

**Comparing the Audio-Lingual Method and the Structural Approach in  
English Language Teaching**

**By**

**Ravindradevi. S**

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**DECLARATION**

## DECLARATION

I do hereby declare that the dissertation entitled “**Comparing the Audio-Lingual Method and the Structural Approach in English Language Teaching**” submitted to Avinashilingam Institute for Home Science and Higher Education for Women (SF), Coimbatore, in partial fulfillment of the requirements for the award of the degree of **Master of Arts (M.A.)** is a dissertation carried out by me **RAVINDRADEVI S.** during the period from JANUARY 2023 – MAY 2023 under the guidance of **Dr. Ananthi Ballamurugan**, Assistant Professor, Department of English, Avinashilingam Institute for Home Science and Higher Education for Women (SF), Coimbatore, and, has not formed the basis for the award of any Degree, Diploma, Associateship, Fellowship or similar Titles in this University or any other University or other similar Institutions of Higher Learning.

**Signature of the Candidate**

**CERTIFICATE**

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This is to certify that the dissertation entitled **Comparison of the Audio-Lingual Method and the Structural Approach in English Language Teaching** submitted to Avinashilingam Institute for Home Science and Higher Education for Women (SF), Coimbatore, in partial fulfillment of the requirements for the award of the degree of **Master of Arts (M.A.)** is a dissertation carried out by **RAVINDRADEVI S.** during the period of her study from **JANUARY 2023 – MAY 2023** in Avinashilingam Institute for Home Science and Higher Education for Women (SF), Coimbatore, under the guidance of **Dr. Aananthi Ballamurugan** Assistant Professor, Department of English, Avinashilingam Institute for Home Science and Higher Education for Women (SF), Coimbatore, and, has not formed the basis for the award of any Degree, Diploma, Associateship, Fellowship or similar Titles in this University or any other University or other similar Institutions of Higher Learning.

**Signature of the**

**Head of the Department**

**Signature of the**

**Supervisor with designation**

**Signature of the Director**

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## **TABLE OF CONTENTS**

## TABLE OF CONTENTS

| <b>S.NO</b> | <b>TITLE</b>                | <b>PAGE NO.</b> |
|-------------|-----------------------------|-----------------|
| I           | ABSTRACT                    | i               |
| II          | NOTES                       | ii              |
| III         | INTRODUCTION                | 1               |
| IV          | THE AUDIO-LINGUAL<br>METHOD | 28              |
| V           | THE STRUCTURAL APPROACH     | 53              |
| VI          | CONCLUSION                  | 74              |
| VII         | WORK CITED                  | 83              |

## ABSTRACT

This paper experiments with the Audio-Lingual method and the Structural Approach by comparing them and implementing these two phenomena on students. This study aims to find out, which strategy helps students to acquire the English language most convincingly. Now, the reason for choosing these two particular strategies is that the perception between these concepts is in two different dimensions. The Audio-Lingual method follows the modernistic approach whereas the structural approach follows the traditional way of learning English. However, they both use one common tool which is ‘drilling and repetition’. These two forms have the most widely and commonly used strategies. Thus, this paper opts for these two forms of teaching in the realm of English language teaching.

The second chapter, **The Audio-Lingual Method**, comprises the experiments and the findings of this method. Along with that, other aspects of this method are also discussed, for example, the methodology, the demerits and advantages, the problems, and also the possible solutions are discussed. In the third chapter, **The Structural Approach**, the structural approach and implementations of this approach, and the findings are demonstrated. The assessments of the students are provided, with descriptions of the activities that are conducted throughout the study.

The conclusion deals with the comparative analysis of these two experiments, they are, the difference in teaching subjects, the comparative effectiveness of these two forms of teaching, the queries of this study, and the answers provided. And also, the opinion of the learners is taken into account through the teaching and learning processes.

## NOTES

### List of Abbreviations

- English Language Teaching      ELT
- Audio-lingual Method      ALM
- International Phonetic Alphabet      IPA

# **Chapter 1**

## **Introduction**

# **Chapter I**

## **Introduction**

People from all over the world, have been learning English consistently, there are various educators, who focus on the different needs of English language learners. People learn English for different purposes, most commonly, they learn it as their second language for their educational and official use. other purposes are for traveling, to understand the English speakers – concentrating on spoken language. Others will learn it for their academic purposes if they are moving to English-speaking countries for their education.

English Language, has been constantly taught and learned by people all over the world. The language demands everyone to acquire, at least in the official realm. Apart from the general usage of English. It has great qualities that attract people from a wide range of. It is a known fact that numerous methods and techniques have been introduced by scholars, right from the time when it was created. Some of the methods have still been adopted by the teacher or the educators of the English language, which has proved to show some significant changes and results among the learners.

Our current educational system and national life both place a high value on English. English has become one of the most widely spoken languages, and someone who speaks it well can travel the world. India is a multilingual nation where many distinct languages are spoken in various regions. It is easier to converse when you speak English. We may learn English or any other language fluently using a structured method. The structural approach involves the structure, sequencing, and pattern organization of words to produce proper and full sentences with meaning. It enables

students to learn sentences systematically. The value of English now cannot be overstated. It is a universal tongue and the language of possibilities.

The main use of language is communication; it allows us to convey our ideas to others. The secondary purpose of language is to express attitudes, feelings, or sentiments. These two goals are both achieved by English. It is recognized as the first language spoken on Earth. From business to entertainment, almost every industry currently in existence uses English as a language for worldwide communication. It has been included in practically all fields for more than a century. Children are taught and encouraged to learn English as a second language in countries where it is not the official language.

English has supplanted other languages as the primary language for Internet users as information technology, particularly the Internet, has increased significantly. As more and more people are exposed to the internet, it not only helps to promote and spread the English language over the globe, but it has also evolved into its language.

English is frequently used as a language for comprehending, learning, and illuminating ideas from a wide range of disciplines. English is required as a foreign language in the majority of educational systems as part of international educational systems. English is the primary language used in the writing of instructional tools, resources, and texts. It is common knowledge that English is spoken by more than 400 million people globally and is the official language of 53 nations. Therefore, whether traveling for leisure, business, settlement, a short visit, or anything in between, English is the best language to learn.

The most fundamental function of language is to facilitate efficient human communication. Since it has been around for a very long time, English is generally respected and valued all across the world. According to Asher and James (1982),

approaches are teachers' philosophies regarding language teaching that can be applied in the classrooms by using various language teaching techniques. Methods are a combination of techniques that are used and plasticized by teachers to teach their students. For instance, if a teacher adopts the view that learning a language entails learning the definitions, purposes, and applications of the language. Therefore, the strategies will be task-oriented and centered on communicative language education.

According to Freeman (2000), the methods that are taught to teachers lay a foundation and inspire them to consider the strategies and ideas that apply to their particular circumstances. They are aware of their attraction to certain approaches and wonder why they are repulsed by others. Since their understanding serves as the foundation for instruction, method knowledge is crucial.

In general, Every Method and technique is going to provide results, which is unique to the methods that were taught, But the ongoing debate is that which method has the most significant result in terms of, fluency pronunciation, vocabulary usage, and writing skills. people have been searching for the "one" single way that would provide Maximum outcomes in an easy process.

In reality, every single person has different abilities and Competence, in the process of language acquisition, scientifically speaking, the Human brain opts for long-term Memory we repeat things habitually." Repetition or drilling is the most familiar learning tool. everyone has memorized facts or vocabulary words by repeating them, and some have learned a certain game or have learned to play musical instruments through repetition, and constant practice.

Repetition creates long-term memory by eliciting or enacting strong chemical interactions at the synapse of your neuron. "Repetition creates long-term memory by eliciting enacting strong chemical interactions at the synapse."

Repetition creates the strongest learning and most learning both implicit and explicit relies on repetition. It is also why it is so hard to make behavior change because the new behavior must be repeated for so long and the old behavior must be held in check.

This research paper is going to explore the process of language acquisition through the methods of repetition mainly focused on fluency and pronunciation, in the history of English language teaching. There are few methods, which have been followed still this time, many other methods have been turned down because of their unrealistic rules and insufficient results. It is a known fact that scholars have been working in the field of language learning, particularly in the field of English language teaching.

English language teaching (ELT) together with the growth of English as a Second or Foreign Language is a progressive field that often witnesses methodological innovations. Teachers, researchers, and practitioners are in continuous search for the best teaching tools and practices that can help learners succeed in their language learning and meet the employment criteria and market needs. According to Cook (2003:30), "different approaches to teaching English did not just occur by chance, but in response to changing geopolitical circumstances and social attitudes and values, as well as to shifts of fashion in linguistics which, for all its apparent objectivity, was itself subject to social change".

In response to the increasing demand for quality teaching and learning, particularly in the contexts, the quality assurance system has evolved from the outset of its inception as a peculiar and unique practice in the higher education new agenda. In their quest for quality education, institutions of higher learning often adopt a set of policies and procedures to ensure that quality learning is achieved by quality teaching.

