

TEACHING ALM TO ESL STUDENTS

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ABSTRACT

The teaching method is one of the contributing factors to successful English language learning. The appropriate use of a teaching method is one of the ways to enhance learners' skills. The present article aims at teaching the Audio-Lingual method to ESL students.

Key words: Audio lingual method, ESL learners, developing skills.

INTRODUCTION

Teaching profession is a challenging profession because teachers should possess a number of requirements such as pedagogical knowledge, subject matter knowledge, organization and communication skills, and socio-affective skills. In addition, teachers should know the varieties of language teaching methods, be flexible and creative, so they can attract their students' attention in their instructional design. Since English is a global language, everyone uses it to communicate with others and it is essential for educational growth. In Uzbekistan, for instance, English is not only taught at the higher level of education but also the secondary level. Therefore, Uzbek ESL learners are urged to master the four English language skills, namely speaking, reading, listening, and writing.

The ALM is also called Army Method, or New Key. It is a method of teaching used in teaching foreign languages. A correct use of this method receive positive feedback while incorrect use of this method receive negative feedback. Like the direct method, the ALM advise that students be taught a language directly, without using the students' native language to explain new words in the target language. This is why, I as I want to use ALM as the main study on improving student's vocabulary.

MAIN PART

Using contrastive The ALM, Functional skills, new key or American method of language teaching was considered a "scientific" approach in language teaching.

According to Bushra Noori, the last four decades of the 20th century witnessed a phenomenal increase in global communication. Dissatisfaction with the traditional methods, their validity, and adequacy, especially with their treatment of spoken language led to the birth of the ALM which is based on the aural-oral approach. It put

accent on the acquisition of oral language skills through oral practice based on repetition and analogy. He added that the Audio-lingual theory is derived from linguistics and psychology. It is a combination of structural linguistics theory, contrastive analysis, aural-oral procedures and behaviorist psychology. In this theory language is seen as having its own unique system. The system comprises several different levels: phonological, morphological, and syntactic.

According to Brown another factor that accounted for the method's popularity was the "quick success" it achieved in leading learners towards communicative competence. Through extensive mimicry, memorization and "over-learning" of language patterns and forms, students and teachers were often able to see immediate results. Just as the Direct Method that preceded it, the overall goal of the ALM was to create communicative competence in learners. However, it was thought that the most effective way to do this was for students to "over learn" the language being studied through extensive repetition and a variety of elaborate drills. The idea was to project the linguistics patterns of the language into the minds of the learners in a way that made responses automatic and "habitual". To this end it was held that the language "habits" of the first language would constantly interfere, and the only to overcome those problem was to facilitate the learning of a new set of "habits" appropriate linguistically to the language being studied [1,89].

The Audiolingual Method (ALM) gained attention in the 1950s, largely in the USA where it was rooted in the military's need during World War II to train large volumes of personnel in disparate languages. It drew on early-20th century beliefs of 1) behaviourism that anything could be learned through conditioning; and 2) structuralism and structural linguistics that emphasized grammatical structure. In ALM, grammar is prioritized over vocabulary, and accuracy over fluency, giving learners few opportunities to produce errors which are seen as potentially "contagious". Ultimately, the learner will speak "automatically".

The idea is for the students to practice the particular construct until they can use it spontaneously. The lessons are built on static drills in which the students have little or no control on their own output; the teacher is expecting a particular response and not providing the desired response will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching [7,90].

Freeman's states that one of the ALM principles in language learning is a process of habit formation which means that the more often something is repeated, the stronger the habit and the greater the learning. Literature review revealed that the ALM is a method of teaching a foreign or second language that prioritizes speaking and listening before reading and writing. Thus, it emphasizes conversation as the

primary method of language drills, and it discourages the use of mother tongue in the classroom.

There are several principles underlying the ALM, including the following: language is spoken and not written; each language is unique; learning language is essentially a mechanistic habit-building process; and skills in learning language will be more effective if the target language aspect are learned through the four language skills.

In applying the audio approach of the lingual method, a teacher might employ a variety of techniques, one of which is memorizing dialogue; with this technique, learners memorize brief dialogues or discussions between two persons. Finally, there is the buildup drill. It is utilized when learners struggle to memorize lengthy dialogues. Another strategy is a single-slot substitution, which involves the teacher reading a single line of dialogue and the student responding with a few words or groups of words. Students are tasked with simulating a previous dialog by successfully typing a single or set of words.

