An Analysis of the Effects of Audio-Lingual Method of Teaching on the Listening & Speaking Skills of Students

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ABSTRACT

The Audio-Lingual Method is one of the teaching methods of English. This research was carried out to study the effect of Audio-Lingual Method (ALM) of teaching on the listening and speaking skills of students at intermediate level.

The objectives of the research were to study how much impact the audio-lingual method has on the listening and speaking skill of students and to instigate the attitudes towards ALM. The subjects were 20 students of F.Sc. It was an experimental process of eight weeks, which began with a listening & speaking pre-test in the first week. At the end of the last week, the subjects took the post test.

The research outcome revealed the significant effects of audio lingual method on the listening and speaking skills of students.

The post test scores of their listening and speaking skills were higher than that of the pre-test. The students also took great interest in learning and showed terrific improvement in their listening & speaking skills.

Majority of the English teachers also favoured the Audio-Lingual method.
1. Introduction

Language is the most important medium of human communication. It is both unique to species and universal with in the same species. Only human being can learn to make use of verbal communication. This makes human behaviour essentially different from animals. A language is the basis of human community. With the help of it, we inform, learn, communicate, persuade, challenge, support and entertain each other.

Language competence is the knowledge of skills, attitude and abilities. Through a variety of social situations, students learn a language. Language development is a long-term process that is interdependent with world experience and home and community language environments, attitudes, and opportunities to use and practice language. Within the context of authentic communication, students learn about a language and develop their habits to use the language effectively in a natural way. However before learning can begin, children must be ready to learn, that is, they must be biologically, socially, and psychologically mature enough to undertake the task. Speaking skills can be developed by improving listening of the learners. The best way of improving speaking skills is listening to the various listening material. Speaking is closely connected with listening.

One cannot speak English without understanding listening as speaking starts with listening. The practice of listening activities is of great help and importance in this respect, as a child listens to his parents first and then tries to mimic them. The whole process of learning would be actually worthless if there is no proper activity in listening correct English to produce correct English.

1.1 Importance of English

English is a very important language in Pakistan. It is the medium of instruction in the institutions of higher education and is widely used on radio and television in the country. Several newspapers, periodicals and books on different subjects are published in English. It is the official language of all the government departments and private organization in Pakistan. The knowledge of English is considered to be essential for getting good jobs as exams and interviews for civil services, armed forces and other attractive posts are conducted in this language. In fact, it enjoys the position in Pakistan which no other language does.
The students need to learn the language to use it for communicative purposes. They need to develop their listening skills so to understand instructions from their superiors if they are doing job, and they are able to understand lectures, etc if they are studying in institutions where medium of instruction is English and so on.

They need to develop their speaking skills so that they are able to speak English with some confidence while being interviewed for jobs, and if they are studying in English medium institutions, they can speak to their teachers and discuss different things with them in English and may have to speak English in other situation.

In this advanced age, English language has gained tremendously undeniable importance. The use of English language has spread right through the world. A number of activities, movements and subjects are carried out in English across the globe. Now it has become very popular with international organization, media, music, industry, space science and information technology. It has become a library language making knowledge readily accessible to the scholars all over earth. It is now enjoying the status of the world ‘lingua franca’ English as an international language is spoken in many countries, both as a native and as a second or foreign language. It is taught in schools almost in every country on this earth. It is a living and vibrant language spoken by about 350 million people as their native language and 1 to 2 billion speak it as non-native language, indeed, if one looks at some of the facts about the amazing reach of the English language, may be surprised that English is used in over 90 countries as on official or semi-official language. English is the working language of the Asian trade ASEAN. It is the de facto working language of 98 percent of international research physicists and research chemists.

At present, one out of seven, in this world, speaks English either as a native language or as a second language. It is the language in which Indo-Pak parents and black parents in South Africa overwhelmingly wish their children to be educated. It is believed that over one billion people worldwide are currently learning English. English has without any doubt become the global language.

Presently, there is not a single language which can be compared to the position occupied by English as an international language. English is learnt everywhere because people have found out that knowledge of English is a passport for a better career, better pay, and advanced knowledge and for communication with the entire world. It has also become the language of world diplomacy, trade and commerce and higher education.

In the age, where the survival is difficult without mutual and international trade, the ever increasing importance of English language has further increased because most of the trade and commerce communication is being carried
in this language. To get our reach up to the European and Western trade centers, the proficiency in English speaking is really necessary. At the present time, when trade, education, information technology and diplomacy are in English language, good job is only for English users, all kind of precaution and instructions to use new machinery are in English language, international journey is difficult without knowing how to speak English language. When everything is being taken place in English language, it will be really difficult for us to move ahead and develop our-selves without knowing how speak English.

Having a view of above discussion, we can say that learning English language in general and speaking English in particular is really very imperative, ignorance from it is ignorance from the reality which will finely lead us towards our devastation and ruination. To entertain the idea of any doubt would show a perverted soul or strayed mentality.

1.2 ELT Situation in Pakistan

We are living in a global village. The quick advancement in media and latest innovations in all fields of life compel the people to adopt a lingua franca. The English language most probably becomes very important as it could easily meet the needs of the world trade diplomacy and scientific research. Pakistan being one of the developing countries has no option to stand aloof in this regard. In order to keep pace with the modern advancement everybody is required to learn English in order to communicate with the rest of the world.

ELT situation in Pakistan is quite unsatisfactory at the secondary level. It does not produce the desired results due to some inbuilt problems which prove to be the cause of the deterioration in the present educational condition. The text books are boring, teachers are untrained, and classes are overcrowded conducive learning conditions are missing and traditional teaching methodologies are following which permit no innovation. The evaluation system is also faulty. There is a dire need to address these problems. Better teaching methodologies should be designed to overcome the existing problems in the educational system. The audio-lingual method seems quite appropriate in this regard.

Communicative and whole language instructional approaches promote integration of listening, speaking, reading, and writing in ways that reflect natural language use and opportunities, for listening and speaking require harmony in structure and nature and planning if they are to support language developed.
Syllabus and methodology of teaching and evaluation in our institutions are unable to run with the pace and needs of the time. In Pakistan, situation of teaching English is quite ridiculous. A teacher is teaching the entire subjects whether they are subjects of science or general knowledge or language. The teacher of English is teaching mathematics or the science teachers are teaching English language.

What would they teach? What would be the result of this teaching? What are we expecting from this situation? The situation where English is taught like general subjects, competency in speaking English is out of question.

Teaching a language and other subjects or general teaching is quite different in their nature. Teaching of a language is a complex phenomenon which is not often taken in to consideration. In our institutions, the language is taught in the same way as other subjects are taught which is contradictory to language teaching with different phenomenon.

As far as the rules, principles, structures etc are concerned, language teaching is quite near to the scientific study, but as far as actual language is concerned it is a skill based phenomenon. In this way, it is to enable the students to communicate while in other subjects knowledge is provided without paying attention to communication. Teaching a language is to teach a medium of information, while teaching of other subjects is to give information using that medium. So how can we learn or gain information without medium? It is basic to the teaching of other subjects. Teaching a language is teaching of a complete phenomenon, while teaching other subjects is subordinate to it. So command over the language is essential. It is a process which requires proper order and steps and harmony among them. Learning a language is learning of some basic skills and learning them in their natural order of listening, speaking, reading and writing and it develops gradually. It is not mere providing knowledge and information as in teaching of other subjects. It is an interlinked process. Teaching spoken language is further different phenomenon as it is a natural process. The teaching of spoken language other than native is further a complex and complicated task to fulfill. It needs proper methodology, procedures, drill and sample of that target language. The teacher has to use innovative techniques in accordance with the mental level of the learners and use the helping aids to create a language atmosphere.

The situation in Pakistan is contrary to that of natural order. All the emphasis is laid on reading and writing. Whole of our curriculum is moving around these two skills. The target of activities is the improvement of reading
and writing skills rather than listening and speaking skills. In our syllabus, listing and speaking have no significant place.

The syllabus at various levels too, place little emphasis on listening and speaking skills, and this brings us to textbooks which are usually literature based. As in many other developing countries, the Emphasis is on reading classics. Textbooks, here, are full of short stories, essays, poems and plays. But why should English in Pakistan mean English literature? To understand that, one needs to look at the writers of such textbooks and most of them seem to have an exclusively English literature background.

