

Audio-Lingual Method: An Effective Way of Teaching English as a Foreign Language

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Abstract— In the globalization and modernization period, the English language learning enables to change the individuality of a child into a refined personality. For surviving in this modern society the English language learning is very important like water. The importance of the English language is regularly increasing. Now the world is a global world and everybody wants to raise the standard of English whether it is native or non-native's language. In the present scene of the world, English is not only the language of the English peoples. It is now become a global language. One cannot learn English until he has mastery over this language. For language learning several type of methods are used but audio-lingual method is best method to learn this language. The present paper focuses and describes audio-lingual method as an effective way of teaching.

Keywords: English language, Audio-lingual method, Teaching

I. INTRODUCTION

Education is the phenomenon of acquiring information from the surrounding world. Education makes a person right thinker and improve his decision making power. It develops a perspective of looking at life. Education helps in building opinions and has points of view on everything in life. Without education, man is enclosed in a windowless room. With education, man finds himself in a room with all its windows open to the outside world. Education is important as it shows the way which leads to disillusionment. (Perales, 1965). It wipes out all the wrong beliefs in our minds. It is about knowing that everything has a science to it, it is about learning to reason everything till every question meets its answer. It can lead to enlightenment. Only through education individual builds his confidence to take correct decisions, to face problems of life and make him to accept successes and failures of life. It brings a sense of pride and knowledge, prepares individual for life.

II. ROLE OF LANGUAGE IN LIFE

Language is important for achieving education. Language is most important part of person's life. Language is the medium with which people can interact with others. One can use language to let others know how we feel, what we need, and to ask questions. It is a kind of conventional arrangement, a common usage and intelligible patterns of words which help the group to communicate effectively. Language is important because it helps in communication. Languages are a passport to another world. (Samimy, 1989). Language plays a large role in culture; it is not used for communicating with humans but also to identify with a particular cultural group. We use language to inform the people around us of what we feel, what we desire, and understand the world around us. Language is important

because it helps in procuring degrees. Language occupies a very important place in the teaching learning process. For learning anything we need a language. Different types of languages are used in different degrees whether it is Hindi or English. Learning of English language provides so many opportunities for individual. It helps not only to getting the job in India but also in foreign countries. It helps individual in improving his organizational skills, interpersonal skills, and management skills. Without it an individual cannot make the bridge between the two countries and can't cope with the problems of modern world. In the present scene of the world, English is not only the language of the English peoples. It is now spoken and understood throughout the world.

III. ROLE OF ENGLISH IN THE SOCIETY

The place of English in our society is very poor. There are so many reasons like conservativeness of the people; they are not ready to accept the English language, made a notion that it is the language of the Americans or foreigners. They are not ready to change their mind. There is no doubt that there are highly qualified teachers who teach in the schools. But still the level of English is very low in our schools. As per the report of National Council of Applied Economic Research (2013), teachers are not putting sufficient effort and interest in teaching the English language. Although the medium is English but still they are using their regional language while conversation with students. A study done by Union Human Resource Development (2013) suggested that Indian policy makers should rethink about introduction of English from class I. It has been found that English has been introduced at the primary level in 27 states, but it is a subject in class I only in 18 states and English as a medium of instruction in Nagaland, J&K and Govt. Model school of Chandigarh & Maharashtra while remaining states provide instruction in their own regional language.

English language is a link language with global significance and also the most spread language in the world. The present world is world of information and technology where everything is in English. One cannot understand and utilize the facilities of IT without learning English. So students at the school level need to acquire better proficiency in English along with the learning of other subjects like Mathematics and Science. With the changing times, demands and expectations of the students and society also changed. There is strong need for trained persons with desired capabilities and skills to fulfill diverse tasks which can only fulfill when student have enough competency and communication skills which they acquired from English. There is a tremendous pressure on students for acquiring requisite qualifications or degrees that lead to the best kind of employment, thus leading to the importance of imparting

knowledgeable and updated education but the fact is that a degree is no longer a necessary and sufficient qualification if it is not imparted with competency. And the skill of competency only acquire through English. With the knowledge of English student easily adapt himself to the exposure of the emerging era of knowledge.

In a period of globalization and modernization English language learning enables in transferring the individuality of a child into a personality. (Saville-Troike, 1973). For surviving in the present society English language learning is as essential as water for human. It is also identified to be one of the factors for many graduates to be unemployed. The unemployed graduates are eager to refined and polish their English language skills and becomes better in communication. This aim can be fulfilled if students begin to learn the English language at their school level and pay equal efforts and attention like other key subjects. The school environment enables the child to attain changes with the changing times and attain his noble objectives if he tries to improve himself in the English language in elementary school stage. For this the teacher should use different techniques and methods.

IV. AUDIO-LINGUAL METHOD: AN EFFECTIVE TEACHING TECHNIQUE

A. Background of ALM:

The audio-lingual method (ALM), by its very name – “audio” and “lingual” – refers to a language teaching approach which focuses on two aspects of language, namely listening and speaking. Audio-lingual method is one of the most significant methods. (Estarellas, 1972) This method is very useful especially for lower class students in the teaching learning process. In this method students learn the English effectively by drill and practice. Although it is one of the oldest method but it is very useful in modern era. (Abu-Melhim, 2009) This method (Fries, 1945, Lado, 1964) of teaching English as a language has its origin at the time during World War II, when it became as the Army Method. At that time, the U.S. government found that it is very important to start a special language training program for personnel for supplying in the war. For this reason, In 1942 Army Specialized Training Program (ASTP) was established. The main purpose of this army program was for the students for attaining conversational proficiency in a different kind of foreign languages.