This is the same practice as one drill substitute slot, but larger. Not just one exchange, but an entire exchange. The ALM evolved from highly effective foreign language teaching methodologies created at the University of Michigan during World War II to swiftly acquire advantageous speech abilities in a variety of foreign languages for military force. The ALM is more consistent with learning and speaking instructing rehearsals. The ALM resembles the immediate strategy that is additionally an oral-based methodology [1,122].

The principle of a method is built on goals that were upheld at the beginning of time. According to Harmer, the Audio-Lingual Method has four main objectives that include learning English as a foreign language to ESL students as; a) Learners can understand a foreign language when speaking at a normal pace and care about the ordinary things that happen around their speech. The learning process is not instant, as well as English where commitment and consistency are needed in the learning process; b) Language learners can write to good standards. Writing English well requires mastering various components of the language such as sentence arrangement and sentence type. Learners must also understand properly the use of punctuation, capitalization, and the preparation of ideas to compose a sentence that is good and easy to understand.

According to Harmer, communication happens when speakers and listeners have communicative goals. It indicates that the objective of speaking is to convey what the speaker wants to express to the listener and to obtain information from the speaker and grasp what is said at a regular pace, as well as the capacity to answer questions

that demand a quick or long answer. According to Freeman, several strategies can be utilized in teaching the Audio Lingual Method to ESL students:

- Repetition drill. Learners are instructed to precisely and swiftly duplicate the teacher's model. This practice is frequently used to teach dialog lines.

- Chain drill. As learners ask and respond questions, a chain of conversation forms around the room, gaining the term "chain drill." The instructor starts the chain by welcoming or asking a specific student. The reaction of that learner then shifts to the one next to him

- Single-slot substitution drill. The teacher frequently says a sentence from the conversation. The teacher next speaks a word or phrase that is known as the cue. The learners repeat the phrase that the teacher has given them, inserting the cue where it belongs in the line. The ultimate goal of this drill is for learners to practice locating and filling the gaps in a phrase.

- Question and answer drill. This exercise allows students to practice answering questions. The learners should respond to the teacher's question as fast as possible. The teacher might potentially cue the learners to pose the question themselves.

- Grammar game. In the ALM, the activities are intended to allow learners to practice a grammatical topic in a realistic setting. They could express themselves, however, it is limited in this simulation [6,87].

Furthermore, in the ALM to manifest the skills not only arise from the teacher, but also the students. Maaliah confirmed that by using the ALM, the student's motivation in learning a language is increasing, while Mart also concluded the use of ALM made it easy for learners to achieve their language achievements. Hasanah and Dahniar state that the ALM has some advantages, such as the students more freely to do the exercises, students are ready to use their skills, students have good pronunciation, learners can be able to communicate orally well because of intensive listening and speaking exercises, the class is conducted in an enjoyment situation. Iskandarwasid and Sunendar state the strategies that can be used in learning the speaking skills are by choosing the right method so that they can establish their language usage habits [10,76].

Several implications of the ALM in the classroom teaching are as follows: a) The ESL learners can communicate effectively in the target language when teachers applied an appropriate teaching method to suit the nature of learners; b) The EFL teachers possess pedagogical knowledge and therefore they would implement varieties of teaching method for their class; c) The combination of certain teaching method would make it possible for them to perform better teaching and learning process, which in turn to make students achieve their learning objectives; d) The ESL teachers can compare and contrast among the teaching methods in terms of their

practicality; e) The ESL learners are accustomed to communicating in the target language during the teaching and learning process.

CONCLUSION

The Audio-lingual Method (ALM), is a famous teaching English method in many countries, including Uzbekistan. It is also called as the aural-oral, and functional skills, which was formerly thought to be a scientific approach to language instruction. The ALM is assumed that the scientific approach to the study of language consisted of gathering instances of what speakers said. The theory says that students can comprehend brief and easy sentences when music is played in the background. It is stated that the collecting examples of what speakers uttered and analyzing them using the aspect of listening in the ALM.

Teachers may utilize the ALM to facilitate learners to learn English, especially to improve their listening skills. From the ALM perspective, language learning is a process of habit formation. Therefore, some classroom activities should be created to engage them with the target language. For instance, 1) to improve students' listening skills, teachers may provide English songs: students learn English from the native speakers' voices and more naturally within the context of situation and context of culture; 2) teachers ask students to complete the song's lyrics: students are requested to complete the song's lyrics by filling blanks with the missing words; 3) teachers use minimal pairs: students ask to differentiate the words sounds and pronounce them later on.

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