To them English means English literature. Their passion for literature is shown in the course-book that they design for students. However it makes little sense to do this with our first helping them (the students) improve their basic language skill.

There are no proper arrangements for assessment and evaluation in these basic skills of listening and speaking. Most of the examinations in schools and even in colleges are memory driven. Questions appear in examinations which are merely based on the evaluation of reading and writing skills. The students reproduce memorized material in examinations. The result is that, we have good writers and readers but no good listeners and speakers.

Mueen (1992) says,

“It is unfortunate that the teachers, in order to shed their burden, stress writing more. When the students are busy in writing, the teacher must walk around the class, keeping an eye on the students yet not intruding upon them, are not practiced in Pakistan. Instead, written work is preferred by the teachers. Moreover, the examination system in Pakistan does not demand assessment and evaluation in listening and speaking. So these two skills are not considered important. Another reason why listening and speaking are ignored is that Pakistani teachers are themselves not very proficient in these two skills, as they themselves have been through the same deficient system”.

After the completion of the education, our students cut sorry fingers for speaking English. The later decision of the federal government to teach English as a compulsory subject from class one can only be meaningful, if we teach English language in natural order of listening, speaking, reading and writing.
Keeping the situation in mind, the researcher felt the need to improve the existing situation. Speaking is one of the fundamental skills and its improvement is rather imperative. So the research was conducted on the development of speaking skills with the help of discrete listening activities.

Keeping in view the significance of the speaking and listening skills there is always a desired need to adopt a method of teaching that is suitable for improving and developing these two skills. The problem stated is how Audio-Lingual method of teaching can play an effective role in developing these skills.

1.3 Rationale

In a country like Pakistan English is used as a foreign language because it is not an everyday medium. Instead, it is used for international business and communication purposes. English has been compulsory for all Pakistan students to learn from primary school level to university level, yet they fail to enhance their English proficiency, especially listening and speaking skills. This failure derives from the problems in English teaching.

These problems include:- 1) lack of qualified teachers; 2) a lack of motivation in learning; 3) a lack of standardized textbook; 4) a lack of teaching materials; and 5) a lack of standard curriculum. Consequently, it is necessary to observe how our own students learn language and then to evaluate which teaching methods give the best results for them through what has been discovered.

Because of the requirement of listening and speaking instruction in the language lab as well as the nature of Pakistan, such vocabulary and correct language patterns are needed to present to them systematically and motivationally, so audio-lingualism is one of the best language teaching methods suitable for the students. When employing this teaching method, the instructor can control the class, while the students will be watching CDs and working in repetition in drills and dialogs based on situations along with positive reinforcement given by the instructor. This will help in motivating them to learn the language and achieve comprehension and production at the targeted level.

Therefore, the researcher chose to instruct the students focusing on listening and speaking skills by employing Audio-Lingual method to improve the listening and speaking skills of students at intermediate level.
1.4 Hypothesis

Listening and speaking skills may be improved through Audio-Lingual Method at the intermediate level.

1.5 Objectives

1. To find out problems of students in listening and speaking skills at intermediate level.

2. To find out how the audio-Lingual method will affect the listening and speaking skills of students.

3. To find out the attitude of English teachers towards the use of audio-lingual method of teaching.

1.6 Significance of the Research

This research work is being conducted for the purpose of enlightening the role of discrete listening activities in the development of speaking skill. Without learning English language particularly oral skills, the decline is inevitable. There is a shift in teaching revising syllabi and the text books are being rewritten. There is a shift in teaching paradigms from teaching literature to the teaching of functional and communicative language. Although some steps have been taken for the revival of the syllabus yet they are insufficient in this disordered and unplanned situation. Our syllabus ignores the oral language, our teachers are following the old traditional methods which are really spurious and all this is a futile activity of teaching like English. Our teachers are unaware of the role of listening in the development of speaking skills.

This research may change the role of the teachers and may bring some revolutionary changes in their behaviour and this may make us aware of the importance of listening skills and listening activities in the development of speaking skill. Why have oral skills been neglected? Why should we improve speaking skill? What will be the future of speaking skills? Such kind of question will be answered in this research work. This may bring a change in the atmosphere of English language class and make it more interesting and innovative. At the same time, it will reduce the fatigue of the classroom from the minds of the students. This may develop a kind of enthusiasm among the learners which is an important factor in learning the language like English. It will also be useful for the teachers at the same time. They may use this practical way of teaching English Speaking and utilize these introduced activities and techniques for the purpose of making their lessons effective and practical rather than an amalgam of suppositions.
1.7 Delimitation of the Study

The research was conducted on the students of Army Public College, Nowshera Cantt.

A total number of 20 students were selected from F.Sc. pre engineering and pre medical.

2. Literature Review

2.1 Language Teaching

Foreign language teaching research has been contributed both by language teachers and by related disciplines such as linguistics, psychology, education etc. Based on the findings of these contributing disciplines, we may include the following as some of the principles related to language learning and teaching:

Language is a system of symbols by which people of a social group communicate, and language is based on syntax (rules of sentences), phonology (rules of sounds), morphology (rules of word formation), semantics (how symbols and meanings are related), and words. Language is a social activity, and the choice of language patterns varies according to social function and personal intention. Linguistic behavior involves innovation and formation of new sentences and new patterns in according with the rules of great abstraction. The language learner should focus on the meaning and treat the form of the language as means not ends of language learning. The ability to speak fluently cannot be taught directly, but develops independently in time after the learner ability up linguistic competence through sufficient practice in various meaningful contexts. Learning skills may develop poorly without guidance and therefore the teacher needs to help students develop good learning strategies. Learning should be sequenced in order of difficulty and students acquire the language best by understanding input that is slightly beyond their current level of language competency. In teaching, we need to highlight one particular skill at a time although we teach the skill in a holistic context, because our memory is limited to processing a certain amount at one time.

We learn best when we are enthusiastic, motivated and involved in a subject. Psychology, linguistics and other disciplines may provide insights useful to language teaching, but the language teachers themselves must validate or refuse any specific proposals from others instead of accepting them on faith.

2.2 Teaching Methods
A knowledge of methods helps expand a teacher’s repertoire of techniques. This in itself provides an additional avenue for professional growth. Methods serve as a foil for reflection that can aid teachers in bringing to conscious awareness the thinking that underlines their actions by becoming clear on where they stand. Teachers can choose to teach differently from the way they were taught. They are able to see why they are attracted to certain methods and repelled by others.

It would probably be rash to assume that foreign language teachers could ever reach a unanimous opinion concerning the best method of instruction to be applied in the classroom. It would appear, nonetheless, that these past fifteen years or so have seen the development of a sort of general consensus, among the specialists at least, that the audio-lingual approach offered the best chance of success. As one followed the debates of those responsible for putting the active method to the forefront, it seemed as if the history of language teaching was neatly divided into two parts. On one hand there were the very long old times during which the teaching of a foreign language meant the dreary drill and rote learning of grammar with its rules and exceptions these students had to recite on demand in class. Rarely would the student gain the spoken mastery of the language with this approach. And then there are the modern times in which, at least a language is taught actively so that it can indeed be spoken. Hence, the language books of recent vintage center on dialogues which are to make the study of a language not only easier, livelier and more pertinent, but also more appealing. The drudgery of old disappeared. Grammar has not been eliminated from such books, but it has been deemphasized and it is no longer to be learned by heart. In short, one gained the impression that the modern era has operated a kind of breakthrough in methodology and has completely rejected the past.

2.3 Frame Work of Audio Lingual Method:

A. Definition. The Audio Lingual method is a method of foreign language teaching which emphasizes the teaching of listening and speaking before reading and writing. It uses dialogues as the main form of language presentation and drills as the main training techniques. Mother tongue is discouraged in the classroom.

B. Background. The Audio Lingual method was developed in the U.S. during the Second World War. At the time, the U.S. government found it a great necessity to set up a special language-training program to supply the war with language personnel. Therefore, the government commissioned American universities to develop foreign language program for military personnel. Thus the Army specialized Training Programme (ASTP) was established.
in 1942. The objectives of the army programme were for students to attain conversational proficiency in a variety of foreign languages. The method used was known as the “informant method”, since it used a native speaker of the language, the informant, and a linguist. The informant served as a source of language for imitation, and the linguist supervised the learning experience. The intensive system adopted by the army achieved excellent results.