This equation rests on clearly-articulated quality assurance philosophy which requires teachers to continuously reflect on their teaching and to motivate students to view learning as meaningful and useful.

Effective teaching, as a requirement of quality education and quality learning, presents students and teachers with continuous demands and challenges. Teachers must develop transformative reflection, adjust their teaching strategies and decisions, and set a suitable learning setting for meaningful practices.

The twentieth century saw significant advances in science and technology, which made it possible for many new methods of exchanging information and conducting business. India's involvement in international trade created a need for English proficiency on the global stage. Now, English became the language of the business and professional classes in addition to being the language of administrators and decision-makers. Despite having a relatively small proportion of English speakers (3–4%), India is one of the three nations in the world with the greatest number of English speakers. After the United States and the United Kingdom, the Indian subcontinent has the third-highest population of English speakers worldwide.

In 1971, it was estimated that the rate of bilingualism in India was 13% and 99% of English speakers are second-language speakers. Spolsky points out that English is the most widely spoken second language, followed by Hindi. English is more useful as a “lingua franca”; the usefulness of Hindi as a lingua franca is regionally limited. The small segment of the English-speaking population controls domains that have professional prestige. It is this small segment of the Indian population that heads India's economic, industrial, professional, political, and social progress. Most interactions in the above spheres of life take place in English.

Nearly all educational levels in India now include English as a required subject. However, the status of English in various boards, universities, and other institutions is influenced by numerous social, political, and cultural aspects. Even the curriculum provided and the evaluation methods used vary greatly from state to state. The lack of consistency in the English model provided to students continues to pose a problem for policymakers and educators. While English is considered a second language in the majority of States, some treat it as a third language, with the national language and the regional languages taking precedence.

All spheres of society and occupations now use English. It is a form of communication that is widely accepted. The English and Americans are no longer the only people who can use it for communication. English has established itself as the preferred language for cross-cultural communication, even inside the language-diverse nation of India. In terms of communication among speakers of various native languages, it has even surpassed Hindi, which is the nation's official language. Although different political groups have occasionally argued for banning the use of the English language, they have so far been ineffective.

This paper is going to explore the two specific methods, which are taken from the book *Techniques and Principles in language teaching* by Diane Larsen-Freeman and Marti Anderson. The methods are the Audio-lingual method and the structural approach.

This venerable manual on improving your teaching style is in its third edition and has served as a vital resource for educators everywhere. Each chapter focuses on a particular teaching strategy, explaining how it is implemented in the classroom, examining what transpires, and assisting you in considering how you may incorporate it into your instruction. Professor of education, linguistics, and research scientist,

Diane Larsen Freeman works at the University of Michigan's English Language Institute.

In addition, she holds a prestigious senior faculty fellow position at the School for international training in Brattleboro, Vermont, in the United States. Professor Larsen-Freeman, a teacher educator for more than 30 years, has written numerous books and articles on the subject of second language acquisition research, English grammar, and language teaching techniques.

In Bangkok, Thailand, Martin Anderson works as a teacher and consultant on teacher preparation. For 20 years, she served as an instructor at the School for international training in Brattleboro, Vermont, in the United States. And this paper has also consulted the book, *Teaching English as a second language* by Paul Verghese, this book outlines certain key goals for teaching English as a second language. Intended as a guide for teachers at the school and college level, and as a textbook for advanced students, it emphasizes the importance of applying improved teaching methods and teaching methods to effectively teach English.

This paper is empirical research of the two methods, evaluating the candidates consistently to find the most significant method between the audio-lingual method and the structural approach. During World War II, the Audio-Lingual approach to teaching English as a second language or as a target language first gained popularity as the Army method. ALM is another popular name for it. When the learning process is carried out, the students are encouraged to learn directly without a native language teacher while receiving extra practice, drill, and vocabulary memorization through ALM.

One approach for teaching foreign languages is the audio-lingual method, often known as the Army Method or New Key. ALM (Audio-Lingual approach) argued

against the grammar-translation approach, which focused on teaching reading and writing skills to teach foreign languages, and instead preferred to emphasize speaking and listening, the first two natural or spontaneous ways of acquiring a language.

Cherishing the idea that if a person can improve as a speaker and listener first, he or she would be able to continually improve as a reader and writer. The right Positive feedback would be given when a trait was used correctly, whereas negative feedback would be given when the trait was misused. In the 1950s and 1960s, the Audio-lingual Method dominated the field of education.

The development of the audio-lingual approach was influenced by three crucial historical events, which helped shape its history and present. The initial step or historical context of Leonard Bloomfield's method of learning and repetition in the simple pattern-focused foreign language was relevant to ALM. The linguists had to do it for themselves by observing the concepts needed to document every indigenous language spoken in America because there were no trained native teachers in America who could guide students and provide the theoretical descriptions. Fortunately, Leonard Bloomfield had taken the initiative to complete the task.

The second incident happened at the start of World War II. The United States was suddenly forced to generate a group of orally fluent foreign language speakers due to World War II. The U.S. government hired American colleges to create a unique language program with an emphasis on oral or aural abilities for army officials. The Army Specialised Training Programme was the name given to this endeavor when it was started in 1942. Given that a native speaker of the target language served as both the informant and the linguist, the technique was also known as the "Informant Method." The linguist oversaw the learning process while the informant provided a linguistic source for imitation.

The behaviorism theory of B.F. Skinner, which introduced imitation, repetition, and positive or negative reinforcement in terms of language learning, was the third influence. Planners styled their approach after the Behaviourist theory, structural linguistics, and the Army Specialised Training Programme. The Audio-lingual Method, which was extensively embraced for teaching foreign languages in North American colleges and universities, was created as a result of the integration of these three methods.

The fundamental goal of the audiolingual approach is to teach speech skills, including correct grammar, pronunciation, and the capacity to answer quickly and effectively. Although reading and writing abilities can be taught, they depend on oral abilities. (Richard and Rodgers, 1986)

The Audio-Lingual approach meets a demand for people to quickly learn other languages. It works well in introductory English lessons where the language is a second language. The language of instruction in class is only English. Dialogue is provided to be remembered. The teacher instructs that each sentence of the dialogue is to be repeated by the class. We employ expansion drills for challenging sentences. Just two words are repeated by the class after the teacher begins the sentence. The opening of the dialogue is then followed by a series of pattern practice exercises. This hypothesis has a strong theoretical foundation, which is mostly what makes it acceptable. Additionally, this is the first language learning approach to partially take the learner's communicative competence into account.

Despite these advantages, the hypothesis was not widely accepted since it lacked scientific support. However, the theory significantly impacted forthcoming teaching strategies and continues to do so now. despite its limited application, is still employed today in language education methodology.

Words cannot be defined in isolation from the other words that determine their sense and are (semantically) related to them. When viewed from a semantic perspective, a language's vocabulary can be thought of as a network of sense-relations; it is akin to a web where each strand represents a single relation and each knot represents a distinct lexeme.

The two crucial words in this context are "structure" and "relation," each of which assumes and defines the other. The term "structuralism," which separates modern linguistics from pre-modern linguistics, has been provided by the word "structure" (via the related adjective "structural"). There are many schools of structural linguistics, as there have always been. However, some of them have recently become more semantically focused.

The Swiss linguist Ferdinand de Saussure is credited with developing the structural method of language study. Saussure believed that rather than analyzing language based on its history or how it has changed over time, one should instead assess language in its current state. He believed that language was an organic product of the choices made by individual speakers and that it served as a communicative system made up of both verbal and written symbols.

The structural approach is a technique wherein the learner masters the pattern of a sentence. Structures are the different arrangements of words in one accepted style or the other. It includes various modes in which clauses, phrases, or words might be used. It is based on the assumption that language can be best learned through a scientific selection and grading of the structures or patterns of sentences and vocabulary.

The reason for choosing the structural approach and the audio-lingual method is that these two methods have two distinguished features, using various strategies to learn the target language which is English. As with most methods, these two strategies

use the concept of “drilling and repetition” as their tool to make the student observe the target language. These are the only similarities that can be found between the audio-lingual method and the structural approach.

The experiment is going to be conducted by using second-year of undergraduate students from various departments and also from the English department. It is a five-day implementation of the methods to the candidates; the progress of candidates will be assessed through the worksheets consistently. The teaching process of these methods will be conducted according to the procedure of the audio-lingual method and the structural approach.

