

## Language Teaching Methods: Comparison Contrast Between Audio-lingual & Direct Methods

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*The purpose of this article is to find out differences and similarities between audio-lingual and direct methods. The audio-lingual method is fundamentally a development of direct methods which is considered to have weaknesses, especially in enlightening things that are difficult for students to understand. For this reason, moreover highlighting language teaching through listening. This method is usually applied more in the form of a drill pattern. A Direct method deals with listening and speaking, reading and writing. Also, it concerned with the syntactical structures, grammatical rules and vocabulary. All the methods are effective for teaching English language. Finally, while appreciating these methods, the useful application demands a careful creativity of the language teacher; otherwise the desired result may not be seen. Our study conceptually considers both of these methods, and picks language teacher to enhance a fruitful language teaching and learning.*

Method, teaching, learning, audio-lingual, direct, native language, target language.

### INTRODUCTION

Generally, over last few decades, researchers in language studies have investigated into finding out numerous ways in which language teaching could be improved. Out of practical experiences in the teaching of language and the challenges associated with such experiences, several methods of teaching language have emerged. Language scholars such as Asher (1977), Krashen (1982), Brown (1994), Olaoye (1998), Rifkin (2003), Anozie (2007) etc., have somehow discussed some of these methods, which we feel that a conceptual approach to this subject matter will not be out of place. While Olaoye (1989) considered only five methods, Anozie (2007) included what he calls the newer methods, and all are highlighted in the works of Krashen (1982).

The purpose of methodology is to develop the process of teaching English by empowering and facilitating teachers to work proficiently. Teaching involves a continuous analysis of one's own work, the experiences of other teachers and the search for new means to improve teaching. Obviously, research is the way of investigation of the methods in the class room. Besides that, how can we remove out-of-date methods and can improve the education system. This research shows the comparison contrast among the world wide

known two methods of teaching and learning, the audio-lingual method and direct method. It is misconception that these methods are same.

All the methods of language teaching and learning have some similarities and differences in the context. As we know that, English is an international language which is recognized widely in the world. There are many administrations or institutions offer scholarship for students who are proficient in English by oral and written context. To achieve this chance is not easy; the students should follow some test and interview, and the teachers should select the proper method for teaching to make them succeed. Basically, a professional teaching and learning of a language needs different, materials, setting, and environment. Therefore, the teachers should try to use different methods in their proper place regarding its needs and usefulness.

### **Audio-lingual method**

Audio-lingual method 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 exceptional system. The system includes several different levels: phonological, morphological, and syntactic. Each level has its own distinctive patterns. Language learning is viewed as the acquisition of a practical set of communication skills. It entails language and learning the rules by which these elements are combined from phoneme to morpheme to word or phrase to sentence. Language is primarily spoken and only secondarily written.

The audio-lingual method is to improve students speaking ability teachers present the material to the students through dialogs. The dialogs are learned thought drills, such as: repetition, substitution, and question-answer. There is the student-to-student interaction when students perform in chain dialogs prepared by teacher. This method very popular and success achieved in communicative competence. Through memorization and “over-learning” of language, students and teachers were often able to see instant result. Herawati, N. (2012). The Audio-lingual method is used mostly in teaching of listening/speaking classes. It is important to discourse the meaning of audio-lingual method by language teacher in the class, for the sake of the students get motivation to be more active in learning.

The Audiolingual Method corresponds with the USA structuralist tradition of FLT, which became the dominant orthodoxy after World War II. Its origin can go back to the seminal work of Bloomfield, who set up the bases of structural linguistics segmenting and classifying utterances into their phonological and grammatical constituents. Fries, Brooks, Rivers, and Lado went on applying these principles up to the 1970s with a cause relationship with behaviorism. Bloomfield (1942) became a basic source for the Army Method, which was a response to the need of army personnel after the USA entry into the Second World War. Its main procedure was imitation and repetition.

Brown (2000:74): “The next “revolution” in terms of language teaching methodology coincided with World War II, when America became aware that it needed people to learn foreign languages very quickly as part of its overall military operations. The “Army Method” was suddenly developed to build communicative competence in translators

through 6 very intensive language course focusing on aural/oral skills. This combination with some new ideas about language learning coming from the disciplines of descriptive linguistics and behavioral psychology went on to become what is known as the Audio-lingual Method (ALM)".

### **Direct method**

The direct method focuses on using the target language as a form of instruction rather than translation, with an emphasis on connecting meaning to the language being studied. The direct method works better in language learning. The characteristics of the Direct method, according to Krashen (1982), are: discussion/all classroom for both teacher/learners; inductive teaching of grammar; learners should guess or work out the rules of the language; induction is motivated and facilitated by teachers' questions that can lead the learners into conversation, and so on. This system emphasizes correctness, with mistakes being rectified in class. Cerezal Sierra, F. (1995).