Linguists and applied linguists during this period were becoming increasingly involved in the teaching of English as a foreign language. In 1941 the first English Language institute in the U.S. was established to in the University of Michigan. The director of the institute was Charles Fries, who applied the principals of structural linguists to language teaching. The result is an approach which advocated aural training first, then pronunciation training, followed by speaking, reading and writing.

The emergence of the Audio Lingual method resulted from the increased attention to foreign language teaching in the U.S. towards the end of the 1950s. The need for a radical change and rethinking of foreign language teaching methodology made language teaching specialist set about developing a method that was applicable to conditions in U.S. college and university classrooms. They drew on the earlier experience of the army programmes and the Aural-Oral or structural approach developed by Fries and his colleagues, adding insights taken from behaviorist psychology. This combination of structural linguistic theory, aural-oral procedures, and behaviorist psychology led to the Audio Lingual method, which was widely adopted for teaching foreign languages in North American colleges and universities.

2.4 Critical Review of Audio Lingual Method

This section of the research is inspired by the reviews and analysis of some related literature regarding the Audio-Lingual Method of Teaching (ALM).

ALM is on the English language teaching methods. Why do we call it ALM? Because in the process of English teaching a teacher uses dialogue forms. The purpose is training students in listening and speaking skills.

According to Larsen Freeman (1986, 45-47) “the common techniques closely associated with the audio lingual method are dialogue memorization, backward build up, repetition drill, chain drill, single slot substitution drill, multiple slot substitution drill, transformation drill etc”.
Based on the statement above it can be inferred that ALM represents a major step in language teaching methodology that aims at communicative competence. A teacher, who can use this method well, will generally be able to create what appears to be a very “productive” student. The extensive and elaborate drills designed to facilitate learning and good language habit forming are the innovative addition to the techniques used to practice language. The techniques mentioned by Larsen freeman play a vital role in elaborating the communicative competence of students.

This method uses dialogues as the chief means of presenting the language and stresses certain practice techniques Listening and speaking are now brought right into the centre of the stage in this method. In the same book the writer further processes a comparison of Direct and Audio Lingual Method.

On the basis of this extract we can say that the Audio-Lingual Method was the first to claim openly to be derived from linguistics and psychology. Audio lingualism reflects the descriptive, structural, and contrastive linguistics of the fifties and sixties. Its psychological basis is behaviorism which interprets language learning in terms of stimulus and response, operant conditioning, and reinforcement with an emphasis on successful error-free leaning. It assumes that learning a language entails mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word to phrase to sentence. Therefore, it is characterized by the separation of the skills-listening, speaking, reading and writing – and the primacy of the Audio-Lingual over the graphic skills.

Foreign language learning is basically a process of mechanical habit formation. Good habits are formed by giving correct response rather than by making mistakes. My memorizing dialogues and performing pattern drills the chances of producing mistakes are minimized. Language is verbal behavior that is the automatic production and comprehension of utterance – and can be learned by including the students to do like wise. Language skills learned in the foreign language are presented in spoken form before they are seen in written form.

“Instructional materials in the ALM assist the teacher to develop language mastery in the learner” (Jack C. Richards and Theodore S. Rodgers 1986, 63)

The statement is based on the view that in ALM the teacher prepares the teaching materials. Text book are not used in the elementary phases when students are primarily listening, repeating and responding. They may direct
attention from the oral input. The teacher, however will have access to a teacher’s book that contain the structured sequence of lessons to be followed and the dialogues, drills and other practical activities.

Tape recorders and audio visual equipment often have central roles in an Audio Liguinal course. The teacher in this regard chooses certain activities petering to the practice of basic structures. She uses taped lessons to present a dialogue for listening practice, allow for the student to repeat the sentences in the dialogue line by line, and provide follow up fluency drills on grammar or pronunciation.

“The roots of the Audio job are to introduce the grammatical patterns of the foreign language in the learner”.
(Richard and Rogers 2002)

It can be inferred on the basis of the statement that structural linguistics write books for the ALM that divide language into subsystems (Phonology, Morphology, syntax and semantics) and try to describe the structures within each system. Therefore in ALM structures are presented initially and students drill these structures until they have mastered them orally. The drill are varied in nature and complexity such as repetition, substitution (inflation) replacement, completion, expansion, contradiction, transformation, combination (Integration), formation (restoration), question and answer and pronunciation drills.

“In an Audio Liguinal classroom, teachers treat learners as passive learners and learning is accomplished in a teacher - centered classroom where students are led through repetitions drills and exercises to form correct habits of pronunciation and sentence word order (freeman and freeman 1992)

Keeping in view the above statement we can say that this method is therefore assumed as an application that does not enable students to create their own plans and leaves the responsibility to teacher until the final exploitation phase when students, having developed correct habits, can now practice using them with full attention on purposeful communication. On the other hand, it favours the spoken form of language as well as graded structure points. The patterns of dialogues are taught to learners through the variety of drills applied in classroom so that they can become habitual. In other words, repetition of the pattern is the key to automatically in this method. In this sense learners attention is oriented towards form, rather than meaning, for its own sake as a separate body of knowledge which may lead to failure in learning how to use it.
“These immediate objectives imply three others: first, control of the structures of sound, form and order in new language; second, acquaintance with vocabulary items that bring content into these structures; and third, meaning, in terms of the significance these verbal symbols have for those who speak the language natively” (Brook 1964: 113)

The writer distinguishes between short range and long-range objectives of an Audio Lingual program. Short range objectives include training in listening comprehension, accurate pronunciation, recognition of speech symbols as graphic signs on the printed page and ability to reproduce these symbols in writing.

In practice this means that the focus in the early stages is on oral skill, with gradual liking to other skills as learning develops. Oral proficiency is equated with accurate pronunciation and grammar and the ability to respond quickly and accurately in speech situation. The teaching of listening comprehension, pronunciation, grammar and vocabulary and all related to development to oral fluency reading and writing skills may be taught, but they are dependent on prior oral kills. Language is primarily speech in audio lingual theory, but speaking skills are themselves dependent on the ability to accurately perceive and produce the major phonological features of the target language, fluency in the use of the key grammatical patterns in the language and knowledge of sufficient vocabulary to use with these patterns.

Here is a summary of the key features of the audio lingual method, taken from Brown (1994:57) and adapted from Prator and Celce-Murcia (1979).

1. New material is presented in dialog form.
2. There is dependence on mimicry, memorization of set phrases, and over learning.
3. Structures are sequenced by means of contrastive analysis and taught one at a time.
4. Structural patterns are taught using repetitive drills.
5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation.
6. Vocabulary is strictly limited and learned in context.
7. There is much use of tapes, language labs, and visual aids.

8. Great importance is attached to pronunciation.

9. Very little use of the mother tongue by teachers is permitted.

10. Successful responses are immediately reinforced.

11. There is great effort to get students to produce error-free utterances.

12. There is a tendency to manipulate language and disregard content.

The writers explain the main characteristics of the ALM that makes it popular among the other methods of teaching. ALM is literal if class, students only imitate teaching materials repeated and do reciting and just make sure that students correctly understand the structure of language and can remember the language points. This pays much attention to the literal practicing of language. However it ignores the function of the guide of the language.

It improves students’ oral English, which makes students open their mouths and try to speak English in class. They have much more time to learn and encourage each other and express their thoughts. It improves the atmosphere of the classroom because there is not much teacher’s interference. It is helpful for students to develop their creative abilities in studying language.

“Language is not a habit structure. Ordinary linguistic behavior characteristically involves innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy” (Chomsky 1966: 153)

It can be inferred on the basis of this statement that Chomsky’s theory of transformational grammar proposed that the fundamental properties of language derive from innate aspects of the mind and from how humans process experience through language. His theories were to revolutionize American linguistics and focus the attention of linguists and psychologists on the mental properties people bring to bear on language use and languages learning.

Chomsky also proposed an alternative theory of language learning to that of the behaviorists. Behaviorism regarded language learning as similar in principle to any other kind of learning. It was subject to the same laws of stimulus and response, reinforcement and association. Chomsky argued that such a learning theory could not possibly serve as a model of how humans learn language, since much of human language use is not imitated
behavior but is created anew from underlying knowledge of abstract rules. Sentences are not learned by imitation and repetition but “generated” from the learner’s underlying “competence”.

