

# A Review Of Direct Method And Audio-Lingual Method In English Oral Communication

Rabea Ali

**Abstract:** The main issue that foreign language educators have dealt with worldwide is methods of teaching foreign languages. They developed a method after method to teach them. The direct method and the audio-lingual method are two examples from these methods. The direct method in language teaching is to establish an immediate and direct visual relationship between experience, expression, words, phrases, meanings, grammar, and presentations through teachers' body and mental skills, without any assistance from the mother tongue of learners. The Audio-lingual method is the method in which a foreign language is taught to begin with the teaching of phonemic unit and phonemic patterns before attempting to teach reading and writing. The purpose of this study aimed to present an overview of the direct method and audio-lingual method to assess how far each method is effective in teaching English oral communication. Moreover, the current study reviews the background, advantages, disadvantages, and techniques of direct and audio-lingual methods in English oral communication. A descriptive research methodology was employed as it is suitable to the topic of the current research.

**Key words:** Review, Direct Method – Audio-lingual Method – English Oral Communication

## 1. INTRODUCTION

Methods of teaching in English language play an important role in curriculum design and class planning. Those methods have educational principles and techniques and teachers should follow them. In designing curricula in English language courses based on different skills, educators should care of designing appropriate methods of teaching. One of these skills is oral communication. The Direct Method, which is also known as natural method or conversational method, has been famous since it enables students to communicate in the foreign language. The audio-lingual method appeared in the United States of America, where the need of the American army appeared in the first half of the nineteenth century to communicate with other peoples, and the communication process began to increase between countries in terms of cultural and educational exchanges, which led to an increase in people's interest in learning other languages and being able to speak and understand these languages.

## 2. ORAL COMMUNICATION

Oral communication is any type of communication among individuals who use words for listening and speaking. In the process of verbal communication, the sender and the recipient exchange ideas and opinions orally through face-to-face communication or e-communication through various social communication applications. The aim of teaching English language in its different stages is to enable students to acquire the four language skills listening, speaking, reading and writing, and using these skills in the process of communicating with others. Oral communication is the most widely used among humans, it has no specific situations in which it is used

Man uses it in all his daily situations; Therefore, oral communication is of interest especially in the late stages First education, as it plays an important role in the teaching and learning process [1]. [2] clarified the importance of developing oral communication skills for students in order to be aware of the academic school requirements that contribute to learning basic reading and writing skills. [3] Proved that children with good communication can integrate what they hear and tell the short stories they learn in a more active learning environment than students with slow communication. [4] states that teaching listening skills in English classes is usually done quickly and does not give enough time as the rest other language skills

## 3. DIRECT METHOD

Some applied linguists tried in the nineteenth century to establish a method for teaching the language based on the idea that the natural way in which the child learns his mother tongue is the effective way to learn the language regardless of being a first language or a second language, and at the end of the same century some of them drew attention to the principles The natural way to learn a language That is why they were sometimes referred to by the proponents of natural methods, and from it they were called the method they called the direct method, or the natural way of teaching language.

### 3.1 Background of Direct Method

During the nineteenth century, the importance given to grammar decreased in favor of oral practice. For language, the direct method appeared at the beginning of the twentieth century, in response to the traditional method. Its basic principle is to make learners learn to speak the foreign language directly concerned through the ongoing activity of this latter, that is, it encourages interaction to translate or memorize word lists. The Direct Method (DM) is based totally on the idea that mastering second language ought to imitate the natural manner humans learn any language, that is, the child's studying of native language, which takes location without the interference of another language. It's named "direct", due to the fact that meaning has to be connected at once with the target language without translation into the

- *Rabea Ali is assistant professor of English Language Teaching, Department of English Language & Translation, College of Arts & Science in Arras, Qassim University, Saudi Arabia, 0569098742, E-mail: dr.rabeafayez@gmail.com*

native language. The Direct Method is a result of the grammar translation method, and it shifts from literary language to spoken language [5] and it gives more emphasis to teaching aural-oral skills [6]. Using the direct method in teaching English is that teaching English through the target language directly. According to the current study, the target language is English. Teachers don't use the native language in teaching and students don't use it. This method doesn't agree with of Grammar Translation Method. Many teachers follow this method in teaching English. One of the advantages of this method is that learners practice the target language to enhance their aural-oral skills while they are comfortable with their mother tongue language [7]. This is the natural method and anti-grammatical method developed as a response to the method of translation of the grammar [8]. Specific approach advocates like Frank and Brown agree that FL could be taught without translation like what was published in Richards and Rodgers on Approaches and Methods in Language Teaching [9]. Direct Method establishes a direct or instant relationship between practice and expression, between the English vocabulary, phrase or idiom and its meaning through substantiation, exaggeration without the use of the first language. This method aims to help students to learn the way of communication in the target language as they learned communication skills of their native language.

