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### THE ROLE OF AUDIO-LINGUAL METHOD IN TEACHING LEARNERS

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#### Annotation:

This article explores the Audio-Lingual Method, a language teaching approach rooted in behaviorist psychology that gained popularity in the mid-20th century. It emphasizes habit formation through drills, repetition, and memorized dialogues, prioritizing speaking and listening over reading and writing. The method discourages the use of the native language and avoids explicit grammar explanations, aiming instead to teach grammar inductively.

While the method strengthens oral skills and provides a structured learning environment, it has been criticized for being mechanical, lacking communicative focus, and offering limited opportunities for creativity. The annotation highlights that although the method can be effective for beginner-level learners and pronunciation practice, it is less suited for developing comprehensive language competence in real-world contexts.

**Keywords:** Audio-Lingual Method (ALM), behaviorist theory, habit formation, drills, repetition, target language, speaking and listening.

The Audio-Lingual Method (ALM) plays a significant role in teaching language learners, especially at the beginner level, by focusing on the development of listening and speaking skills through habit formation. Rooted in behaviorist theory, it aims to help learners acquire correct language patterns through repetition, drills, and memorization.

The Audio-Lingual Method (ALM) is a language teaching approach that became popular in the 1950s and 1960s, especially in the United States. It emphasizes listening and speaking before reading and writing, focusing heavily on repetition, drills, and habit formation. Key Features of the Audio-Lingual Method:

1. Behaviorist Theory-Based: Based on behaviorist psychology (stimulus-response-reinforcement), Language learning is viewed as habit formation, Errors are considered bad habits to be avoided and corrected immediately.



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2. Focus on Speaking and Listening: Oral skills are prioritized over reading and writing, Learners repeat dialogues and practice patterns.
3. Pattern Drills: Repetition drills: repeating sentences exactly, Substitution drills: replacing one word with another, Transformation drills: changing the structure (e.g., statement to question).
4. No Use of Native Language: Classes are conducted entirely in the target language, Translation is discouraged.
5. Dialogues as Core Materials: Students memorize and act out pre-written dialogues, These dialogues model correct grammar and pronunciation.

### **Positives of the Audio-Lingual Method**

1. Strong Emphasis on Speaking and Listening.
  - Learners develop good pronunciation and oral fluency.
  - Builds strong listening comprehension through repeated exposure.
2. Effective Habit Formation.
  - Frequent drills help learners internalize grammar patterns.
  - Creates automatic responses, which can be useful in real-life situations.
3. Structured and Clear.
  - Lessons follow a predictable format, which helps beginners feel secure.
  - Clear focus on accuracy and correct forms.
4. Minimal Use of Mother Tongue.
  - Immersion in the target language helps improve language intuition.
  - Encourages learners to think in the target language.
5. Useful for Large or Military-Style Training Programs.
  - Originally used by the U.S. Army for fast language training.
  - Works well in controlled environments or with uniform learner needs.
6. Ideal for Beginners
  - Repetition and memorization are helpful for early-stage language learners.
  - Builds confidence through simple, repetitive structures.

### **Negatives of the Audio-Lingual Method**

1. Lack of Focus on Meaning and Communication.
  - Emphasizes form (structure and grammar) over real communication.



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7<sup>th</sup> July, 2025

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- Learners may produce correct sentences but not understand their meaning or how to use them naturally.
  2. Repetitive and Mechanical.
    - Heavy use of drills and memorization can become boring and demotivating.
    - Little opportunity for creative language use or spontaneous speech.
  3. No Explicit Grammar Explanation.
    - Learners are expected to absorb grammar implicitly, which may lead to confusion.
    - Not ideal for students who benefit from analytical understanding of language rules.
  4. Errors Are Overemphasized.
    - The method sees mistakes as bad habits to be avoided, which can make learners afraid to speak.
    - Doesn't encourage risk-taking or experimentation in language use.
  5. Limited Development of Reading and Writing Skills.
    - Focus is mainly on speaking and listening, with less attention to literacy.
    - Not balanced for all four language skills.
  6. Cultural and Contextual Limitations.
    - Pre-written dialogues may lack cultural authenticity or relevance to students' real lives.
    - Language is often taught out of context.

The Audio-Lingual Method (ALM) is a language teaching approach based on behaviorist theory, where language learning is seen as habit formation. It emphasizes listening and speaking before reading and writing. Key techniques include dialogue memorization, repetition drills, substitution, and transformation exercises. Lessons are teacher-centered and conducted entirely in the target language, with no use of the learners' native language. Grammar is taught implicitly through practice, rather than through explanation.

Advantages include improved pronunciation, oral fluency, and accurate grammar patterns. It works well for beginners and large group instruction. However, it has major disadvantages: it lacks real-life communication, is overly mechanical and



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7<sup>th</sup> July, 2025

repetitive, ignores meaning and creativity, and pays little attention to reading and writing skills.

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