This refers to a view of learning that allowed for a conscious focus on grammar and that acknowledge the role of abstract mental processes in learning rather than defined learning simply in terms of habit formation. Practice activities should involve meaningful learning and language use. Learners should be encouraged to use their innate and creative abilities to derive and make explicit the underlying grammatical rules of the language.

Despite being discredited as an effective teaching methodology in 1970, Audio-Lingualism continues to be used today, although it is typically not used as the foundation of a course, but rather, has been relegated to use in individual lessons. As it continues to be used, it also continues to gain criticism, as Jeremy Harmer wrote, “Audio-Lingual methodology seems to banish all forms of language processing that help students sort out new language information in their own minds. As this type of lesson is very teacher centered. It is a popular methodology for both teacher and students perhaps for several reasons but in particular, because the input and output is restricted and both parties know what to expect.

I don’t understand how this is going to help. As they are trying to acquire language naturally in an unnatural way it’s more a rot type of way; it seems the learners are considered a blank sheet. To me it’s blind learning without innovation on the parts of students.

It may be very confusing as students may be puzzled by a different type of building of a bank.

Can we be sure that they will be able to create new utterances being taught in this way? I don’t think so. They do every drill orally (mostly) I think this way is a bit unnatural how can we be 100% sure they have really learned all and will be able to use it like a child?

The method cannot be very successful as it is an unnatural way of teaching a natural thing. A person never speaks learned sentences in a repeated fashion. Anyhow keeping the view the research work of other people in this field we can say that it does affect the listening and speaking skills and plays a vital role in improving them. Most of the researchers are in favour of this method. If we apply it in a communicative way it can really be very effective.
3. Research Methodology

3.1 Research Design

For the measurable research, the best suitable method is quantitative method of research. It is the method which is numerical and statistic in nature. So, the quantitative methodology of research was considered appropriate to the given topic of the research as there were a definite number of students who were selected for purpose of research. So the research on the topic “An Analysis of the Effect of Audio Lingual Method of Teaching on the Listening and Speaking Skills of Students” was conducted by following this method.

3.2 Research Tools

Tools play a vital role in a research as they are the fundamentals to collect the data about the research under conduction.

Tool used during this research were questionnaires and tests.

3.2.1 Questionnaire for the Teachers

To know the opinions of the teachers working at secondary and intermediate level particularly and England teachers in Nowshera district in general, the questionnaire was made. It comprised 12 short questions. This questionnaire was distributed among teachers teaching at APSACS (Zamzama) and other local colleges. In this questionnaire, the various short questions were given so that the valuable opinions of the teachers about oral language and role of Audio Lingual Method of Teaching in the development of listening and speaking skills might be collected. 50 questionnaires were distributed overall and 30 were returned.

3.2.2 Pre Test

First of all the pre-listening & speaking activities which were suitable to the selected topic of the research were constructed and then these activities were utilized to conduct a pre-test. This test was conducted to know whether or not the test subjects are comparable on mental level. The test was based on two segments, listening and speaking. Students were made two listen to a passage and after this they were asked questions related to the passage. The second segment was based on speaking. Learners were asked questions to test their speaking skills.
Their pronunciation was checked. All the students proved to have more or less the same mental capabilities. On the basis of the test the students’ caliber was judged. The students were made to listen to a paragraph and were asked questions. During this process the sounds produced by the subjects were recorded with the help of tape recorder, as the researcher had no facility of language laboratory. It was difficult to assess the pretest as this test was consisting of spoken form of language. Then after this, the subjects were graded according to the scores in the pretest. In this way, the level of the subjects was determined and represented by graph.

### 3.2.3 Experimental Phase

It was the important stage of the research. During this stage, the subjects were checked through various listening & speaking activities for one month. Some activities were used for more than one time. This process continued for one month. During this period, various techniques and drills like words and sentences imitation, repetition, pair work and group were adopted according to requirements of the listening activities. At the end of one month, post test was conducted

### 3.2.4 Post Test

After checking the subject through the listening & speaking activities for one month, to check the effectiveness of listening in development of speaking skills, the post-test was conducted with the help of post listening activities. During this test, the sounds of the subjects were recorded and analyzed again. The post test was taken after a month to check whether the students have improved or not. The level of the test was a bit tough as compared to the pre-test. It was also based on listening and speaking skills. Learners listened to a passage and answered questions. Their performance was quite good. Their speaking skills were also tested through a segment based on speaking. A noticeable change was there in their pronunciation and speaking skills. After completing the stages of pretest, experimental phase and post test, the data derived from the pretest and the post test was reviewed. It was statistically analyzed and the difference between the scores of the pretest and post test was noted. There was vivid difference between of the scores of the pretest and the post test. This difference showed that there was an improvement in the speaking skill of the subject. Further, the mean of scores of the pre test, the mean of the score of the post test in the mean of the difference between the scores of the pre test and post test were calculated.

The difference between the mean of the pre test and mean of the post test was noted.
There were some various which may affect reliability of the research. So the variants like the class teacher, teaching method, material and motivation were kept same. Only addition of some listening activities was made. There was no other change in the class room environment and available facilities. During the course of the research, the stress was laid on listening and speaking activities.

3.3 Population

For the purpose of the research, twenty students of the 1st year PE/PM class from APSACS (Zamzama) were selected. They were both male and female.

3.4 Sample

- All the students were aged between 16-18 years.
- No gender restriction was applied,
- All the respondents have completed their 10 years education and were submitted to APS & C (Zamzama) after an admission test, therefore presumably all the students were of the same cognition level. To prove this a pre-test was taken from the prospective respondents. The result proved the homogeneity in their mental capacities.

4. Data Collection & Data Analysis

In order to see whether the use of Audio Lingual Method (ALM) affects the listening and speaking skills of students the researcher conducted an experimental research. In order to find out the views of English teachers about the application of this method in class a questionnaire was designed to evaluate their responses.

The focus of the questionnaire was on the use and significance of the Audio Lingual Method of teaching and whether or not it proves to be a good teaching methodology for improving the listening and speaking skills of the students. The reason for choosing questionnaire as a tool for getting feedback because it helps in extracting the maximum information form the respondents (teachers) questionnaires are easy to understand, especially if the respondents are highly educated. Total 50 questionnaires were distributed and 30 were returned. The data collected showed that Audio Lingual Method worked well.
To collect primary data for the experiment, an English Language teacher was selected. She was assigned a classroom to teach. A pre-test was conducted. On the basis of the pre-test for students and the questionnaire prepared for the teachers, certain lesson plans were devised. Keeping in view the needs of the students. The following weak areas were noticed after the pre-test.

i. wrong pronunciation

ii. Lack of communicative skills

iii. Weak listening skills

At the end of the course a post test was conducted and the means of the post test were significantly higher than those of the pre-test. On the basis of this result it was realized that Audio Lingual Method of Teaching has a significant affect on the listening and speaking skills of students.

This teaching method has an impact on the students’ listening and speaking skills may be derived from the fact that the students became more confident and motivated in learning the language because of the teaching aids and materials used in the class along with the provision of the instructor’s positive reinforcement. The students got to practice their listening skills through watching CDs instead of tape cassettes and work on repetition in drills and dialogues based on situations in pairs and groups. Every time they tried to speak, they were positively reinforced with the words, for example, good, fantastic, excellent, and terrific. These allowed them to break their barriers of risk-taking in speaking the language as well as to boast up their English competence.

This may be because during the class, students were positively reinforced, such as excellent, very good, terrific and well done, whenever they try to speak. With the positive reinforcements, students’ intrinsic motivation became promoted that was the most fundamental to learn the language for their own self-perceived needs and goals leading them to positive attitudes towards the teacher, the class, the teaching method, and of course, language learning. They finally participated in their learning for the enjoyment it provided. This is in accordance with the overall findings from most researches on the role of attitudes and motivation in foreign or second language learning that positive attitudes and motivation are related to success in foreign or second language learning.
4.1 Analysis of the Present and the Post-Test

Analysis of the pretest and post test was made separately

4.1.1 Analysis of the Pretest and Gradation

A pretest was conducted before the start of the experimental research. This pretest carried 50 marks. It was a delicate matter to assess the pretest as one post of this test was consisting spoken of language. The researcher listened to the recorded sounds carefully and allotted marks to the subjects. After this, the subjects were graded according to the scores in the pretest. The gradation is shown here in the table 1.