**Table 1**

Audio-lingual Method Vs. The Structural Approach

| A Method and an Approach | Focus   |
|--------------------------|---|
| Audio-lingual method     | Sentence and sound pattern  |
| The structural approach  | Examines language products such as sounds, morphemes, words, sentences, and vocabulary. |

### **Audio-Lingual Method**

Speaking and listening are taught before reading and writing in the audio-lingual technique of teaching languages. The approach is predicated on the notion that picking up a language is like forming a habit. The audio-lingual approach has some of the features listed below. Speaking, reading, writing, and listening are all taught independently. While reading and writing are not ignored, speaking and listening are

the main points of the lesson. The main component of the audio-lingual curriculum is dialogue. The main method of conveying linguistic components is through dialogues. Based on the notion that learning a language involves habit formation, imitation, and memorization are used. The importance of pronunciation is highlighted right away. Rules are taught deductively, while grammatical structures are taught in order. The qualities of the technique can be summed up as follows

### **Procedures of the Audio-Lingual Method**

Larsen (2000:45-50) provides expanded descriptions of some common or typical techniques closely associated with the Audio-lingual Method. The listing here is as follows:

1. Dialogue memorization. Students memorize an opening dialogue using mimicry and applied to role-play.
2. Backward Build-up (Expansion Drill). The teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and “expanding” backward through the sentence, adding each part in sequence.
3. Repetition drill. Students repeat the teacher's model as quickly and accurately as possible.
4. Chain drill. Students ask and answer each other one by one in a circular chain around the classroom.
5. Single-slot Substitution drill. The teacher states a line from the dialogue and then uses a word or phrase as a “cue” that students when repeating the line, must substitute into the sentence in the correct place.
6. Multiple-slot Substitution drill. Same as the single slot drill, except that there are multiple cues to be substituted into the line.

7. Transformation drill. The teacher provides a sentence that must be turned into something else, for example, a question to be turned into a statement, an active sentence to be turned into a negative statement, etc.

8. Question and Answer drill. Students should answer or ask questions very quickly.

9. Use Minimal Pairs. Analysis, the teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners-students to pronounce and differentiate the two words.

10. Complete the dialogue. Selected words are erased from a line in the dialogue-students must find and insert.

11. Grammar games. Various games are designed to practice grammar points in context, using lots of repetition.

### **The objectives of the Audio-Lingual method**

The Audio-Lingual method's primary goals are clear pronunciation and grammar, the capacity to react swiftly and properly to speech circumstances, and the possession of a sufficient vocabulary to match grammar patterns. The fundamental goal of the audiolingual approach is to teach speech skills, including correct grammar, pronunciation, and the capacity to answer quickly and effectively. Although reading and writing abilities can be taught, they depend on oral abilities.

Drilling, reading aloud conversations, and using sample sentences repeatedly are the major exercises. Different types of pattern drills are built on the dialogue's key structures. Lessons in the classroom emphasize how pupils should accurately mimic the instructor. In addition to producing the right output, students are encouraged to pay attention to pronunciation. No specific grammatical guidance is provided, even

though the proper language is expected in usage. It is instructed deductively. The only language permitted in the classroom is the target language.

The fundamentals are as follows: a) responding correctly develops excellent habits because language learning is a process of habit building. Translation or the usage of the local tongue is discouraged. d) Students deduce the rules of the language via practice, hence the approach to teaching grammar is fundamentally inductive. b) Since language is primarily oral, spoken form is presented before written form.

### **The Comparison of the Audio-Lingual Method with Other Methods**

The direct method and the grammar-translation method are two alternative approaches to teaching languages that are frequently contrasted with the audio-lingual approach. The grammar-translation technique emphasizes translation and analysis of grammar principles, whereas the direct method emphasizes oral communication and immersion in the target language. The audio-lingual method is a way of teaching languages that focuses on oral practice and drills to help students learn grammatical structures. Because it was initially employed to instruct military personnel during World War II, it is also known as the Army Method. The communicative approach could be described as a developed Audio-lingual method; there are many similarities and differences between them, such as Audio-lingual VS Communicative Language learning and its building blocks: morphology, syntax, etc. Language Learning is learning to be able to communicate.

Instead of utilizing the student's home language to explain new vocabulary or grammar in the target language, the audio-lingual technique concentrates on teaching grammatical structures through oral practice and repetition. The audio-lingual approach views language as a type of human habit, particularly when it comes to speaking ability, which calls for fluency from the speaker. According to this approach,

training is the fundamental way for teaching English oral communication skills. The initial phase is a simulation, and the teacher keeps going until the pupils are proficient in pronouncing the words or sentences, they are learning. Furthermore, teachers continue to instruct students in oral English communication skills by having them repeat those sentences repeatedly.

The Audio-Lingual Method aids students in developing quick reflexes, high levels of efficiency, and consideration when speaking to others. It is possible to employ the direct approach and the audio-lingual method for English oral communication, and there are some parallels and distinctions between them. The commonalities include the fact that the material is delivered to pupils using the target language, there is no place to go over grammar or encourage conversation, and the teacher must do a fantastic job because using them requires a lot of time, teaching aids, and elegant speech. suitable for enhancing English oral communication, however, their applications vary.

On the other hand, the direct method starts with vocabulary and then speech, whereas the audio-lingual method starts with listening to the dialogue and then having students mimic it sentence by sentence. The two approaches have different ways of being applied, yet they are both suitable for improving English oral communication.

### **The Theoretical Basis of Listening Comprehension**

Howatt and Dakin (1974) defined listening as the capacity to recognize and comprehend what others are saying. This procedure entails comprehending a speaker's grammar and vocabulary use, the speaker's accent or pronunciation, and understanding of meaning. These four actions can all be done at once by a skilled listener.

According to Thomlison (1984), comprehension is defined as an act of sympathetic understanding of the speaker and includes "active listening," which goes beyond understanding the message's substance.

In addition, Gordon (1985) says that empathy is crucial to listening and asserts that it is more than just a courteous endeavor to understand the perspectives of a speaker. The expansion of empathy instead leads to "egocentric prosocial behavior," which is more significant. As a result, the listener demonstrates selfless concern for the speaker's interests and well-being.

According to Ronald and Roskelly (1985), listening is an active process that necessitates the same predicting, hypothesizing, checking, rewriting, and generalizing abilities that writing and reading demand. These authors provide particular tasks to help students become active listeners who are conscious of their surroundings.

### **The Structural Approach**

Students are taught how to master the structure of sentences using the structural approach to English language training. According to Menon and Patel, the structural method is predicated on the idea that mastery of structures is more crucial than vocabulary development while learning a foreign language. This strategy makes use of direct instruction techniques. The emphasis is primarily on speech, but reading and writing are also encouraged. In the strictest sense of the word, the structural approach is not a method. It is a strategy, a method, or a tool that can be applied to successfully implement any procedure.

The Aural-oral Approach is another name for it. Every language has a unique structure. The trials in language instruction conducted in the army camps during World War II led to the development of the structural method. Words that have

meaning are employed in a specific order. Every construction illustrates a crucial linguistic concept. A sentence requires a grammatical foundation.

Structures are any of the various word configurations or patterns. Here, specific word placement is used to convey each word's feeling and meaning. In this sense, structures are the language's tools and are distinct from sentences. Brewington claims that the "Structural approach is a scientific study of the basic English grammatical constructions, their analysis, and logical arrangement." The structural approach to learning English involves teaching the student-specific, chosen structures in a particular order. Structures are the many word arrangements or patterns.

Structures may be complete patterns or they may form a part of a large pattern. Language is viewed as structurally related elements for the encoding of meaning the elements being phonemes, morphemes, words, structures, and sentence types.

### **The Structural Approach's Guiding Principles**

Professor F. G. French has given the following structural Approach guiding principles the following names:

1. The significance of language framing Habits - The structural approach emphasizes the importance of the necessity of developing language habits, especially the practice of creating English words.

2. Speech's importance - The structural approach is founded on the idea that speech should be used effectively.

3. The significance of student activity - The structural approach is founded on the ideas behind student activity. The key to learning English is to place more emphasis on the student's activity than the teacher's action.

4. The oral work concept - The structural approach's sheet anchor is oral work. The foundation is oral work, upon which the remainder is built.

5. Each language has its grammar - Target language grammar and its structures should be taught instead. The grammar in each language is different.

The Saussurian conception and its supporters focus on the fundamental structural rules and how they produce meanings as a method for examining the language system. This developed into the contemporary conceptualization, which is based on four fundamental ideas: Language is fundamentally speech; it is vital to master its structures; it is graded; and it is a basic requirement. Since structures have the quality of being arranged logically, language structures must be graded completely.

The structural method has a few key characteristics. Some of these qualities include the use of inflections, function words, and word order. The main focus of this approach is getting a complete grasp of the structures. Since the structures are the main focus, each structure must be taught separately. This will simplify things for the kids. This is also true because the language's structure serves as its main support. Any mistake might make it difficult to learn the language.

The structural approach can be applied to reading, writing, and speaking in the target language. The structural method, however, places a greater emphasis on speech than on reading and writing. With this method, student activity is given more weight than teacher activity. This strategy is viewed as a means to acquire a language through using it, typically in conjunction with an activity. The development of situations is one way the structural approach is applied. Dramatization, gestures, and facial expressions are all effective techniques to help students learn a language more quickly.

