and dominate but students remain more passive. As a result students consider it to be unsatisfying.

The audio-lingual method is often used as a part of individual lesson. These types of lessons can be popular as they are relatively simple, from the teacher's point of view, and the learner always knows what to expect.[3] In the audio lingual method, the classroom atmosphere is the main actor. Creating a relaxed classroom, nonthreatening learning environment is essential for achieve the successful of learning process. [2] The goal is that students will assimilate the content of the lessons without feeling any type of stress or might bored. Classrooms are equipped with comfortable seating arrangements and make into a comfortable to learn.

It is obvious that the techniques of teaching speaking using audio lingual method are good. The effectiveness of the technique are improved the speaking ability of the students, the performance index can be tested, the authenticity of the dialog or the text is important.

This extensive memorization, repetition and over-learning of patterns were the key to the method's success, as students could often see immediate results, but it was also its weakness. This method can be beneficial but should be used I conjunction with other methods and should be used in classroom.

REFERENCES

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