### 3.2 PRINCIPLES OF DIRECT METHOD

This method focuses on oral practice for everyone and it emphasizes on the functional grammar (that is taught inductively) not theoretical grammar. Moreover, direct method supports using daily-use words. The concrete vocabulary is taught through demonstration, pictures, and objects. That helps students develop an understanding of meaning. On the contrast, the abstract vocabulary is taught via connection of ideas. The words should be related to learners' needs. Classroom instruction is shown entirely in the target language. Oral communication skills are shown through question-and-answer exchanges between teachers and students in small, intensive classes. Teachers focus attention on correct pronunciation and grammar. It is not allowed to use the native language in the classroom. It is important to use the direct method through the culture of the target language.

### 3.3 Direct Method Teaching Techniques

[10] mentioned some techniques related to the audio lingual method:

1. Dialogs memorization: Students have ability to memorize dialogs via imitation.
2. Backward Build-up (Expansion Drill): teacher divides a sentence into some parts; students begin to repeat each part from the end of the sentence and "expanding" backwards through the sentence, adding each part in sequence. Students repeat teacher's model as quickly and accurately as possible.
3. Chain drill : Students can practice this skill by asking and answering each other one by one in a circular chain around the classroom.
4. Single-slot Substitution drill: Teacher states a line from the dialogue, and then uses a word or phrase as a "cue" that students, when repeating the line, must substitute into the sentence in the correct place.
5. Multiple-slot Substitution drill: Same as the single slot drill, except that there are multiple cues to be substituted into the line.

6. Transformation drill: Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into negative statement, etc.
7. Question and Answer drill : Students should answer or ask questions very quickly.
8. Use Minimal Pairs Analysis: teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners-students are to pronounce and differentiate the two words.
9. Complete the dialog: Selected words are erased from a line in the dialog-students must find and insert.
10. Grammar games: Various games designed to practice a grammar point in context, using lots of repetition. In the Audio Lingual method, the classroom atmosphere is the main actor.

### 3.4 Advantages of Direct Method in Teaching English Oral Communication:-

1. The more focus is on Oral Practice so the communication skills improve.
2. This method is suitable for teaching vocabulary and its branches such as words and idioms.
3. This method helps learners to be fluent in communication skills.
4. Teacher move from particular to general and from concrete to abstract.
5. It makes the teaching English easier and more pleasant.
6. This method generates suitable and active learning environment for English oral communication.
7. English learners speak complete sentences with others without hesitation.

### 3.5. Disadvantages of Direct Method in Teaching English Oral Communication:-

1. Reading and writing skills are neglected as the direct method focuses more on oral practice.
2. Regular students, especially from rural background, face problems to understand the things that they want to learn through this method.
3. Teachers suffer from the expensive aids that they use through this method.
4. By using this method, there are competent teachers.
5. This method is not suitable for learners in the early stage of learning.
6. To make this method effective, it is better if learners have foreign language background at home.

### 3.6. Direct Method with English oral Communication

The direct method is one of the teaching methods that teachers use to teach a non-native language. Hence, if some students do not understand some of the spoken words by the teacher, it is not permissible for the teacher to translate, but he can display clear visual means (based on the direct method) for these words, which help students to learn English oral communication in a fun way.[11] The direct method of teaching languages plays an important role in developing oral communication skills. This role is clear among educational scientists as many studies proved that Direct Method has a positive effect on English oral communication. Accordingly, [12] declared that using direct method in teaching English oral communication has a positive response towards students [13] showed that using the Direct Method in teaching can develop

the students' speaking skill they were more motivated and memorized the target structure well. On the other hand, using this method in teaching English oral communication skills faced a criticism from some educators (professors of the Pennsylvania State University), who assert that the success of this method depends on the teacher being able to communicate verbally to the target language, such as his ability to the mother tongue, as students will not be perfect in these skills unless the teachers themselves will. They added that teachers, who use this method, should have some characteristics like stamina, energy, imagination, time to design and tact in the target language an ability to persuade, and quick-wittedness in various teaching situations [6].

## 4 AUDIO LINGUAL METHOD

### 4.3 Background of Audio Lingual Method

Audio Lingual Method is one of methods of teaching foreign languages and it is based on behaviorist theory. This method is a method of teaching reading in English language by developing phonological awareness, that is, the ability to distinguish sounds, in order to teach the interconnection between these sounds and the letters that represent them to students. Also, students listen to / or watch records of different position models for second language speakers and practice a variety of exercises, and the instructor emphasizes the use of the target language at all times. This method was used by the United States Army; to teach soldiers foreign languages used in the case of directing instructions during the war or the occurrence of certain incidents, and that was during the Second World War, and because of poor performance and scientific output for this method, it is rarely the main means of teaching the second language, but it is used as an aid to education and for training on exam patterns in international language exams.[14]

### 4.4 Principles of Audio Lingual Method

It is one of the most important foundations of this method is the extensive use of audio-lingual aids, and the use of various methods to teach the language, such as simulation, repetition and memorization, and focusing on the method of measurement, with less explanation, and grammatical analysis. Instead students are trained focused on language patterns and grammatical structures. According to [15], there are some principles related to this method.