An approach is concerned not only with how but also with what to teach. It is a matter of principles derived from experience and is based on the psychological learning of the teaching-learning process. It selects and grades the teaching-learning

material, whereas a method is concerned more with the presentation of this graded material in a logical and psychological sequence or manner.

The word "structure" refers to the physical structure, whereas "approach" means to approach. Based on grammatical structures, the combined meaning of the two words is similar to that of English. The structural approach to English is teaching the learner certain, chosen structures in a particular order, claims Prof. C. S. Bhandari. The word order, as Mohan is a good vocalist, determines the structure pattern. Can Mohan sing well? Due to the varied word arrangements in these two statements, they have different meanings. The content "words"—nouns, adjectives, verbs, and adverbs—provide the body and blood of the language whereas the structural words provide the skeleton of the language. Sentence building relies heavily on structural words.

### **Features of the Structural Approach**

A structural approach is a form of text analysis that emphasizes a document's structure over its substance. It is predicated on the notion that texts are made up of recognizable structural units that the author uses to arrange the material. Word order, the use of function words, and the use of inflections are aspects of the language that are taught using the structural approach. The main focus of this approach is getting a complete grasp of the structures. Since the structures are the main focus, each structure must be taught separately. This will simplify things for the kids. This is also true because the language's structure serves as its main support.

1. Speech is important: Structures are introduced orally, and students practice them using a variety of speech drills such as repetition, substitution, question-and-answer drills, and chain drills. Later courses include writing and reading.

2. Structure mastery: Aural-oral practice is essential for effective language learning. The proper use of four abilities is necessary for the mastering of structures.

3. Habit formation: Since learning a language is a process of creating habits, all four skills are practiced as well as the components of learning the language.

4. Situation teaching: The structural approach emphasizes the creation of settings using props, images, flashcards, gestures, and actions. Because of this, the instruction is meaningful and fruitful.

5. Student activities: Because learning is intended for students, students are expected to be actively engaged in class. Practice and drills are provided to guarantee successful learning.

### **The Comparison of a Structural Approach to Other Approaches**

The structural approach is a method for comprehending and learning language structures completely. As the name implies, this method concentrates on sentence structures, where words are placed in specific, acceptable patterns. The direct method's approaches are mostly used in the structural approach, but reading and writing skills are not completely disregarded. Speaking is prioritized over reading and writing in the structural method, and the student's action is given more weight than the teacher's.

Approaches seek to provide a comprehensive and comprehensible account of major and minor trends in language teaching from the beginning of the twentieth century to the present also. It has extensive and acknowledge links to a particular tradition in second or foreign language teaching. The structural approach is a prescriptive model that suggests learners should start to develop rules for problems solving. In developing rules, the learner needs to fulfill the gaps in the problem, and in doing so learners problem-solving.

The approach involves the selection and gradation of material to be taught. Selection is there because the students are not supposed to learn all the structure but they learn only those structures which frequently comes.

Comparative studies are types of studies that look at the similarities and contrasts between two or more items. The structural approach is a type of study that concentrates on how an organization or system is structured. The structural approach would be compared to other analytical techniques in a comparative study to identify its advantages and disadvantages.

### **The objectives of the structural approach**

1. To provide the groundwork for English through practice using graded frameworks.
2. To assist a child in mastering a crucial vocabulary.
3. to align the instruction of outdated grammar and composition.
4. to impart understanding, speaking, reading, and writing—four key skills.
5. to properly emphasize the aural oral strategy.

Focusing on sentence structure, phrase patterns, suitable grammar, and composition are among the key ideas of a structuralist approach to teaching English. An emphasis on four key skills is part of a structuralist approach to teaching English. Proper grammar and mechanics are used when speaking, as well as appropriate sentence construction. Reading correctly and by comprehension rules, correct grammar, and mechanics should be used when writing, as should correct sentence construction. These four sections are all focused on maintaining correct order. This approach to teaching English emphasizes the correct sequence and structure of hearing, speaking, reading, and writing English.

For instance, a structuralist approach might place less emphasis on teaching the words' real meanings and place more emphasis on teaching the words' correct arrangement.

The young woman tried the cake.

The girl sampled the dessert.

Structuralism is a viable method for teaching the English language. The basic, core approach to the language might make it simple to learn, especially for young English learners. The language is more concrete and hence easier to learn due to the emphasis on mechanics and good organization.

The correct use of the language in spoken and written expression is also supported by the structuralist approach to teaching English. This enhances the possibility that the English learner will use good grammar and usage when speaking and writing English. As they progress through the curriculum, students can more readily acquire increasingly complicated grammar and word use because of the interconnected nature of the material.

The use of structuralism to teach English has some limitations, just like any other teaching strategy. The structuralist method is most suited for young pupils in the early elementary grades since it begins with the earliest structures and works upward. Therefore, it would be challenging to implement this strategy later in middle or high school unless it had been initiated in the early years.

Additionally, there is less attention paid to the student's reading and creative writing because the focus is frequently so organized and frequently depends on rote recall. Some may contend that the emphasis should be on learning the basics of the language in the early years and that creativity comes later in the educational process.

### **Difference Between the Audio-Lingual Method and the Structural Approach**

Based on behaviorist theory, which holds that certain features of living things, in this case, people, could be learned through a system of reinforcement, the audio-lingual approach is a technique used to teach foreign languages. Positive feedback would be given for using a trait correctly, while negative feedback would be given for using that trait incorrectly.

Two approaches are utilized while teaching foreign languages: the audio-lingual method and the structural approach. The behaviorist audio-lingual method is used to teach language through repetition and reinforcement. Contrarily, the structural approach is predicated on the notion that language can be dissected into its constituent pieces and taught in a logical order.

The selection of content, the gradation of exercise difficulty, and the presentation of such material and exercises are all governed by theoretical considerations in the structural approach.

In summary, the main distinction between the direct method and the oral approach was that the methods developed under this approach would include theoretical rules guiding the selection of information, gradation of difficulty of exercises, and the presentation of such material and exercises. The audio-lingual method promotes students to form linguistic learning habits. Pattern drills, particularly dialogues, that the teacher uses to assist pupils to practice and memorize the language are the main way that students learn. These conversations adhere to established communication patterns.

The Audio-Lingual technique uses four different types of dialogue, Repetition, in which the pupil precisely repeats the teacher's words, when a word changes from one form to another in a sentence, this is known as inflection. For instance, a word can go

from the singular to the plural. replacement, in which a word is swapped out for another while the structure of the phrase stays the same. Restatement, in which the student records the teacher's assertion.

The structural approach's proponents see grammar as a set of rules that must be learned one at a time and in a precise order. Instead of focusing on memorization of vocabulary, it emphasizes learning these frameworks and adding one ability to another. This is comparable to how naturally young toddlers pick up a new language.

Teaching the present tense of a verb, such as "to be," before moving on to more complex verb tenses, such as the present continuous tense that uses "to be" as an auxiliary, is an illustration of the structural approach. The four primary language skills—listening, speaking, reading, and writing—are all taught using a structured method. Teachers can use it in conjunction with a variety of other language-learning strategies.

### **Methodology and the Participants**

Twenty students participated in the study. The students were divided into two groups. They have passed on to their second year of undergraduate study in the three-year program offered by Avinashilingam Institute for home science and higher education for Women. As native speakers of Tamil, they learned their English exclusively with little opportunity to speak in English for communicative purposes outside the classroom setting. The speaking tests were designed and developed by the researcher and included oral questions and worksheets for evaluation. The following chapters will discuss the experiment that had done between the two groups of students.

### **Research Design**

The design of this study is descriptive qualitative. In applying a certain method and an approach for research, not only does a researcher need to understand the

approach, but also needs to consider three framework elements: philosophical contentions on what generates knowledge projection, overall constructions of a study (inquiry strategies), and specified step by steps of gathering data, analyzing, and composing(methods).

Thus, this research aims to compare and find the significant way to learn English, between the Audio-Lingual method and the structural approach.

### **Description of Time, Place, and Setting**

This research is focused on the implementation of the audio-lingual method and the structural approach on two specific groups of students.

1. teaching and learning activities take place for an hour of learning for seven days.
2. there are two groups of people containing ten members in each group.
3. the students are currently doing their second year in the graduate program.
4. their language fluency has tested at the beginning of the research and also at the end of the research.

### **The procedure for analysis**

The activities and the progression of the research have been analyzed throughout the session and the student's knowledge has been tested by providing the worksheets and other exercises, at the end their fluency is also tested by making them speak for a certain period.

