

THE INFLUENCE OF AUDIO LINGUAL METHOD ON THE STUDENTS' VOCABULARY, SPEAKING AND LISTENING ACHIEVEMENT

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*SamDCHTI "Innavatsion ta'lim texnologiyalari
va metodika" kafedrasi stajyor o'qituvchisi*

Annotations: *The goal of this research was to help primary school pupils enhance their language ability by the help of audio-lingual method. The Audio-Lingual method aims to develop communicative competence of students through dialogues. Dialogues and pattern drills that students need to repeat are used to form habits in learners that will allow them to develop quick and automatic responses. Drills are useful in foreign language teaching in that they give students the opportunity to perform what they have learnt. The objective of this study is to demonstrate how the use and importance of Audio-Lingual method facilitates learning a foreign language.*

Key words: *The Audio-Lingual method, practice, drill, memorize vocabularies, elementary school, speaking and listening achievements.*

Language as means for communication takes an important role in our daily activities. In this modern era, people are demanded to acquire more than one language. One of the important languages that should be mastered is English. But, students usually difficult to express their ideas in English. There are because of the students are less in mastering vocabulary. So, the teachers have to find out the appropriate method for teaching English vocabulary. That is why the writer takes a research about the influence of audio lingual method to the students' achievement in English vocabulary. One of the important things in the process of teaching and learning English is vocabulary. Vocabulary is a basic need in communication. It plays an important role in the four language skills. By mastering vocabulary, students will be able to produce many sentences either in spoken or written texts. Knowing a language may mean knowing its vocabulary.

The Audio Lingual method is the method which focuses in repetition some words to memorize. In the execution of learning process, Audio Lingual method give more practice, drill, memorize vocabularies, and the students memorize and practice some vocabulary unconsciously. The objective of the research is to find out the influence of audio lingual method on the students' vocabulary achievement at the first year students. The method of the research is quantitative research. The researcher does the research by using the formula of statistic, especially by using the formula of product moment correlation by Pearson. Then to collect the data the researcher use the techniques of observation, interview, test, and questionnaire. The instructional processes were done in the classroom. In this research the writer knew that the students give a good response to the application of audio lingual method, it can be considered as 'positive response'. The average of students' vocabulary achievement after taught by using audio lingual method

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is 'good', they get a 'high score'. It shows that there is 'significant influence' between the students' response to the application of audio lingual method and the students' vocabulary achievement. The result of product moment correlation between the application of audio lingual method on the students' vocabulary achievement. It means that the null hypothesis is rejected and the research hypothesis received.

Language teachers play an important roles on teaching and learning process, choosing the methods, and designing the goal of the study. All their targets are based on how well they collaborate the methods and designs through the experiences and knowledge they have during the process of teaching and learning. Audio-lingual method was chosen to know the effectiveness, advantages, disadvantages, strenghts, and weaknesses in improving the speaking skill of the fifth grade students of elementary school.

Elementary Students, as young generations or the beginners of language, need to be communicatively competent in English. It means that they need to study hard to master the four language skills in passive and active way namely listening, speaking, reading, and writing. Speaking is an active language action from the language users that demand the real initiation in language employing to express self orally. It is very important for the students of elementary school as they can be classified as the beginner of English user. In fact, the students of elementary school have limited vocabularies. They get difficulty to choose the verbs that they want to express their idea. Some of them do not understand some structures well. They get difficulty to arrange words or sentences that causes wrong sentences. The others get some problems in pronunciation so that listeners get difficulty to understand they mean and even misunderstand their expression. They also feel ashamed in using English to communicate with their friends moreover with their teacher because they are afraid of making mistakes or considered as a pride and show-off students. There are some aspects of teaching which can influence students' speaking skills. They are teacher, and method. A good method brings the significant influence in the success of the process of teaching learning, especially in terms of improving students' speaking skill in the class. So, the effective way should be applied by the teacher in achieving class objectives. To help the teacher in teaching speaking for elementary students, teacher should use an easy method which can guide them during teaching and learning process. The teacher also should create a relax situation which is not burden the students. He can use a method which is started by full guidance before he lets the students practice it and comes to the next phase which motivates them to create and express their own opinion in good English such as arranging, choosing, and pronouncing words, and organizing sentences. The Audio-lingual Method is another way of teaching used in teaching foreign languages. According to Richards and Rodgers, Audio-lingual Method is a method of foreign or second language teaching which emphasizes the teaching of speaking and listening before reading and writing. That is why mother tongue is discouraged in the class of Audiolingual Method. The method is based on behaviourist theory which is used to train humans through a system of reinforcement. It is closely tied to behaviourism, and thus made drilling, repetition, and habit-formation central elements of instruction [7,432].

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Speaking is the second skills among the four skills that should be comprehended by the people chronologically in their life. It is also one of the language arts that is very complex used by people all over the world. That is why, people should learn and practise the ability of speaking skills to master it. Nunan states that the art of speaking is the single most important aspect of learning second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language [6,321].

Bygate states that students must be good in speaking skill which involves: choosing the right form, putting them in the correct order, sounding like a native speaker, and even producing the right meanings. Furthermore, Syakur states that there are, generally, at least four components of speaking skill: comprehension, grammar, vocabulary, pronunciation, and fluency.