- English language skills are presented gradually.
- The best teacher of the language is the native speaker.
- The texts are presented in the form of dialogues.
- It relies on the principle of commonality in providing vocabulary and structures.
- Vocabulary is offered in a limited number.
- Learning vocabulary is from context.
- Learning Aids are used a lot.
- It is interested in practicing the language.
- It cares about correct linguistic and pronunciation of sounds.

### 4.5 Advantages of Audio Lingual Method in Teaching English Oral Communication:-

- It emphasizes the communicative aspect of teaching languages.
- It is interested in language culture, thinking about

language.

- It is interested in using aids, and paying attention to exercises.
- It graduated in language presentation.
- It adjusts vocabulary and structures to learners.

### 4.6 Disadvantages of Audio Lingual in Teaching English Oral Communication:-

- Repetition is good but there are faster methods that should not be ignored.
- The separation of language skills does not meet the needs of all learners.
- It doesn't meet individual differences (everyone hears - everyone repeats).
- It is interest in listening and speaking at the expense of reading and writing skills.

### 4.7 Audio Lingual Method Techniques

#### Repetition

- The learner repeats the spoken phrase by simply listening to it without looking at the written text, and it is best if the spoken form is short so that the audio memory is easy to keep. Voice is just as important as designing sentences. After the student repeats the phrase, he can repeat it again and add a few words to it then repeat the whole sentence and add other words to it. The learner hears a direction and then forwards that matter to another person according to the instructions.

Complement

- The learner listens to a sentence from which one word is removed, and the learner must repeat that sentence in its entirety. When a word is added to the sentence, this necessitates a change in the location of the word.

Contraction

- It is to replace a word with an expression or phrase. The sentence has been transformed by making it an exilic or interrogative sentence, or by changes in time, mood, and construct, known or unknown, voice and face, or the possibility of a modality.

Merging

- The learner is required to combine two separate sentences into one sentence via a link.

Comment

- And that is for the learner to respond appropriately to the given sentence so that his response is among the alternatives that have been identified for him before.

Rebuild

In this type of activity, the learner gives a set of words that are chosen from a sentence, but they are still different in the basic sense of the sentence. He must use those words with some changes and additions, within very narrow limits, to restore the sentence to its original nature.

### 4.8 Audio-Lingual Method with English Oral Communication

- The audio-lingual method treats language as a form of human habits, especially with the speaking skill, which requires the speaker's fluency. According to this method, training is the basic strategy in

teaching English oral communication skills, where the first step is simulation, and the teacher continues with solidarity in this step until students master the pronunciation of words or sentences to be learned. Moreover, Teachers remain the guides for students in training them in English oral communication skills by repeating those sentences many times [16]. The Audio Lingual Method helps learners to be highly efficient and courteous in communication with others, as well as quick reaction in talking to others [17].

- After the author showed a review of direct method and audio-lingual method in English Oral Communication through previous sections, he noticed that the two methods can be used and they have some similarities and differences. The similarities are the material reaches students using the target language, there is no place to explain about grammar and be interested in talking, and the teacher should do a great job because they need a lot of time, using them needs teaching aids, and the teacher should have eloquent speech. On the other hand, the differences are steps of using an audio-lingual method start with listening to the dialogue and then mimic sentence after sentence in talk but using of the direct method begins using vocabulary and then speech. The two methods are suitable for developing English Oral Communication but they are different in applying them.

- Although the audio-lingual method is considered one of the traditional methods in teaching and its users are seen old-fashioned, the researcher believes that it is suitable to be used in teaching English oral communication as this method focuses on pronunciation and the needed skills of oral communication. This opinion agrees with many studies like [18] study that states the positive effect of using the audio-lingual method in teaching speaking skills, [19] study that showed the importance of using audio-lingual method to improve the students' listening skill through phonetic symbols, [20] that proved the benefits of using Audio-Lingual method in teaching speaking skills, [21] who declared that the audiolingual method focuses on repetition some words to memorize which helps students to build their oral communication, [22] study proved that the audio-lingual method can enhance speaking skills like the topics that need comprehending being communicated fluently; selecting the suitable vocabularies for the blanks in the conversations; pronouncing the vocabularies and expressing sentences in good intonation and pronunciation; and using the correct structures during applying the audio-lingual method; Richards and Rodgers [23] study that stated that this method is a perfect method to be used in teaching foreign or second language as it gives the priority to listening and speaking before reading and writing in teaching language skills.

## CONCLUSION

After the author showed a review of direct method and audio-lingual method in English Oral Communication through previous sections, he noticed that the two methods can be used and they have some similarities and differences. The similarities are the material reaches students using the target

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