Students' awareness of specific language chunks and phrase pronunciation may enhance when they are exposed to comprehensible genuine speech spoken by native speakers of the target language. Due to their lack of confidence in their ability to demonstrate accurate pronunciation of the target language, non-native English teachers occasionally skip teaching pronunciation. It would be best to use real language samples created by native speakers of the target language in these

circumstances. These samples may be available through a variety of sites, including YouTube videos, TV shows, radio broadcasts, and so on. Innovations in technology have made it possible to control many of these visual displays with several helpful functions.

For instance, teachers and their students can choose to have video clips' spoken language subtitles displayed. Language learners can use this tool to simultaneously see and hear the language. The option to pause and replay any part of the video clip is also available, as is the choice to speed up or slow down the spoken language. All of these choices offer the chance to practice using various models.

Another efficient method is to demonstrate how and where a specific sound is made, especially to pupils with minimal proficiency. For instance, teachers can bring a chart that shows the speech organs and directly teach their pupils the ways and places to utter consonants and vowels and how they sound when used in words and sentences. Later, when students are ready, teachers can introduce them to the record, play, and match activity to teach pronunciation using real-world examples.

Teachers may give their students a variety of short, native-speaker video clips on any topic (like a weather report) to practice at home. Following that, students must listen to a section of the video and record (using a smartphone or other recording device) themselves repeating that section. Then, after playing their recording, the students can contrast it with the original passage. They can do this assignment at home until they have a speech pattern that resembles the aim. Technology has played a vital role in the process of collecting resources for experiments, and the importance of the Internet should be emphasized in this process of learning a language

## **Chapter II**

### **The Audio-Lingual Method**

## **Chapter II**

### **Audio-Lingual Method**

Audio-Lingual methods, which were proposed by American linguists in the 1950s, have been developed from the principle that "language is above all a good system for social communication; Writing's a secondary derivative system for the recording of spoken language" Therefore, Audio Language is intended to be used as a method for communicating the target language. According to that method, when learning foreign languages, speaking is first. The Audio-Lingual method teaches language through dialogues that focus on the habit formation of students.

Larsen-Freeman states that students will achieve communicative competence by forming new habits in the target language and overcoming the old habits of their native language (2000, p.45). Additionally, the Audio-Lingual Method does not emphasize teaching grammar and vocabulary. However, they are provided inadvertently through the teacher's dialogue. As Larsen and Freeman (2000) described, Audio-Lingual Method is an oral-based strategy. It emphasizes vocabulary learning through exposure to its use in context and practices using grammatical sentence structures with the pupils. In contrast to the grammar-translation approach, the teacher uses a formula to explicitly explain grammatical phrase structures. The teacher allows their students to learn subconsciously through the dialogue when using the Audio-Lingual Method. By using the exercise provided by the teacher and engaging in that dialogue, students will gradually comprehend and master the grammatical patterns.

The Audio-Lingual method considered language simply as a form of behavior to be learned through the formation of correct speech habits (Thornbury 2000, p.21). in

other words, this method aims to form native language habits in learners (Dendrinos, 1992). Similarly, Richards and Rodgers stress that foreign language learning is a process of mechanical habit formation. Good habits are formed by giving correct responses rather than making mistakes (2001, p.57). Dialogues and pattern drills that students need to repeat are often used to form habits. Hence, as Larsen-Freeman (2000) says the more often something is repeated, the stronger the habit and the greater the learning.

The Audio-Lingual Method is being used today, albeit more frequently as an individual lesson than as the core of the curriculum. Since the learner always knows what to expect and these lessons are relatively straightforward from the teacher's perspective, they may be well-liked. Giorgio Shenker, who popularised guided self-learning in Italy with the Shenker method, and Robin Callan, who developed the Callan technique, were two of the most well-known proponents of this approach.

### **The Theory of Audio-Lingual Method**

Numerous linguists, psychologists, and researchers have conducted numerous studies to better understand the nature of learning, particularly language learning. They have focused their efforts on exposing the procedures involved in acquiring a second language. As a result, numerous second language learning approaches have been developed. The creation of a language teaching technique may be supported by linguistic theory, the theory of language learning, or even both. The theory of linguistics provides a framework for how languages should be learned, and the theory of language acquisition provides insight into the nature of human learning (i.e., how people acquire knowledge).

The Audio-Lingual method (ALM) was developed based on structuralism and behaviorism ideas. Human behavior may have evolved through reinforcement,

according to behaviorism. As a result, ALM held that a learner needed to receive a series of stimuli, responses, and reinforcements to acquire a second language. While this was going on, structuralism asserted that sentences were simply the arrangement of the grammatical components of speeches. As a result, ALM introduced these to the students and used them in a series of exercises.

According to Skinner's behaviorism theory, training a human through a reinforcement system was considered to be possible. Positive feedback is given for good behavior, while negative feedback is given for bad behavior. This method of instruction is comparable to the Direct Method in that the entire lesson is conducted in the target language.

The stimulation-response model of behaviorism serves as the foundation for the Audio-Lingual method's learning philosophy. The two prominent proponents of the theory of stimulus reflection through experimental observation are Skinner and Watson. According to Skinner, Stimulus, Response, and Reinforcement are the three fundamental components of learning behavior reinforcement. As a result, the connection between stimulus and reaction as well as the reinforcement of the relationship is what leads to the acquisition of a second language. The Audio-Lingual technique is the result of the ideal fusion of behaviorism and American structural linguistics. When discussing the communicative theory of language and the theory of language teaching, Fries emphasized "context" in particular.

### **The Techniques of ALM**

Discourses and pattern practice form the base of Audio-Lingual classroom practice. Their use of them is a distinctive point of the Audiolingual Method. The ways used by the Audiolingual Method are;

1. Reiteration drill This drill: is frequently used to educate the lines of the dialogue. scholars are asked to repeat the schoolteacher's model as directly and as snappily as possible.

2. Single-niche negotiation drill: the schoolteacher says a line, generally from the dialogue. Next, the schoolteacher says a word or an expression (called a cue). The scholars repeat the line from the dialogue the schoolteacher gave them, substituting the cue for the line in its proper place. The major purpose of this drill is to give the scholars practice in chancing and filling in the places of judgment.

3. Question-and-answer drill: this drill gives students practice with answering questions. The students should answer the teacher's question very quickly. Although we did not see it in our lesson here, it is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern.

4. Expansion drill: this drill helps students to produce longer sentence bit by bit, gradually achieving fluency. The main structure is repeated first, then students have to put the cue phrase in its proper place.

5. Multiple-slot substitution drill: this drill is similar to the single- slot substitution drill. The difference is that the teacher gives cue phrases, one at a time that fit into different slots in the dialogue line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

6. Backward build-up drill: 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 can 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 student attention to the end of the sentence, where new information typically occurs.

7. 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 answer questions of each other. The teacher begins the chain by greeting a particular student or asking him a question. That student responds and then turns to the student sitting next to him. The first student greets or asks the second student a question, and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also allows the teacher to check each student's speech.

8. Complete the dialogue: selected words are erased from a dialogue, that students have learned. Students complete the dialogue by filling in the blanks with the missing words.

9. Transformation drill: the teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Another example of transformations to ask of students are: changing a statement into a question, an active sentence into a passive one, or direct into reported speech.

10. Use of minimal pairs: the teacher works with a pair of words that differ in only one sound; for example, 'ship/ sheep'. Students are first asked to find the difference between the two words and later to say the two words. The teacher selects

the sounds to work on after she has done a contrastive analysis, a comparison between the student's native language and the language they are studying.

11. Grammar game: the games are designed to get students to practice a grammar point within a context. Students can express themselves, although in a limited way.

12. Dialogue memorization: Dialogue or short conversations between two people are often used to begin a new lesson. Students memorize the dialogue through mimicry, students usually take the role of one person in the dialogue, and the teacher the other. After the students have learned the first person's lines, they switch roles and memorize the other person's part. Another way of practicing the two roles is for half of the class to take one role and the other half to take the other. After the dialogue has been memorized, pairs of individual students might perform the dialogue for the rest of the class.

### **Benefits of the Audio-Lingual Approach**

Ontario (1987) lists these three advantages of the audio-lingual method

1. Enables students to practice linguistic patterns so they can learn the language by heart pattern. But after that, they will be able to directly employ that particular pattern in casual conversation.

2. Encourages proper pronunciation: Proper pronunciation is important since differing sounds can change the meaning of a word. If we make a mistake in our sound production, the listener will likely be perplexed because he won't understand what we are saying. When we say "I like food," we don't use a "d" but rather "ts," just like the words "food" and "foot." When we say, "I like feet," it seems unusual because "feet" are not often objects of affection.

3. Emphasises fluency: Every nation has its unique way of speaking a second or foreign language. When we speak another language, we at least lessen our mother tongue habits. If someone is admitted as a master in Indonesia, they will be evaluated based on how effectively they speak the language, particularly English.