Table 1

<table>
<thead>
<tr>
<th>Subjects (N)</th>
<th>Pretest Scores (Xa)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>05</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
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<tr>
<td>6</td>
<td>30</td>
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<tr>
<td>7</td>
<td>17</td>
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<tr>
<td>8</td>
<td>26</td>
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<tr>
<td>9</td>
<td>20</td>
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<td>10</td>
<td>21</td>
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<td>11</td>
<td>09</td>
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<td>12</td>
<td>22</td>
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<td>19</td>
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<td>14</td>
<td>18</td>
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<tr>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>
4.1.2 Graphic Representation of the Scores of the Pretest

The gradation determined by the scores of the subjects after the analysis of the pretest, is further shown by graph 1.

Graph No. 1

In the other part the students listened to a recording and then answered the questions given on the worksheet.
4.1.3 Analysis of the Post-Test

The post-test was conducted with the help of listening activities. It also carried 50 marks. The sounds recorded during this test were analyzed by the researcher himself. The marks obtained by the subjects are shown here by table 2.

Table 2

<table>
<thead>
<tr>
<th>Subjects (N)</th>
<th>Post-test Scores (Xb)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
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<tr>
<td>5</td>
<td>39</td>
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<tr>
<td>6</td>
<td>42</td>
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<tr>
<td>7</td>
<td>36</td>
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<tr>
<td>8</td>
<td>40</td>
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<tr>
<td>9</td>
<td>40</td>
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<td>10</td>
<td>39</td>
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<tr>
<td>11</td>
<td>30</td>
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<tr>
<td>12</td>
<td>41</td>
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<tr>
<td>13</td>
<td>37</td>
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<td>14</td>
<td>37</td>
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<td>15</td>
<td>36</td>
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<td>16</td>
<td>30</td>
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<td>17</td>
<td>42</td>
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<td>18</td>
<td>39</td>
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<tr>
<td>19</td>
<td>41</td>
</tr>
<tr>
<td>20</td>
<td>38</td>
</tr>
</tbody>
</table>
4.1.4 Graphics Representation of the Scores of the Post Test

The scores obtained by the subject in the post test shown in the table 2, are graphically represented here in graph 2.

![Graph No. 2]

4.1.5 Statistical Analysis of the Data

Here, the statistical analysis of the data of the subject of this experiment is given. All the details are shown clearly in numerical representation. Xa and Xb are representing scores obtained by the subjects during the course of research in pre-test and post-test respectively. X indicates the difference which is derived by subtracting Xa from Xb. After the sum of scores of Xa, Xb and X, mean is obtained. As shown in table 3.

<table>
<thead>
<tr>
<th>S. No (N)</th>
<th>Post-test (Xb)</th>
<th>Pre-test (Xa)</th>
<th>Diff Xb - Xa=X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>38</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>27</td>
<td>10</td>
<td>17</td>
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<td>41</td>
<td>22</td>
<td>19</td>
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<tr>
<td>20</td>
<td>38</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>(\sum X_b=737)</td>
<td>(\sum X_a=369)</td>
<td>(\sum X=737-369=368)</td>
</tr>
</tbody>
</table>

N = No. of students

\(\sum X_a\) = Sum of pre-test scores of the subjects

\(\sum X_b\) = Sum of the post-test scores of the subjects

\(\sum X\) = Sum of difference of the scores of the pre-test and the post-test

Pre-test mean \((M_1)=\frac{\sum X_a}{n}\)

= \frac{369}{20}

= 18.45

Post-test mean \((M_2)=\frac{\sum X_b}{n}\)
Mean Difference (M) = M2 – M1

= 36.85 – 18.45

= 18.40

Here, pre-test mean (M1) Post-test mean (M2) and difference in mean (M) is visible in table 4.

Table 4

<table>
<thead>
<tr>
<th>Pre-test Mean (M1)</th>
<th>Post-test Mean (M2)</th>
<th>Mean Difference M2-M1=M</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.45</td>
<td>36.85</td>
<td>36.85 – 18.45 = 18.40</td>
</tr>
</tbody>
</table>

The mean of pre-test (M1), which is conducted by recording and analyzing the sounds of the subjects before couching them with discrete listening activities, is less then the mean (M2) which is the mean of post-test which is taken by recording and analyzing the sounds of subjects after testing them with the help of the discrete listening activities. In the table above, the data derived from the analysis of the pre-test and the post-test is shown. In the table, it is made vivid by the difference in the mean (M1) and mean (M2) that the subjects have improved their speaking with the help of the practice and drill of the discrete listening activities.

Graphical representation of the difference between the scores of the pre-test and the post-test is given in graph 3.

4.1.6 Analysis of the Questionnaire for the Teacher

For the purpose of the collection of data, overall 30 questionnaires were distributed among the teachers of English. All the questions have “Yes” or “No” answers. Yes is taken as in favour of the audio lingual method. The following text contains the descriptive analysis of the study. This portion of the analysis represents that how many
teachers gave a certain response and consequently, what does the majority think about a certain question. It proved that the application of Audio Lingual method in class is quite reliable.

The first question asked the respondents whether they were satisfied with the present ELT situation in Pakistan. Most all of them showed their dissatisfaction in the regard. This situation fails to develop the communicative skills of students. There is less emphasis on speaking and listening skills. Mostly literature is given in syllabus and that is learnt through rote method.

The second question asked the respondents whether a good teaching methodology can improve the situation. All of them showed a keen desire of adopting an appropriate method that can bring a quick and long lasting change that proves beneficial for the students and eradicates the weaknesses of the present ELT situation in Pakistan.
The third question asked the respondents whether audio lingual method help in improving listening and speaking skills in a short span of time: following shows the reply.

The respondents were meant to tick mark any of the applied options. As evident from the result of the post test and response of the students otherwise also, it is proved that Audio Lingual method has deep impact on the listening of speaking skills of students and it aims at communicative competence. It helps student develop their oral ability.

To a certain extent, language learning results from habit formation the model of stimulus response reinforcement accounts for how a human being learns a language. In learning language, the stimulus is what is taught (language input), the response is the learner’s reaction to the stimulus, and the reinforcement is the praise of the teacher or fellow students. The habit is the result of stimulus, correct response and reward again and again. The more frequently it happens, the stronger the habit becomes. Keeping this in view 75% of the teachers replied in positive and 15% in negative to question no. 4 which asked the respondents whether language learning results from habit formation.
Question 5 asked the respondents whether dialogue is a useful way to introduced new material. 90% teachers relied in positive, where as 10% in negative. The teachers who favoured the question were of the view that dialogues can provide a natural context for the language forms as long as it is from real communication, not artificially expressed. Dialogues are also believed to reflect culture aspects of the target language. They show the learners how language is used in real languages interaction, and they can be good Models of oral communication.

Question 6 asked the respondents whether audio lingual method help in mastering art and grammatical pattern.

According to the result 80% teachers agreed and 20% disagreed.

It can be expressed on the basis of the result that certain sentence patterns and grammar points are included in the dialogues used in Audio Lingual lessons and there are practical in dulls based on the line dialogues. Grammar is induced from the example given, explicit grammar rules are not provided.
Question 7 asked respondents whether structural drills are valuable pedagogical activities. Almost 95% teachers agreed to this and replied in positive that structured drills are valuable activities in language learning, as with large classes, drills are of particular use in that they can maximize student’s participation. A one word cue on the part of the teacher can elicit a complete utterance from students and an enormous number of such utterances can be produced within the space of two minutes. With judicious mixing of choral and individual drill, each student can have the chance to respond productively about five times a minute in class of twenty students or fewer.

Question 8 was whether Audio Lingual method helps a lot in improving pronunciation. The result was 100% in Audio Lingual method the oral skills receive most of the attention. Pronunciation is taught from the beginning. Working on pronunciation through minimal pair drill is a worthwhile activity.
Question 9 asked the respondents whether students follow teacher’s directions and respond as accurately and as rapidly, as possible. 80% of the teachers replied in “yes” to this question. The teacher is like an orchestra leader, directing and controlling the language behaviour of his/her students. They respond quickly to his/her (teacher) instructions.