The method used was also known as the informant method since it was used by the native speakers of the language, the informant, and a linguist. During this period, in the teaching of English as a foreign language, linguists and applied linguists were also actively involved. In 1941, the first English Language institute in the U.S. was established to in the University of Michigan. Charles Fries was the director of this institute who used the basic principles of structural linguists to the English language teaching. In this approach aural training firstly given to personnel, then provide pronunciation training, lastly it was followed by speaking, reading and writing of the language. The coming of the audio-lingual method increased focus on foreign language teaching in the United States at the end of the 1950s. From about 1947-1967 the audio-lingual method

was the dominant foreign method in the United States. Audio-lingual method drew on the work of American linguists such as Leonard Bloomfield. The main concern of American Linguistics at the beginning decades of the 20th century had been to focus on all the important languages spoken in the United States of America. But, due to death of trained native and local teachers who could provide a best theoretical description of the local and native languages, linguists had to depend upon observation. This became the reason to become a strong focus on oral language and it was developed.

B. Characteristics of the Audio-lingual Method

There are many characteristics of ALM which benefits the students in various ways. In this method the student dependence on mimicry, memorization of set phrases, and over learning which is useful for lower class students. Structures are arranged through contrastive analysis and taught simultaneously. Structural patterns are taught using repetitive drills. There is little or no grammatical explanation. Grammar is not taught by deductive explanation but inductive analogy is used. Vocabulary is strongly limited and learned regarding context of lesson. There is much use of audio tapes, visual aids and language laboratories. Great importance is attached to pronunciation. There is very little use of the mother tongue in the classes by the teachers. Successful responses are immediately reinforced. There is a strong emphasis for getting error-free response from students. There is a tendency to manipulate language and disregard content. Drills are used to teach structural patterns. Phrases are memorized and learned with a strong emphasis on tone. Grammatical explanations are kept to a minimum. Vocabulary is taught in context. Audio-visual aids are used are in the classroom. New material of the lesson is presented to the students in the form of dialogues.

C. ALM teaching techniques

1) Backward-up-Drill:

In the backward drill the teacher teaches the lines of dialogue to students and after that he breaks down the lines into several parts. Then a teacher repeated a part of the sentence and students expand what they repeated part by part until they are able repeat the entire line. (Alemi and Tavakoli, 2016)

2) Dialogue Memorization:

In dialogue memorization the students take the role of one person in the dialogue and the teacher take the other. Switch roles and memorize the other persons part another role. Half of the class takes one role and half of the class to take the others. Some group or pairs of students performs the dialogue and present to the remaining student of the class.

3) Chain-drill

It is very interesting way applied in audio-lingual method. It helps the students to make ask question to each other. It allows some controlled communication among students and gives the teacher an opportunity to check students. (Nita and Syafei, 2012).

4) Multiple slot substitution drill:

It helps the students to recognize what part if speech cue is and make any other changes such as subject-verb

agreement. To change one kind of sentence pattern to another form, transform an affirmative sentence into negative sentence and to transform a statement into a question. Another thing is to transform an active speech into passive speech and to transform a direct speech into reported speech. (Ghofur, Degeng, Widiati and Setyosari, 2017).

5) Question and Answer:

In question and answer students practice the target language with answering questions and question pattern. They answer the teacher's question properly. It enables the students to learn new vocabulary and structural patterns are presented through dialogs. (Maynes, 1962). The dialogues are learned through imitation and repetition by the students. Drills are performed based upon the structures present in the form of dialog. Their successful responses are positively reinforced by the teacher. Grammar is taught from the different examples given and clear grammar rules are not taught in the class. The cultural information is contextualized in the dialogs or presented by the teacher. Reading and written work of the students depends upon the oral work which they did earlier in the classroom

6) Complete the Dialogue:

Students have to select words that are erased from the dialogue and complete the dialogue by putting the appropriate words in it.

V. SUGGESTIONS

- 1) It is suggested to the teachers that audio-lingual method is used to be as one of alternative teaching methods in the classroom.
- 2) The teacher should give more chances to the students should be more active, and let the students do several practices.
- 3) The teacher should not rush to add new material before their students internalize the words, sentences, and or dialogues given before.
- 4) The teacher should present new vocabulary through audio-lingual method for teaching dialogues.
- 5) The teacher should teach English Grammar through examples and practices in audio-lingual method.
- 6) Teacher should cultivate the habit of speaking through drills and practices of the students by using audio-lingual method.
- 7) To make English teaching effective the teachers should select the structures according to the mental level and age of the students.

VI. CONCLUSION

In short we can say, Languages are a passport to another world. Language plays a large role in culture; it is not used for communicating with humans but also to identify with a particular cultural group. We use language to inform the people around us of what we feel, what we desire, and understand the world around us. For, English language, people made a notion that it is the language of the Americans or foreigners and they are not ready to change their mind. There is no doubt that there are highly qualified teachers who teach in the schools. But still the level of English is very low in our schools. By using effective techniques like Audio-lingual method one can improve the

communication skill, which help the students and provide chances for better job opportunities. It is the duty of teachers, stakeholders and parents that they encourage the students to use the foreign language. It the great responsibility of teachers that they use effective teaching techniques like audio-lingual method for the betterment of the students and society.

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