The goal of overt practice through patterns and other drills, according to Frey (1986), is to make speech output automatic given the required stimulus-response correlations. In genuine communication, students will subsequently express what they intend to say. Drill has a history of causing habit formation. The native language is overcome by the audio-linguistic technique, according to Larsen and Freeman (2000). Therefore, using the old language habits would not advance the target language as much as the audio-linguistic method would. Ochoa (2011) notes that students learn pronunciation, intonation, and stress by observing teachers' behavior. By mimicking what their teacher says, they unconsciously can produce the correct sound (intonation, pronunciation, and stress). It is more effective than they learn through written text without knowing the correct sound.

### **Advantages and Limitations of the Audio-lingual Method**

Speaking and listening abilities are heavily emphasized and rigorously cultivated in the audio-lingual method. The teacher teaches each of the four abilities separately while giving equal attention to reading, listening, writing, and speaking. The behaviorist psychological theory served as the foundation for the audio-lingual approach.

Foreign language instruction does not take place in the original tongue. However, it also has some drawbacks, such as the inability of students to apply their audio-lingual skills to genuine communication outside of the classroom. This method is dominated by the teacher.

### **Integrating the Audio**

The listening-speaking-reading-writing order is emphasized by the theory. Given its significance in improving speaking ability, listening is given special attention. Plenty of reasons exist for mixing speaking practice with listening comprehension instruction, both physiologically and culturally. Listening helps people speak more effectively. Hearing the sounds improves articulation accuracy by allowing for better sound discrimination, memory retention, and internalization of appropriate auditory sound pictures. Interest in a new language increase when one gets a feel for it.

Practically no research or testing has been done to establish the ideal interval between speaking practice and listening experience. In language learning, listening comprehension is most frequently disregarded. Instead of being the basis for speaking, it is typically considered a byproduct of it. There are exams for listening comprehension improvement in texts, guides, and study courses, but these resources are rarely devoted to the systematic teaching of this skill.

### **The Following Tools can be Adapted to Help with Listening Comprehension**

The subject matter can be presented via a variety of role-plays.

To hear how the full discussion sounds at normal speed, read the dialogue from beginning to end without pause. The use of true and false questions can enhance comprehension.

The full conversation can be played back at a typical speed. The learner can close his eyes to reduce distractions and improve his listening focus. The majority of the students' previously learned language is included in study or recording materials. Following listening comprehension comes speaking practice. At this point, the pupils will be prepared to speak. The sequence can be followed for speaking practice. Pattern

practice can be based on dialogue-derived information. The dialogue itself can be practiced through mimicry. Students perform the dialogue in front of the class while seated, occasionally switching partners and parts. Dialogue is adaptable.

The student will be able to memorize greater chunks at a time and confidently perform conversations as a whole by memorizing the procedures given. In the meanwhile, there are numerous methods to emphasize the audio in the method if teachers are ready to apply their creativity and experiment with new approaches. Communication is emphasized methodically through oral skills. To build communication skills, the foreign language is taught as a means of communication.

The process of acquiring a language involves practice. Every language competence is the culmination of the habit sets that learners are expected to develop. All modern approaches to teaching foreign languages place a strong emphasis on practice. It is emphasized even more with the Audio-Lingual approach. The emphasis is on oral learning. In the first year of the foreign language course and throughout the subsequent years, emphasis is placed on oral proficiency. Oral skills remain the most important even when reading and writing are taught later. They should only be asked to talk after having had enough opportunity to listen.

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important even when reading and writing are taught later. They should only be asked to talk after having had enough opportunity to listen.

What are the goals of instructors who use the audio-lingual method?

Teachers want their students to be able to communicate effectively in the target language. They contend that to achieve this, pupils must overlearn the target language and develop automatic, thoughtless usage of it. They help their students do this by helping them develop new habits in the target language and break old ones in their native tongue.

### **The role of the educator and the role of the students**

When it comes to managing her students' language use, the teacher acts like a choir controller. She is also accountable for giving her students a solid role model to follow. The teacher's example or the model speaker tapes she provides act as models for the students. They do as instructed by the teacher and react as quickly and precisely as they can.

### **Some characteristics of the teaching-learning process**

Through dialogues, new vocabularies and structural motifs are introduced. Through imitating others and practicing them, the dialogues are learned. The patterns in the dialogue are used to guide the drills. Successful student responses receive encouraging reinforcement. The examples presented serve to infer grammar; no explicit grammar rules are given. In the dialogues, cultural information is contextualized or represented by the teacher. Based on the prior oral work they completed, pupils' reading and writing assignments.

How are the language and culture viewed in the audio-lingual method?

Descriptive linguists have changed how language is seen in the audio-lingual approach. Each language is said to have its distinct system. The system is divided into

phonological, morphological, and syntactic levels. Every level has a set of unique patterns. The audio-lingual approach emphasizes common speech. However, the speech's degree of complexity is graded so that newcomers are only exposed to straightforward patterns. The everyday habits and way of life of the target language speakers make up culture.

### **The Steps and Procedures of the Audio-lingual Method**

- ✓ Dialogue memorization,
- ✓ Backward build-up drill,
- ✓ Repetition drill,
- ✓ Chain drill,
- ✓ Single-slot substitution drill,
- ✓ Multiple-slot substitution drill,
- ✓ Transformation drill,
- ✓ Question-and-answer drill,
- ✓ Use of minimal pairs,
- ✓ Complete the dialogue,
- ✓ Grammar game.

### **The Design of the Study**

The method of the research has two groups of candidates. Each group has ten students in them. The audio-lingual method was taught through the procedure that is referred from the third edition of *Techniques and Principles in language teaching* written by Diane Larsen-Freeman and Martin Anderson. The procedure was implemented on the session consistently, by using the process of drilling and repetition as a primary tool.

Initially, the students were tested to figure out their level of fluency in the English language. Hence, the progress will be observed at the end of the experiment. Two kinds of activities were given, firstly a topic was given and they were asked to speak about it for a minute or two. In this process two things were precisely observed, one is their fluency level and the other one is the accuracy of their pronunciation. Each candidate's fluency level was noted and measured. As a second activity, a set of vocabularies were given, when they read them the stress, intonation, and the accuracy of pronunciation were also measured during the second activity.

**Table 2**

Measuring Techniques of the Audio-lingual Method

| <b>Activities</b>               | <b>Concepts</b>  | <b>Aim</b>  |
|---------------------------------|--|---|
| Speaking on a topic             | Topic; Veganism  | To measure the fluency level                                |
| Reading out a set of vocabulary | Vocabulary;<br>television,<br>controversy,<br>understanding,<br>overflow, slender,<br>export, geology,<br>democracy, clever,<br>happy, begin,<br>critical, borrow. | To measure the stress, intonation, and accuracy of fluency. |

### Findings from the Activities

These activities were conducted before introducing the audio-lingual method to the candidates. The students have diverse backgrounds in terms of learning English and they are also from various departments of arts other than the English department. Each candidate has done the activities, to arrive at a conclusion majority of the students have a moderate level of fluency and the pronunciations were also measured as listed below.

**Table 3**

The Measurement Before the Implementation of the Audio-lingual Method. (The scores were measured on a scale of 1-10)

| Candidates   | Fluency score | The accuracy of pronunciation |
|--------------|---------------|-------------------------------|
| Candidate 1  | 7             | 4.5                           |
| Candidate 2  | 7             | 3.4                           |
| Candidate 3  | 6             | 3                             |
| Candidate 4  | 5.5           | 3.4                           |
| Candidate 5  | 4             | 3.4                           |
| Candidate 6  | 4             | 3.4                           |
| Candidate 7  | 5.5           | 3.4                           |
| Candidate 8  | 7.5           | 4                             |
| Candidate 9  | 7             | 4.5                           |
| Candidate 10 | 6             | 3.4                           |

## **Research Instruments**

Instruments of research are tools built up by researchers for reaching the projected purposes when conducting research. Practically, the instruments are designed devices to assist in collecting data to be analyzed. Miles and Huberman (2014) describe research instrumentation as specific means which is focused to gather information and it can be closely or openly structured. In this study, the worksheets and the oral questionnaires are prominent tools that were used during the study of this method.

## **The Progress of the Study**

The procedure and steps were followed as mentioned above at the initial stage of this chapter. For example, after conducting the session worksheets were provided for each of the students to measure their progress. ALM lesson typically has the following procedures (Richards,1998: 58-59):

1. Students first hear a model dialogue (either read by the teacher or on tape) containing the key structures that are the focus of the lesson. They repeat each line of the dialogue, individually or in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes in pronunciation or grammar is direct and immediate. The dialogue is memorized gradually, line by line. A line may be broken down into several phrases if necessary. The dialogue is read aloud in chorus one half saying one speaker's part and the other half responding. The students do not consult their books throughout this phase.

2. The dialogue is adapted to the student's interest or situation, by changing certain keywords or phrases. This is acted by the students.

3. Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds. These are first practiced in the chorus and then

individually. Some grammatical explanations may be offered at this point, but this is kept to an absolute minimum.

4. The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced. At the beginning level, writing is purely imitative and consists of little more than copying out sentences that have been practiced. As proficiency increases, students may write short compositions on given topics with the help of framing questions, which will guide their use of the language.

5. Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.

### **Worksheet**

Audio-Lingual method

Activity 1 (listening, speaking, and writing)

1. listen and speak about the topic of living a healthy lifestyle. (a video was provided)
2. Eating habits: write about the given topic.

Activity 2 (listening and marking the stress in given vocabularies and sentences)

1. Television, controversy, understanding, overflow, critical,
2. Geological, democracy, photography, geology, graphic,
3. Present, export, decide, begin, slender, clever, happy.
4. The curfew tolls the knell of parting day.
5. Do you think I can borrow your dictionary for a day?

Activity 3

Fill up the spaces in the drilled dialogues.

Scenario I – Pre-exam phase

Rohit: How is your preparation \_\_\_\_\_ going on?

Mahesh: Not too bad, overall. I'm worried about English and chemistry, though. How is yours going on? Organic chemistry \_\_\_\_\_ problem for me too. Can we study chemistry together, at least the organic part?

Rohit: Sure. I think it's a good idea. \_\_\_\_\_ me with English though?

Mahesh: Yes, I can. Where \_\_\_\_\_ you're facing a problem?

Rohit: Thanks. Prepositions and reading comprehension are the main problem areas for me.

Mahesh: As far as prepositions are concerned, I can help you in understanding the rules. But for reading comprehension, you \_\_\_\_\_ lots of practice to get better at it.

Rohit: OK. Will do. How's your preparation going on for other subjects?

Mahesh: Other subjects are more or less on track. Economics, however, seems to have an inexhaustible syllabus and I don't think I'll have enough time \_\_\_\_\_ subject.

Rohit: Thankfully, I don't have Economics. But, yes, I'm also struggling to get enough time for revision. Anyway, we've to manage whatever time we have.

Mahesh: That's right. OK, enough of the talk. Let's get back to study. All next exam.

Rohit: Thanks. All the best to you as well.

The above given is the sample worksheet that has been provided throughout the study occasionally. The progress of the candidates has been assessed in this way. And also, by making them speak and practice the given dialogues, vocabulary, and sentences multiple times as the method suggests.

Dialogues and drills form the basis of audio-lingual classroom practices.

Brooks (1964: 156-61 in Richards, 1998: 54 and Fauziati, 2004: 21-24) presents various types of the following drills:

1. Repetition. The students repeat an utterance as loud as he has heard it. He does this without looking at printed text. The utterance must be brief enough to be retained by ear. Sound is as important as form and order.

Example

This is the seventh month – this is the seventh month

After a student has repeated an utterance, he may repeat it and add a few words, then repeat that whole utterance and add more words.

Examples

I used to know him – I used to know him

I used to know him years ago – I used to know him years ago when we were in school...

2. Inflection. One word in an utterance appears in another form when repeated.

Examples

I bought the ticket – I bought the tickets

He bought the candy – She bought the candy

I called the young man – I called the young men...

3. Replacement. One word in an utterance is replaced by another.

Examples

He bought this house cheap – He bought it cheap

Helen left early – She left early

4. Restatement. The student rephrases an utterance and addresses it to someone else, according to instructions.

## Examples

Tell him to wait for you – Wait for me

Ask her how old she is – How old are you?

Ask John when he began – John, when did you begin? ...

5. Completion. The student hears an utterance that is complete except for one word, then repeats the utterance in completed form.

## Examples

I'll go my way and you go ... - I'll go my way and you go yours.

We all have ... own troubles. – We all have our troubles

6. Transposition. A change in word order is necessary when a word is added

## Examples

I'm hungry (so) – So am I.

I'll never do it again. (neither). – Neither will I ...

7. Expansion. When a word is added it takes a certain place in the sequence.

## Examples

I know him. (hardly). – I hardly know him

I know him. (well). – I know him well ...

8. Contraction. A single word stands for a phrase or clause

## Examples

Put your hand on the table – Put your hand there

They believe that the earth is flat – They believe it...

9. Transformation. A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.

## Examples

He knows my address.

He doesn't know my address

Does he know my address?

He used to know my address

If he had known my address

10. Integration. Two separate utterances are integrated into one

Examples

They must be honest. This is important. – It is important that they be honest.

I know that man. He is looking for you. – I know the man who is looking for  
you

11. Rejoinder. The student makes an appropriate rejoinder to a given utterance.

He is told in advance to respond in one of the following ways:

Be polite, Answer the question, agree emphatically, Express surprise, Express  
regret, disagree emphatically, Question what is said, fail to understand.

Be Polite

Examples

Thank you. – You're welcome

May I take one? – Certainly

Answer The Questions

Examples

What is your name? – My name is Smith

Chomsky and the Turning Point of Audio-Lingual Method (Norwanto) 129

Where did it happen? – In the middle of the street

Agree

Examples

He's following us. – I think you're right

This is good coffee. – It's very good.

12. Restoration. The student is given a sequence of words that have been called from a sentence but still bear its basic meaning. He uses these words with a minimum of changes and additions to restore the sentence to its original form. He may be told whether the time is present, past, or future.

#### Examples

Students/waiting/bus – The students are waiting for the bus

Boys/build/house/tree – the boys built a house in a tree ...

The Two prominent steps to consider in the study of this method;

#### a. Words Repetition

In this activity, the teacher repeats utterances as loudly and accurately as possible. The teacher guides the students to read the text from the book. The teacher gives repetitions to each utterance three times and asks the students to repeat three times also.

#### b. Sentence Repetition

In this activity, the teacher asks the students to repeat after the teacher reads the sentences of the text in the book.

### **The Role of Technology in Learning and Teaching of the Audio-Lingual Method**

As stated in the World-Readiness Standards for Learning Languages, language instructors can and should use technology to improve language instruction, practice, and evaluation. through the intelligent application of technology. Students consume timely, relevant, and authentic resources from the target culture through reading, listening, and viewing. As they communicate with other target language speakers in real-time via video, audio, or text, students develop their interpersonal skills.

In the process of learning and teaching the audio-lingual method, students have benefited from the use of technology. Particularly, in the process of acquiring the pronunciation. They had access to the speech of native speakers of English and also, they could hear it multiple times as the study suggests to master the pronunciation. The candidates made use of it from the beginning stage of the session.

### **Findings and Progress from the Study**

It is obvious to mention that the candidates had a basic level of fluency, pronunciation, and understanding of the language. Hence, this study aims at the progression and perfection of pronunciation, after the implementation of the audio-Lingual method. As the study goes on, a few more terms were introduced regarding the correct articulation of the words. They are stress, intonation, and the rhythm of the language. These things were not restrictively memorized. They acquired the right pronunciation only by observing the sounds or the speech of the native speakers of the English language, which is through the Internet and also from the instruction and repetition made by the instructor.

Each student has a different capacity for understanding the material that the teacher presents, and this presents a challenge for the teacher. For example, when teaching English, the teacher emphasizes speaking, reading, writing, and speaking, but in elementary school, the teacher still focuses on meaning, spelling, and pronunciation. Based on the writer's observations, the students still have trouble remembering the words.

The instructor's challenge in implementing ALM was a lack of time. There were just 2 x 35-minute sessions a week. Every single one of the Writing, speaking, listening, and other linguistic abilities. As a result, there was not enough time to cover all language skills, and the teacher found it more challenging to assign the students'

work in class. For instance, if the instructor provides the class with more exercises, they are only given halfway through because the allotted time has passed. When the teacher assigns homework to the students, they will submit it during the following class period, however, due to time constraints, the teacher merely requests that other students respond to their work.

The different capabilities of the students are the main factor to consider in this study few can observe sounds accurately and few other students took some time to understand and observe the process. However, they all had progressed in the context of fluency and acquiring accents in their way. The final test was conducted in both ways oral and written practices through worksheets. The progression of the students can be classified into two different ranges from the stages they were already in. Few students were at the intermediate level and others were at the beginner level or little above the beginner level of language learning. The final assessment of the students was measured and it is listed below in the given table.