Question 10 was whether Audio Lingual method was more effective than direct method. In this question ALM was considered more effective than the direct method by 70% of the teachers with the point that unlike the direct method, it has a strong theoretical base in linguistics and psychology.
Question 11 was whether a language lab is essential for the application of the audio lingual method. In order to meet the requirements of the Audio Lingual method it is essential to have tap records and other Audio Lingual equipment which often have central roles in an audio lingual class room. Teaching material should be structurally based. Therefore a language lab is considered essential almost 100% of teachers replied in “yes” to this question.

Question 12, the last question in the questionnaire, was whether it is significant to learn English through Audio Lingual Method. 90% of teachers replied in “Yes” on the basis that ALM represents a major step in language teaching, a methodology that aims squarely at communicative competence. A teacher, who can use this method well, will generally be able to create what appears to be very “Productive students”. The extensive and elaborate drills designed to facilitate our learning and good “language habit forming” are an innovative addition to the techniques used to practice language and many of them are featured as essential parts of “communicative” methods that follow the Audio lingual method.

This questionnaire proved a milestone in providing feedback about the Audio Lingual method and in helping to prove the hypothesis. This shows the general attitude of English teachers towards the use of ALM in improvement of listening and speaking skills of students.
5. Conclusion and Recommendations

This research was attempted to explore the effectiveness of ALM in developing the listening and speaking skills of students at intermediate level. An experiment was carried on a group of students’ English language for eight weeks. The results obtained from the experiment were consolidated with the help of a questionnaire. Results indicate that ALM played a vital role in developing the listening and speaking skills of students in a short span of time. There are ways in which the practice involved in the Audio Lingual method can be applied to approaches that have a bigger picture in mind.

Audio lingual based drills can be adapted and used in combination with effect error correction techniques to create an approach that is sensitive to affective factors, and can be followed up the techniques designed to create more independent experimentation and application. I do not in any way recommend it as a holistic approach to language teaching, but there are certainly aspects and techniques from the method that are effective, if used properly and in combination with an appropriate range of other activities.

The Audio Lingual theory is probably the first language teaching theory that openly claims to be derived from linguistics and psychology. The Audio Lingual method attempts to make language learning accessible to large group of ordinary learner. With large classes, drills are of particular use in that they maximize student participation; the Audio Lingual method stresses syntactical progression and uses pattern drills to help the students gain control over grammatical structures, which is a much more interesting way of learning grammar than working through written exercises. What’s more drilling can be positively beneficial in helping a student to develop his oral ability.

The Audio Lingual method leads to the development of simple techniques of varied, graded, and intensive practice of specific features of the language, and more scientifically selected and systematically arranged materials and structural patterns to go with. Moreover, the teaching techniques with tape recording and language lab drills offer practice in speaking and listening which are considered of primary importance in language learning. The technique of memorizing and pattern drills gives students more thorough practice in using grammar pattern.

The Audio Lingual method develops the separation of the language skills into a pedagogical device that is listening, speaking, reading and writing. The audio lingual method introduces specifically designed techniques of
auditory and oral practice. It lays emphasis on listening and speaking which do not gain so much importance from Grammar-Translation Method. It achieves noticeable success in developing aural comprehension and oral fluency.

The Audio Lingual method considers language ability made up of four skills and these skills can be taught separately. Since the natural order of skill acquisition is listening, speaking, reading and writing, the method gives the primary stress to the first two of the four skills. Speech is more basic to language than the written form, and listening and speaking are the basic form of verbal communication. In the classroom, the language skills are taught in the order of listening, speaking, reading and writing. Using pattern drills is the center of practice in Audio Lingual method, I can help students not only gain control over grammatical structures, but also develop their oral ability.

The Audio Lingual method also provides language teachers with many useful techniques. The simple drilling techniques provide varied, graded and interview practice of specific feathers of the language. The simple and direct approach is especially appropriate for young students and less gifted ones. Moreover, the teaching techniques with tape recordings and language lab drills offer practice in speaking and listening which are considered of primary importance in language learning.

Dialogues can provide a natural context for the language forms as long as it is from real communication, not artificially expressed. Dialogues show the learner how language is used in real language interaction, and they can be good models of oral communication. Dialogues are also believed to reflect the cultural aspects of the target language. Certain sentence patterns and grammar points are included within the dialogue. These patterns and points are later practical in drills based on the line of the dialogue.

5.1 Recommendations

Keeping in view the conclusion drawn the literature written in favor of ALM, and the literature written against it, the following recommendations are given.

1. Language forms do not occur by themselves; they occur most naturally within a context.

2. One of the language teacher’s major roles is that of a model of the target language.

3. Language learning is a process of habit formation.
4. It is important to prevent learners from making errors. Errors lead to the formation of bad habits.

5. Positive reinforcement helps the students to develop correct habits.

6. Students should ‘over learn,’ i.e. learn to answer automatically without stopping to think.

7. Students should acquire the structural patterns; students will learn vocabulary afterward.

8. The learning of a foreign language should be the same as the acquisition of the native language.

9. Speech is more basic to language than the written form. The ‘natural order of skill acquisition is: listening, speaking, reading, and writing.

10. Language cannot be separated from culture. Culture is the everyday behavior of the people who use the target language.

However keeping all the benefits or advantages in mind ALM should not be considered as a magic wand by the stir of which students will effectively communicate in English. We cannot ignore the literature written against ALM. According to Noam Chomsky (1966; 153) the theory of ALM that language learning results from habit formation is weak, since much of human language is not imitated behavior, but is created anew from underlying knowledge of abstract rules.

So the Audio Lingual method should be complemented by certain techniques from other method of teaching as well to further enhance its effectiveness.

Any interested researchers who have observed their students and discovered that their students are more likely to be shy and afraid to take risks in speaking the target foreign language causing them to reach the satisfied levels of English comprehension and production should conduct a study using the Audio Lingual teaching method for their listening and speaking class with a larger number of subjects, or a comparative study using both ALM and another teaching approach, namely natural approach or communicative approach.

Although the Audio Lingual teaching method has long existed before the communicative language teaching approach, the former is still more worthwhile and beneficial for English language learning, than the latter due to the following:
1. Emphasis of structure and form, memorization of structure based on dialogs, linguistic competence, and accuracy:

2. Unnecessarily contextualized language items:

3. Encouragement of language mastery;

4. Drilling techniques which come prior to communicative activities;

5. Prohibited use of translation at the beginning; and

6. Reading and writing skills after speech.

With these components, those learners studying English through the control of the Audio Lingual teaching method will have an edge in the correct usage of English pronunciation and word formation further assisting them in reading and writing proficiencies. To the extent of the reason why this approach fits Pakistan learners of English, simply is that, they hardly have an opportunity to pick up the language properly in such an environment where using English is foreign to them. In their daily life or on a daily basis, there is no need for them to communicate in other languages but Pakistan.

Last, but not the least, the teachers, who use Audio Lingual method should be provided with all the essential equipment required. They should plan their lessons properly and should include that material in their activities that are specially designed for acquiring language competency.
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APPENDIX
QUESTONNAIRE
QUESTIONNAIRE FOR TEACHERS

Name of teacher: _______ Date: _______

Level of Teaching: _______

This questionnaire is designed to find out the opinion of English teachers about the significance of Audio lingual Method of Teaching in developing listening and speaking skills of students.

Q1: Are you satisfied with the present ELT situation in Pakistan?

Ans: _______________________________________________________

Q2: Do you think the use of a good teaching methodology can affect the ELT situation in Pakistan?

Ans: _______________________________________________________

Q3: Does Audio lingual Method help in improving the listening and speaking skills of students in a short span of time?

Ans: _______________________________________________________

Q4: Does language learning result from language formation?

Ans: _______________________________________________________

Q5: Is dialogue a useful way to introduce new material?

