

THE IMPORTANCE OF AUDIO-LINGUAL METHOD TO TEACHING SPEAKING

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Annotations: *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.*

Key words: *Audio-Lingual method, speaking, grammar patterns, teaching vocabulary, memorization.*

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. The skill of

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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



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

In conclusion, 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.

