

## **USING ANSWER REPLICATION WHILE TEACHING SPEAKING IN FOREIGN LANGUAGE**

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**Abstract.** This article describes the benefit of answer replication technique during teaching foreign language.

**Key words:** *foreign language, answer replication, replicating modal, attention, memory, thinking, adaptation.*

**Introduction.** The development of foreign language teaching methodologies has gone through multiple paradigms, ranging from grammar-translation to communicative approaches. Among these, the Answer Replication Method (ARM) occupies a significant yet controversial position. Rooted in repetition, imitation, and habit formation, the method involves learners replicating model answers provided by instructors or textbooks, either orally or in writing. While once central to structural and audio-lingual traditions, the method remains relevant today when adapted to modern communicative and task-based frameworks. This section investigates the theoretical foundations, pedagogical functions, strengths and weaknesses, and practical applications of the answer replication method in English language teaching.

The method originates in behaviorist psychology, especially B. F. Skinner's (1957) Verbal Behavior. In this framework, language learning is conceptualized as habit formation through stimulus–response–reinforcement cycles. Correct replication of a teacher's model constitutes the desired response, which is reinforced through praise, grades, or progression to the next exercise.

Structural and Oral Methods Harold E. Palmer (1921) and Charles Fries (1945) emphasized the role of pattern practice in language learning. By replicating fixed responses, learners gradually internalize grammatical structures. For example:

- Teacher: “What are you doing?”
- Student: “I am reading a book.”

This drilling ensured accuracy and fluency in controlled conditions, though often at the cost of creativity.

Sociocultural and Constructivist Perspectives Lev Vygotsky's (1978) zone of proximal development (ZPD) reframes replication as a scaffolding device. Learners initially depend on replication but, through guided interaction, develop the ability to construct their own answers. Thus, replication serves as a transitional strategy, moving from imitation to autonomy.

### Characteristics of the Answer Replication Method

The method can be identified through the following features:

1. Model-based learning: Teacher or textbook provides a complete model.
2. Exact replication: Learners reproduce the model with minimal modification.
3. Gradual adaptation: Learners later substitute elements, moving toward personalization.
4. Repetition and reinforcement: Frequent replication strengthens linguistic patterns.

### Pedagogical Function

#### Positive Functions

- Memory retention: Enhances recall of vocabulary and grammatical structures.
- Confidence building: Lowers anxiety for beginners by reducing cognitive load.
- Pronunciation accuracy: Replication helps learners imitate stress, rhythm, and intonation.
- Error elimination: Correct models replace faulty learner forms.

Educational theorists have long debated the role of imitation and repetition in language acquisition and skill development. According to Harold Palmer (1921), repetition forms the foundation of oral methods in foreign language teaching, where learners replicate model responses to internalize phonetic and syntactic structures. Similarly, behaviorist perspectives, notably those of B. F. Skinner (1957), emphasize that repetition reinforced by positive feedback leads to the establishment of desirable habits.

### *Vocabulary Acquisition*

Replication is effective for collocation learning. For example:

- Teacher: “I have breakfast at 7 o’clock.”
- Student: “I have lunch at 12 o’clock.”

Here replication transitions into substitution drills, strengthening vocabulary in context.

### *Grammar Practice*

Replicating sentence patterns develops automaticity:

- Model: “She is writing a letter.”
- Replication: “He is writing a letter.”

### *Speaking and Listening*

Through dialogue replication, learners internalize conversational routines:

- A: “Where do you live?”
- B: “I live in London.”

Later, students adapt answers to their own reality: “I live in Tashkent.”

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