Ans: _______________________________________________________


Q6: Does audio lingual method help in mastering grammatical patterns?
Ans: _________________________________________________

Q7: Are structured drills valuable pedagogical activities?
Ans: _________________________________________________

Q8: Does audio lingual help a lot in improving pronunciation?
Ans: _________________________________________________

Q9: Do students follow teacher’s directions and respond as accurately and rapidly, as possible?
Ans: _________________________________________________

Q10: Is audio lingual method more effective in language learning than direct method?
Ans: _________________________________________________

Q11: Is a language lab essential for the application of the audio lingual method?
Ans: _________________________________________________
Q12: Is it significant to learn English through audio lingual method?

Ans: ________________________________
PRE-TEST
PRE-TEST [50]

LISTENING [25]

Listen to the recording and answer the questions.

Question 1. Tick the THREE other items which are mentioned in the news headlines.

NEWS HEADLINES

1. Rivers flood in the north
2. Nurses on strike in Melbourne
3. Passengers rescued from ship
4. Passengers rescued from plane
5. Bus and train drivers national strike threat
6. Teachers demand more pay
7. New uniform for QANTAS staff
8. National airports under new management

Question 2. Complete the notes below by writing NO MORE THAN THREE WORDS in the spaces provided.

The Government plans to give (14) $ ................................................ to assist the farmers. This money was to be spent on improving Sydney’s ............................................................ but has now been re-allocated.

Australia has experienced its worst drought in over fifty years.

Farmers say that the money will not help them because it is
An airplane which was carrying a group of..................................................

was forced to land just.............................................................. minutes after take-off.

The passengers were rescued by.................................................... The

operation was helped because of the good weather. The passengers

thanked the................................................................. for saving their lives but

unfortunately they lost their..............................................................

Question 3. Circle the appropriate letter.

Example

The student is looking for the School of

A. Fine Art.

B. Economic History.

C. Economics.

D. Accountancy.

The orientation meeting

A. took place recently.

B. took place last term.

C. will take place tomorrow.
D. will take place next week.

Attendance at lectures is

A. optional after 4 pm.
B. closely monitored.
C. difficult to enforce.
D. sometimes unnecessary.

Tutorials take place

A. every morning.
B. twice a week.
C. three mornings a week.
D. three afternoons a week.

The lecturer’s name is

A. Roberts.
B. Rawson.
C. Rogers.
D. Robertson.
Question 4. Circle the appropriate letter.

The speaker works within the Faculty of

A. Science and Technology.

B. Arts and Social Sciences.

C. Architecture.

D. Law.

The Faculty consists firstly of

A. subjects.

B. degrees.

C. divisions.

D. departments.
PRE-TEST

SPEAKING [25]

CANDIDATE’S CUE CARD Task 1

UNIVERSITY CLUBS AND ASSOCIATIONS

You have just arrived at a new university. It is orientation week and you want to know about the different clubs and associations you can join.

Your examiner is a Student Union representative.

Ask the examiner about: types of clubs

meeting times

benefits

costs

INTERVIEWER’S NOTES

UNIVERSITY CLUBS AND ASSOCIATIONS

Prompts for interviewer

Overseas Students Club

• Meets once a week in Student Centre, near Library All welcome

• Helps you to meet other students

• Financial contributions welcome

Chess Club
• Meets once a week in Library not suitable for beginners

• Plays other universities serious players only

• No subscription

Table Tennis Club

• Meets every day at lunch-time in

Student area near canteen all welcome

• Arranges tournaments

• $5.00 subscription
POST-TEST
LISTENING [25]

Listening: Listen to the passage and answer the questions

Q 1. Complete the notes. Use NO MORE THAN THREE WORDS for each answer.

KATE

Her first impressions of the town

Type of accommodation

Her feelings about the accommodation

Name of course

Difficulties experienced in the course

Suggestions for improving the course

Example Quiet

(1)

(2)

Environmental Studies

(3)

(4)

LUKI

First type of accommodation

Problem with the first accommodation
Q 2. Circle the correct answer.

At first Fiona thinks that Martin’s tutorial topic is

A. inappropriate.

B. dull.

C. interesting.

D. fascinating.

According to Martin, the banana

A has only recently been cultivated.
B is economical to grow.

C is good for your health.

D is his favourite food.

Fiona listens to Martin because she

A. wants to know more about bananas.

B. has nothing else to do today.

C. is interested in the economy of Australia.

D. wants to help Martin.

According to Martin, bananas were introduced into Australia from

A. India.

B. England.

C. China.

D. Africa.

Q 3. Listen to the passage and answer the questions.

What are the parking regulations on campus?

A. undergraduate parking allowed

B. postgraduate parking allowed
C. staff parking only allowed

D. no student parking allowed

**The administration office is in**

A. Block B.

B. Block D.

C. Block E.

D. Block G.

**If you do not have a parking sticker, the following action will be taken:**

A. wheel clamp your car.

B. fine only.

C. tow away your car and fine.

D. tow away your car only.

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**Q 4. Complete the notes below using NO MORE THAN THREE WORDS for each answer.**

Date the museum was opened ____________________

The museum consists of a building and ____________________

Handicapped toilet door shows Example: a wheelchair

The Education Centre is signposted by ____________________
If you lose your friends, meet at the _________________

Warning about the Vampire

How often are the tours of The Vampire? _________________

Person featured in today’s video _________________

The Leisure Gallery shows how Australian culture is

influenced by _________________

The Picture Gallery contains pictures by _________________

Cost of family membership of the museum _________________

“Passengers and the Sea” includes a collection of _________________
POST TEST

SPEAKING [25]

CANDIDATE’S CUE CARD Task 2

ASKING FOR AN EXTENSION

You have to give in a piece of work to your lecturer next Wednesday.

You need two more weeks to prepare the assignment because you have had difficulty obtaining the reference books. Your examiner is your lecturer. Find out if you can have an extension.

Ask the examiner about: regulations regarding late work 
Possibility of having more time
Different sources for books/information
Assistance with writing for overseas students

INTERVIEWER’S NOTES

ASKING FOR AN EXTENSION

The student is seeking extra time for an assignment.

• The student may need to write a letter.

• The student has had plenty of time to prepare the work and should not really need two more weeks.

• Provide some idea about where he/she may get hold of the books.

• Offer advice about the “Learning Assistance Centre” on the campus which helps students with essay writing.
After some resistance, agree to an extension of one week.
LESSON PLANS
Sample Lesson Plan 1:

Subject: English Language

Level: Intermediate

Time Period: 1hr

Objective: At the end of the lesson the students would be able to:

i. Exchange dialogues in a real life situation

ii. Practice grammatical skills.

Dialogues and pattern practice form the basis of audio lingual classroom practice. The use of them is a distinctive feature of the audio-lingual method. This lesson plan is based on different dialogue patterns.

Presentation: At this stage the teacher uses Repetition drill. This drill is often used to teach the lines of the dialogue.

Activity 1:

Students are asked to repeat the teacher’s model as accurately and as quickly as possible. e.g.:

TS

This is a book → this is a book.

Students do this without looking at their book. They have to produce the appropriate sound first.
Substitution drill: The student repeats the line from the dialogue which the teacher has given them, substituting the cue into the line in its proper place. e.g.:

TCS

They drink wine. → beer→ they drink bee.

→Coffee→ they drink coffee.

→tea→ they drink tea.

The major purpose of his drill is to give the students practice in finding and filling in the slots of a sentence.

Activity 2: The 2nd activity at the presentation stage is the Question-and-answer drill.

The drill gives students practice with answering questions. The students should answer the teacher’s question very quickly. It is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern. e.g.

1. T: are there any questions? Ss: No, there aren’t any.

   T: Is there any milk? Ss: No, there isn’t any.

   T: Are there any sandwiches? Ss: No, there aren’t any.

   T: Is there any wine? Ss: No, there isn’t any.

2. T: he read The Times Ss: What did he read?

   T: He said “Good morning.” Ss: What did he say?
T: He Saw “The Sound of Music.” Ss: What did he see?

Activity 3:

Expansion drill: This drill helps students to produce longer sentence bit by bit, gradually achieving fluency.

The main structure is repeated first, and then students have to put cue phrase in its proper place. e.g.

T: They go to the cinema.

Ss: They go to the cinema.

T: On Sundays

Ss: They go to the cinema on Sundays.

T: Always.

Ss: They always go to the cinema on Sundays.

T: Nearly.

Ss: They nearly always go to the cinema on Sundays.

Practice: The teacher uses the following drill at this stage:

Activity 1:

Clause combination drill: Students learn to combine two simple sentence into a complex one. e.g.

