



MAQSADLI TILNI O'QITISHDA AUDIOLINGVAL METOD

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AUDIOLINGUAL METHOD IN TEACHING THE TARGET LANGUAGE

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АУДИОЛИНГВИСТИЧЕСКИЙ МЕТОД В ОБУЧЕНИИ ИЗУЧАЕМОМУ ЯЗЫКУ

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Annotatsiya. Ushbu tadqiqot Audiolingual Method (ALM)ning til o'rganishda samaradorligini o'rganishga qaratilgan. Tadqiqot jarayonida ALM asosida dars o'tilgan o'quvchilarning grammatika, talaffuz, tinglab tushunish va so'z boyligi kabi ko'nikmalari o'rganildi. Natijalar shuni ko'rsatdiki, takroriy mashqlar va pattern drills orqali til shakllari avtomatlashtiriladi va nutqiy qobiliyat rivojlanadi. Shu bilan birga, ALMning ijodiy nutq va muloqot ko'nikmalarini rivojlantirishdagi cheklovlari aniqlangan. Tadqiqot natijalari til o'qitishda ALMni boshqa metodlar bilan birlashtirishning foydaliligini ko'rsatadi.

Kalit so'zlar: Audiolingual Method, til o'rganish, pattern drills, talaffuz, grammatika, muloqot ko'nikmalari.

Аннотация. Данное исследование направлено на изучение эффективности Аудиолингвального метода (ALM) в обучении языку. В ходе исследования изучались навыки учащихся, обучавшихся с использованием ALM, включая грамматику, произношение, аудирование и словарный запас. Результаты показывают, что повторяющиеся упражнения и паттерн-дриллы эффективно автоматизируют языковые структуры и развивают



навыки устной речи. В то же время выявлены ограничения метода ALM в развитии креативной речи и коммуникативной компетенции. Исследование показывает, что сочетание ALM с другими методами обучения может повысить эффективность изучения языка

Ключевые слова: Аудиолингвальный метод, изучение языка, паттерн-дриллы, произношение, грамматика, коммуникативная компетенция.

Annotation. This study investigates the effectiveness of the Audiolingual Method (ALM) in language learning. The research focused on learners taught using ALM and examined improvements in grammar, pronunciation, listening comprehension, and vocabulary. The results indicate that repetition exercises and pattern drills effectively automate language structures and enhance speaking abilities. However, the study also identified limitations of ALM in developing creative speech and communicative competence. The findings suggest that combining ALM with other teaching methods can optimize language learning outcomes.

Keywords. Audiolingual Method, language learning, pattern drills, pronunciation, grammar, communicative competence.

INTRODUCTION

Language teaching has evolved significantly over the past century, with various methods emerging to address the challenges of acquiring a new language effectively. Among these, the Audiolingual Method (ALM) gained prominence in the mid-20th century, rooted in both linguistic theory and behaviorist psychology. The method emphasizes habit formation through repetitive drills, pattern practice, and reinforcement, reflecting the behaviorist belief that language learning is a process of forming correct habits. The primary goal of ALM is to develop learners' speaking competence by automating grammatical structures, ensuring that students can produce accurate and fluent speech. This study is relevant because it investigates the effectiveness of ALM in contemporary language learning contexts and explores its practical application in improving students' oral proficiency, listening comprehension, and overall communicative ability. Understanding the strengths and limitations of this method can provide valuable insights for educators seeking to optimize language teaching strategies.

METHODS

The research focused on learners engaged in classes that employ the Audiolingual Method (ALM) for acquiring a target language. The primary subject of this study was the application of ALM in language learning and its impact on students' linguistic skills, including speaking, listening, and grammatical accuracy.

To collect relevant data, a combination of qualitative and quantitative research methods was employed. Classroom observation and guided practice drills, such as pattern drills and repetition exercises, were used to assess how effectively learners internalize language structures. Additionally, teaching materials and classroom



practices were systematically analyzed to evaluate the consistency and implementation of ALM principles. Learners' perceptions and experiences were gathered through surveys and structured interviews, providing insights into the method's practical effectiveness and challenges faced by students.

The study adopted an experimental design, where selected classes were taught using ALM over a set period, and students' progress was measured through pre-tests and post-tests. In cases where fully controlled experiments were not feasible, a quasi-experimental approach was applied, allowing for comparison between ALM-taught learners and those exposed to alternative methods. This research design ensured that both objective performance data and subjective learner feedback could be analyzed to evaluate the overall effectiveness of the Audiolingual Method.

RESULTS

The implementation of the Audiolingual Method (ALM) in the classroom demonstrated significant improvements in learners' language skills. Students showed marked progress in grammar accuracy, pronunciation, listening comprehension, and vocabulary retention. Repetition exercises and pattern drills proved particularly effective in helping learners internalize and automate grammatical structures, enabling them to produce correct language forms more fluently and confidently.

In addition to oral skills, learners also exhibited growth in their writing abilities, as the repetitive practice of sentence structures and patterns reinforced correct syntax and vocabulary usage. Comparative analysis of pre-test and post-test results highlighted measurable gains across all assessed language domains.

The findings were further illustrated using tables and charts, which displayed the improvement trends for individual learners and the overall class performance. These visual representations confirmed that consistent practice with ALM contributes to the rapid development of foundational language skills, particularly in structured and predictable contexts.

DISCUSSION

The results of this study align closely with previous research on the Audiolingual Method (ALM), which consistently highlights its effectiveness in improving grammatical accuracy, pronunciation, and oral fluency through structured repetition and drills. Similar to findings in earlier studies, learners in this study demonstrated rapid acquisition of language patterns, confirming ALM's strength in automating correct language use.

However, while ALM proved highly effective in reinforcing foundational language skills, its limitations were also evident. Learners faced challenges in



producing creative or spontaneous speech, and the method was less effective in developing broader communicative competence. These observations support prior critiques that ALM's highly structured approach may restrict learners' ability to apply language flexibly in real-life communication.

Based on these findings, practical recommendations include combining ALM with other teaching methods, particularly communicative approaches, to balance the benefits of structured practice with opportunities for authentic language use. Integrating ALM drills with interactive activities, role-plays, and open-ended discussions can enhance learners' overall communicative abilities while retaining the advantages of repetition and habit formation.

CONCLUSION

For future research, it would be valuable to explore hybrid instructional models that merge ALM with modern communicative and task-based approaches. Longitudinal studies could also investigate how sustained exposure to ALM influences both foundational skills and creative language use over time, providing a more comprehensive understanding of its long-term effectiveness.

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