As a result of economic issues accrued in Europe in the late nineteenth century, an increasing number of individuals shifted as refugees to the United States, Australia, and Canada, particularly in the United States of America. Naturally, millions of people had to learn English fast and effectively as a medium of communication in their new country. Because the traditional methods were no longer adequate, the issue of changing language teaching became critical. The term "Direct Method" became well known, and adherents of the method emphasized the necessity of learning spoken language. Here a strategy that did not rely on mother tongue mediation gained traction. No translation was employed in this example since the native tongue was completely banned from the classroom. Direct intuition, representation through drawings, and imagery connected with the foreign word were all used to illustrate the meaning of words. Paraphrasing, synonyms, and antonyms were used to explain abstract concepts, as well as simply deducing the meaning from the text.

It's also known as the Natural and Reform Method because it arose from language teaching technique improvements that emphasize natural language learning principles. As previously stated, his method promises to be able to teach a foreign language without using the mother tongue. It is based on the natural concept that learning a foreign language is similar to studying one's own tongue without the use of any written rules, and other language. Teachers can help students' thinking growth and hence subject understanding and internalization by providing real-life, relevant chances for problem-based learning in language teaching and learning.

### **Similarities**

The goal of using methods in teaching is to improve the learning of language by empowering and assisting teachers in their work. Instruction entails a constant review of one's own work, as well as other teachers' experiences and the search for new ways to improve teaching. The quantity of knowledge, abilities, skills, and habits that students must

acquire during the language learning process are the responsibility of language teachers. It means all the methods have one target, it is to learn a language in its proper way. The audio-lingual method and the direct method are coin-side methods, both of them have focus on language learning through communication, listening and speaking.

**Table 1.** Discusses similarities between Audio-lingual and direct method.

| <b>NO</b> | <b>Audio-lingual Method</b>                    | <b>Direct method</b>                           |
|-----------|--|--|
| 1         | Used as teaching method for language learning. | Used as teaching method for language learning. |
| 2         | Emphasizes on the target language using.       | Emphasizes on the target language using.       |
| 3         | Does not underling on native tongue.           | Does not underling on native tongue.           |
| 4         | Emphasize natural language learning principles | Emphasize natural language learning principles |
| 5         | Used in second language acquisition.           | Used in second language acquisition.           |

### **Differences**

The language teaching process have widely atmosphere for better, quality, and effective learning. SLA researchers and theorists advised many methods for language teaching and learning. Nearly a century the linguists and theorists trying to invent the proper methods for sub-fields of the target language. Audio- lingual and direct methods are used for specific purposes to learn a language. In this case, one can use the principles upon which English knowledge is founded, as well as the means, methods, fashion, and tactics employed in the classroom to accomplish the desired ultimate target. Learners always follows the rules and regulations what they have learnt, therefore, the teachers are responsible to select the useful methods to fulfil the target of language learning.

**Table 2.** Discusses differences between Audio-lingual and direct method.

| <b>No</b> | <b>Audio-lingual Method</b>  | <b>Direct method</b>                                      |
|-----------|--|---|
| 1         | Focuses on formal forms  | Focuses on interaction                                    |
| 2         | Instructions in native language are used.                                    | Instructions in target language are used.                 |
| 3         | Mentions the relation between native and target language.                    | Avoid the relation between native and target language.    |
| 4         | Emphasize on translation.  | Emphasize on speech.                                      |
| 5         | Teaches the target language by “Rule”.                                       | Teaches the language by “Use”.                            |
| 6         | Use only literary passages.  | Use every type of passages no only related to literature. |
| 7         | Vocabulary is learned through practice and translation into native language. | Vocabulary is learned only through daily practice.        |

## Discussion

This research study is the comparison of two teaching methods (Audio-lingual and Direct) of English as a foreign or second language. Here we tried to provide knowledge to the teachers about the suitability of the both methods and how some authors have misconception about the similarities of these teaching methods. Basically, a professional teaching and learning of a language needs different, materials, setting, and environment. Therefore, the teachers should try to use different methods in their proper place regarding its needs and usefulness. Above mentioned methods shows the effectiveness of both teaching and learning methods and how they are similar and different from each other. As we identify that teachers have a key role in a language learning, they are responsible to update themselves in the target language and provide an effective and useful language learning. Every method of language teaching has its own valuable place in language learning and facilitate the learner to learn in proper way. Audio-lingual and direct methods are used for specific purposes to learn a language.

## Conclusion

For the teaching English as a foreign or a second language, all the methods are operative to despite rising to these methods. Their practical use requires the language teacher's careful innovation; otherwise, the desired outcome may not be visible. It is important to the teachers to create the real-life set up for an active language learning. Our research evaluates both audio-lingual and direct methods for language teacher to facilitate the creative language teaching and learning. It is also obvious to indicate that no one method is preferred to the other. A language teacher is well skilled, and qualified to choose a method for language teaching. Because there are several factors that regulates what a language teacher does as well as the student's behavior at a particular point in time. The most key point is that how to create a way to the language learning takes place. Basically, a professional teaching and learning of a language needs different, materials, setting, and environment. Therefore, the teachers should try to use different methods in their proper place, regarding its needs and usefulness. Finally, this paper shows the differences and similarities of audio-lingual and direct methods, and their different context of usage.

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