T: It may rain. He’ll stay at home.
Ss: If it may rain, he’ll stay at home.

T: It may be sunny. We’ll go to the beach.

Ss: If it may be sunny, we’ll go to the beach.

T: It may snow. They’ll go skating.

Ss: If it may snow, they’ll go skating.

Activity 2:

Background build-up drill (or back chaining): This drill is used when a long line of dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher’s cue, the students expand what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more students’ attention to the end of the sentence, where new information typically occurs. e.g.

T: the flowers

Ss: the flowers

T: watering the flowers

Ss: watering the flowers

T: is watering the flowers

Ss: Lan is watering the flowers.

Ss: Lan is watering the flowers.
Activity 3:

Chain drill: A chain drill gets its name from the chain of conversation that forms around the classroom as students, one-by-one, ask and answers questions of each other. The teacher begins the chain by greeting particular students, or asking him a question. That student responds, and then turns to the student sitting next to him. e.g.

T  Hello, what’s your name?

S1: My name is Sameer. (He turns to the student next to her.) Hello, what’s your name?

S2: My name is Sidra. (She turns to the student next to her.) Hello, what’s your name?

s3: My name is Ihsan.

Production: To get the feed back the teacher introduces the following activities.

Activity 1:

Completion: Students hear an utterance that is complete except for one word, and then repeat the utterance in completed form. e.g.

T: I’ll go my way and you go___________

Ss: I’ll go my way and you go yours.

T: We all have___________own troubles.
Ss: We all have our own troubles.

Activity 2:

Use of minimal pairs: The teacher works with pair of words which differ in only one sound; students are first asked to find the difference between the two word and later to say the two words. e.g.

ship- sheep
live- leap
leap- lip
bit- beat

Activity 3:

Procedures

In a typical audio lingual lesson the following procedures are observed.

(1) Recognition: Students first hear a model dialogue (either read by the teacher or on the tape) containing the key structures that are the focus of the lesson and try to understand the meaning of the dialogue with the help of the teacher’s gestures, mime, and context or situation established in advance.

(2) Limitation and repetition: The students repeat each line of the dialogue, individually and in chorus. The students must imitate the right pronunciation, intonation and fluency.
(3) Pattern drill: Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds.

(4) Follow-up activities: The students now are allowed to look at their textbooks. They are usually asked to do some follow–up reading, writing or vocabulary activities. This will guide their use of the language.

Sample lesson 2.

Subject: English Language

Level: Intermediate

Time Period: 1hr

Objectives: At the end of the lesson the students will be able to:

i. Use language as a communicative tool.

ii. Use questions in situational conversation.

In order to come to a better understanding of this method, here is a lesson plan in which the audio lingual method is used.

Presentation:
Class begins, the teacher reads the following dialogue to the students who are expected to imitate and eventually memorize it:

T: All right, class. I’m going to read a dialogue to you. Listen carefully.

Sadaf: Good morning, Atif

Atif: Good morning Sadaf.

Sadaf: How are you?

Atif: Fine, thanks. And you?

Sadaf: Fine. Where are you going?

Atif: I’m going to the post office.

Sadaf: I am too. Shall we go together?

Atif: Sure. Let’s go.

T: Listen one more time. This time try to understand all that I am saying. (Now the teacher has the whole class listen to her. Sometimes she uses actions to help convey meaning. All of the teacher’s instructions are in English.)

T: Understand? Now I’m going to repeat the dialogue. Say each of the lines of the dialogue after me.

(The students repeat each line several times before moving on to the next line. When the class comes to the line” I’m going to the post office”, they stumble a bit in their repetition. The, at this point, stops the repetition and uses a backward build-up drill.)
T: Repeat after me: post office.

Ss: post office

T: to the post office

Ss: to the post office

T: going to the post office.

Ss: going to the post office

T: I’m going to the post office

Ss: I’m going to the post office

(The students repeat the dialogue after the teacher several times.)

T: Good now I’m going to talk for sally and talk for bill.

T: Good morning you?

T: How are you?

Ss: Fine, thanks. And you?

T: Fine. Where are you going?

Ss: I’m going to the post office.

T: I am too. Shall we go together?

Ss: sure. Let’s go.
**Practice:** At this stage the teacher practices a new chain of dialogue with students.

Next the class and the teacher switch roles in order to practice a little more, the teacher saying Atif’s line and class saying Sadaf’s. Then the teacher divides the class in half so that each half gets to try say on their own either bill’s or Sally’s line. To further practice the lines of this dialogue, the teacher has all the boys in the class take bill’s part and all the girls take Sadaf’s.

T: Fine. Now. Look at Ahmed and me. Then do the same.

T: Good morning, Ahmed.

J: Good morning. Miss Shela.

T: How are Y=you?

J: Fine, thanks. And you?

T: Fine.

Then Ahmed understands through the teacher’s gestures that he is turn to the student sitting beside him and greet her. That student, in turn, says her lines in reply to him. When she has finished, she greets the students on the other side of her. This chain continues until all of the students have a chance to ask and answer the question. Since here are 40 students in the class, the teacher divides the class in half and asks the other half do the same. The last student from each half directs their greeting to each other.

T: NOW, I’d like two of you to perform the whole dialogue for the class. Anyone wants to try? (A boy and a girl put up their hand, when they have finished, two others do the same. Not everyone has a chance to say the dialogue, but by now the teacher is sure the students know the dialogues rather well.)
T: Now, look at these pictures: a bank, a par, a bus station, a library, a school (Each time she shows a picture, she says the phrase, and the students get the meaning and sound of that phrase.) I’m going to the bank. (From her example the students realize that they are supposed to take the cue phrase, “the bank”. which the teacher supplies, and put it into its proper place in the sentence.)

T: I’m going to the bank--- the drugstore

Ss: I’m going to the drugstore

T: the bus station

Ss: I’m going to the bus station,

T: the part

Ss: I’m going to the park.

T: the library.

Production: At this stage the teacher tries to apply the knowledge the students have learnt to get the feedback she introduces two activities at this stage.

After the students have gone through the drill sequence three times, the teachers no longer provides a spoken cue phrase. Instead she simply shows the pictures at a time, and the students repeat the entire sentence putting the name of the place in the picture in the appropriate slot in the sentence.

T: Now I’m going to the post office. Sadaf. (The students understand and produce “Sadaf is going to the post office.”)

T: Atif
Ss: Atif is going to the post office.

T: to the park

Ss: Atif is going to the park.

T: she

Ss: She is going to the park.

T: Atif and Sadaf

Ss: They are going to the park.

T: to the post office

Ss: They are going to the post office.

T: Very good. Next we’ll do different thing, I say, “She is going to the post office.” You make a question by saying.” Is she going to the post office? “I say, “He is going to the park. You ask,” “is he going to the park? “Does everybody understand? Ok, let’s begin.

T: They are going to the park.

Ss: Are they going to the park?

T: My mother is going to the drugstore.

Ss: Is she going to the drugstore?

When the class has had enough practice, the teacher decides to move on the next drill.

T: (Points at a picture) are you going to the football field? (She answers her own question.) Yes I’m going to the football field. (She holds up a picture of a school.) Are you going to the school? (She herself answers.) Yes, I’m going to the school. (Then she poses a question to the class.) Are you going to the
library? (The class responds together.) No, I’m going to the supermarket. Now, answer my questions according to the principal I show you.

T: (Holding up a picture of a library) are you going to the library?

Ss: Yes, I’m going to the library.

T: (turns to students 1 with a picture of a school) Are you going to the library?

S1: No, I’m going to the school.

S2: (Turns to students 2 with a picture of a park) Are you going to the schools?

T: Good now look at the dialogue in your book, read it in pairs and then use the phrases on the phrases on the blackboard to take the place of “the post office.” Work in pair. (She writes the following phrases on the blackboard: the school, the café, the bus station, the supermarket, the drugstore, the library, etc.)

For the final few minutes of the class, the teacher returns to the dialogue with which she begins the lesson. She repeat it once, they has one half do Bill’s lines and the other half do Sally’s. The students move through the dialogue smoothly. They then swap roles and do the same. The teacher smiles, “Very good. Class dismissed.” (Adapted from Larsen freeman, 1986).