1. Comprehension. Oral communication certainly requires a subject to respond to speech as well as to initiate it.

2. Grammar. It is needed for students to arrange a correct sentence in conversation, and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also used to learn the correct way to gain expertise in a language in oral and written form.

3. Vocabulary. One cannot communicate effectively and express their ideas both orally and in written form if they do not have sufficient vocabulary. So vocabulary means the appropriate diction which is used in communication.

4. Pronunciation. Pronunciation is the way students produce clearer language when they speak. It deals with phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in language.

5. Fluency. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not spend a lot of time searching for the language items. Teaching speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance [6,321]. The skill of communication in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teach speaking rather than lead students to pure memorization, providing a rich environment where meaningful communication takes place is described. With this aim, various speaking activities can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful, fun and communicative. Communicative language teaching and collaboration learning serve best the student to learn to speak in the foreign language by

interacting. Communicative language teaching is based on real-life situation that requires communication. It will give students more opportunity to communicate each other using the foreign language. Teacher should be able to create a classroom environment where students have real-life communication, authentic activities, and meaningful task that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. Richards and Rodgers state that Audio-lingual Method is a method of foreign or second language teaching which emphasizes the teaching of speaking and listening before reading and writing. It uses dialogues as the main form of language presentation and drills as the main training techniques and mother tongue is discouraged in the classroom.

The audio-lingual Method, as any other approach, has made some good contributions to the educational field. Inspire of various refutations made against this method, it also has certain advantages that worth to be analyzed and taken into account for the purposes of this work. The Audio-lingual Method has been based on a real psychological approach:

Behaviorism- If a method is related to a serious and reliable psychological approach with fundamentals on pedagogy, it is a good method. All these characteristics have made audio- lingual method become an adequate and truthful tool with objective is to teach through certain kinds of proved processes.

The native language is not used to teach a foreign language. In this same way we have learnt our native language, teachers should try to remember students are inside an environment where they deal with the new language and listen to it during the whole class hour. As a result of that, students will not have another option but use the foreign language and it will make them feel more comfortable when saying things in English.

3. No translation is permitted to teach vocabulary. The Audio- lingual Method states that we must not use translation as an activity to

teach vocabulary; we should create and use new ways to explain an unknown word. We can use realia, flashcards, gestures, mimicry, synonyms, and antonyms to explain a word definition or meaning. Then push their students to understand a meaning inside the context or to use the dictionary.

4. Students are encouraged to use the foreign language and to speak

Since the native language can not be used, students must have to use the foreign language to express any idea they have. If a teacher perseveres with that, they can get students not to feel frightened or shy when using some words or even complete phrases to express some ideas or opinions that English has. Moreover, it demands the teacher to be a master in the language so he can teach it correctly.

5. Through teacher's modeling, students learn pronunciation, intonation and stress. As the teacher models word stress, students learn the correct sounds of the different terms. Here the teacher must use repetition, choral work, and a set of words to practice the new vocabulary. It is important that articulation has to be taken into account

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when those kinds of pronunciation activities are used in the class because in Spanish speakers do not have some sounds.

6. Teaching grammatical patterns. This methodology is centered on teaching structures and patterns. It will be something good because many times we know people who speak English but they do not write very well. We can not deny speaking a language is the final result of foreign language courses, but writing is communication too. And if students do not interiorize some grammar, they can not make their thoughts or opinions understandable to the receptor of the message. Students must create a correct mental pattern then. It is positive to let students express their ideas in an incomplete way sometimes, but teachers also have to correct students when they are in a more advanced level, as their senior year of high school, so they can express themselves in a real conversation without the teacher's interpretation.

7. The teachers creativity can be used to give positive reinforcement

As it was said before, the Audio-lingual Method is based on operant behaviorism where reinforcement plays a very important part in the teaching learning process. According to it, teachers can create a system of rewards for their own students. We are not suggesting that the teacher gives some students a prize and a punishment to others. The idea is to motivate students to do their best and plan some interesting activities that all the class can enjoy. For example, a movie at the end of a unit, some kind of festival, a small custom party, a pet day, a love day, etc. These are simply ideas that the teacher can use to reinforce his students efforts. In the end, we know those kinds of activities are positive reinforcement from the operant behaviorism's point of view, but in a different way. It will depend on the teacher's creativity and commitment.

Conclusion.

In conclusion of my research paper, I can easily say that the audio-lingual method or Army Method is a method used in teaching [foreign languages](#). It is based on [behaviorist](#) theory, which postulates that certain traits of living things, and in this case [humans](#), could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. It can be compared to Direct Method Approach in which students are taught a foreign language directly without using native language to explain vocabulary or grammar.

In this method the instructor or teacher presents model sentences or structures that the students repeat without much pondering over the rules of the language. Grammar structures are not much emphasized; students just try to learn by repeating the model structures presented to them. Oral drills are the key feature of this method.

There are many advantages of this method. This method helps the students learn and develop listening and speaking skills quite efficiently. Visual aids help in the enrichment of vocabulary. This method is very easy and convenient to teach large group of students. Correct pronunciation and structures are learnt easily.

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In spite of the above mentioned advantages, it has certain drawbacks also. This method does not help in developing communication competence. The students' exposure to the vastness of language remains just quite limited. This method does not encourage students to reflect on the meaning of words; their knowledge remains limited to sounds of words. Reading and writing skills remain neglected. It is a mechanical method relying more on drill and memorization. The students are mere passive learners.

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