**Table 4**

Final Observation of the Audio-Lingual Method (measured on a scale of 1-10)

| Candidates  | Fluency score | The accuracy of pronunciation |
|-------------|---------------|-------------------------------|
| Candidate 1 | 8.5           | 6                             |
| Candidate 2 | 8             | 5.5                           |
| Candidate 3 | 7             | 5                             |
| Candidate 4 | 5.9           | 4.5                           |
| Candidate 5 | 5             | 5                             |
| Candidate 6 | 5             | 5                             |
| Candidate 7 | 6.9           | 5                             |

|              |     |     |
|--------------|-----|-----|
| Candidate 8  | 8   | 6   |
| Candidate 9  | 8   | 6   |
| Candidate 10 | 6.8 | 5.8 |

**Table 5**

The Comparisons of the Results of the Audio-lingual Method.

| The fluency category | Number of candidates | Scores (10) |               |
|----------------------|----------------------|-------------|---------------|
|                      |                      | Fluency     | Pronunciation |
| Beginners stage      | 4                    | 7           | 5.9           |
| Intermediate         | 3                    | 8.5         | 8             |
| Above intermediate   | 3                    | 9           | 8             |

### The Discussion of the Finding

#### The Merits

One of the major advantages of this method is that, the spontaneity in the process of learning the English language. No structure is introduced but, the context (dialogues), vocabulary, and sentences are implemented. They learned through these procedures and also by consistent imitation and repetition of the procedure. Regular observation of language through audio was strongly suggested for the students. To conclude with the overall results of this method, the improvement of their language was seen and this method played a vital role in the development of their pronunciation. This is one of the great ways to learn an accent as a child does to learn its mother tongue.

The candidates felt that it is an effortless way to master a language. The only thing to focus on is to observe the native language in a consistent. The study's findings showed that the audio-lingual approach had a substantial impact on pupils' speaking and listening abilities. Their speaking and listening test results from the post-test were better than those from the pre-test. The pupils demonstrated outstanding growth in their speaking and listening abilities as well as a great deal of interest in their studies. The audio-lingual approach aims for precise pronunciation and grammar, rapid and correct speech responses, and a broad vocabulary that may be used in conjunction with grammatical structures. The rules for mixing language's building pieces were also learned, with a focus on mastering those.

### **The Problems Faced by the Instructor and the Candidates**

Problem Faced by the Educator in Teaching English Using Audio Lingual Method. They are as follows limited time, motivation of the students, and Different capabilities of the students.

#### Solutions

According to the results, the following recommendations can be made to address the issue of using the Audio-Lingual Method to teach English:

1. Being punctual and disciplined in your study habits is essential for success. The pupils may find it simpler to comprehend the subject if they are disciplined in their study habits.
2. The instructor encourages and supports the students more. Before the class even starts, the English teacher constantly encourages the students to work hard in their studies.

3. The instructor must make the lesson engaging to prevent students from dozing off. Because a competent teacher should motivate the reserved ones and maintain order among the pupils.

The Audio-Lingual approach emphasizes oral abilities and seeks to raise pupils' proficiency in speaking. To help pupils, learn language skills successfully, language objects are spoken to them without using their native tongue. Dialogues and drills are useful in teaching foreign languages because they encourage students to speak. The teacher-dominated Audio-Lingual strategy may facilitate quicker learning.

The amount of control the student has over the material is limited. For those who employ this strategy, all of these offer significant benefits. The oral skills of the students have significantly improved as it is the study of a small period, the differences are big change but a slightly significant progress has been measured. Thus, this concludes the study of the Audio-Lingual method.

## **Chapter III**

### **The Structural Approach**

## Chapter III

### The Structural Approach

Teaching students the language's fundamental structures is known as a structural method of teaching English. It is not a method; rather, it is an approach that is employed in between methods to carry out specific strategies. The University of London, the Institute of Education, and a few other American universities all used the structural method. This strategy is predicated on the idea that understanding various structures is more significant than expanding one's vocabulary. The structure is the primary requirement for this strategy. Several universities, including the University of London, the Institute of Education, and others, have built their structures around the idea that single words are meaningless and that only word combinations have any significance.

The sequence of the words is determined by the demands and significance of the circumstance. The structure could either be an entire utterance or a little piece of a larger pattern. For example;

She is a doctor.

They have been playing since morning.

Some words in the previous sentence have been arranged to form a complete sentence. The sentence structure is all there is to the structure. As a result, the teacher must impart the structures to the students. (Subject + Verb + Objectives) "He wrote a letter". Horn Bill says that 'the tools we employ to create signals that transmit meaning and signify relationships are known as structures. In English, word choice and sentence structure take precedence over grammatical structure.' The youngsters

were allowed to master the structure through practice and repetition as part of the structural approach, which laid the foundation for English.

### **The Theory of Structural Approach**

The structural approach is predicated on the idea that selecting and grading sentence structures or other types of structures is the most effective way to teach languages. In the 1950s, it was widely used in the United States. The approach's guiding principle is that language is spoken, not written. Designing courses around certain, graded frameworks is crucial. A language is a collection of behaviors. The emphasis is on language use rather than usage. The method of teaching grammar is inductive. The use of real and descriptive language is emphasized. It is crucial to perform a contrastive study between the first language and the second language since languages are thought to be distinct from one another. The learning method involves students directly.

Approach refers to language learning ideas, whereas method refers to the manner a language is taught. The structural approach and communicative approach are examples of approach types. According to the Cambridge International Dictionary, a method is a specific way of accomplishing something, while an approach is one of many hypotheses regarding the origins and processes of language learning.

The pattern and structure of the language must be understood to teach language using this method. Every language has a unique structure. Every language has a unique structure. Gujarati and English have different structural differences. While the verb in English is positioned after the subject and after the object or adverb depending on the phrase, the verb in Gujarati is placed at the conference.

## **The Use of Structure in Language Learning**

According to the structuralist view of language and linguistics, the meaning of language is derived from the relationships between its constituent parts. Ferdinand de Saussure (1857–1913), a Swiss linguist, is credited with creating the structuralist school of linguistics. According to structuralist linguistic theory, all of the components of learning English are interconnected and, as a result, their meanings are not the same. The various components of the English language must cooperate for sense.

## **The Techniques of the Structural Approach**

Using structural approaches, you can mold a text or a junction. Some examples include acting on the skeletal structure or utilizing features like a point of view, chronology, flashbacks, foreshadowing, and sentence length. Additionally, they can influence the way ideas, characters, and attention are introduced, developed, or changed.

Focusing on four main skills understanding grammatical structures, speaking correctly according to proper grammar and mechanics, reading correctly according to proper comprehension rules, and writing correctly according to proper grammar and mechanics are all part of the structural approach to teaching English. These four sections are all focused on maintaining correct order. The following elements are utilized by the structural approach to teaching the language: Language's word order or formal structure is crucial. As an illustration, "Jo broke his toy" makes sense. It displays the word order or pattern.

The structural method has a few key characteristics. Some of these qualities include the use of inflections, function words, and word order. The main focus of this approach is getting a complete grasp of the structures. Since the structures are the main focus, each structure must be taught separately. This will simplify things for the

kids. This is also true because the language's structure serves as its main support. Any mistake might make it difficult to learn the language. Speaking, reading, and writing in the target language might all be done using the structural approach.

The structural method, however, places a greater emphasis on speech than on reading and writing. This method gives the student's activity more weight than the teacher's.

This strategy is viewed as a means to acquire a language through using it, typically in conjunction with an activity. The creation of scenarios is one method the structural approach is applied. Dramatization, gestures, and facial expressions are all effective strategies to help the pupil learn the language.

### **Advantages and the Limitations of Structural Approach**

One of the methods of curriculum design that is linguistically based is the structural approach, commonly known as the grammatical syllabus. Its name gives it away, but it concentrates on language structures, which are essentially grammar. Consequently, it can be said that this strategy is widely used, the grammatical structures are intended to be taught in a specific order, from the simplest to the most complicated, according to the syllabuses created using the structural approach. Inevitably, rather than speaking fluently, the precision of the built structures might be stated to be the main emphasis. The structural approach has a lot of drawbacks in addition to its many benefits.

The structural approach may offer full grammar instruction, which is the first benefit. Students can study and use grammar in its entirety because its primary emphasis is on structures and grammar. Given that grammar is the foundation for all language skills—reading, writing, speaking, and listening—having a thorough understanding of grammar can be quite helpful while learning a new language. The

organization of the curriculum is connected to the second benefit of the structural approach. According to the Structural Approach, a language's grammatical forms should be taught in order of increasing complexity and simplicity. Consequently, with the use of chunks, children learn the language in a fashion that is rationally structured, as a result, chunking helps pupils acquire the language in a rationally organized method, which speeds up the learning process. Additionally, it can be argued that the structural approach is among the simplest because it helps students develop confidence. In other words, pupils get more confidence. They do not have to worry about using the determined structures in a real-life setting because they must first master them one at a time.

**Some of the Major Advantages of this Method are**

- ✓ This approach promotes the use of everyday English.
- ✓ This approach enables students to speak first which is very important and then read and write.
- ✓ Proper stress on oral learning.
- ✓ Both the teacher and the student are active
- ✓ This method can be adopted for all students of language learning.

**The Following are Some Drawbacks of the Structural Method of Teaching English**

- ✓ The use of the structural approach is limited. It works best when teaching English in its early stages.
- ✓ Oral work and verbal manipulation are never emphasized in the structural approach. During oral instruction, there is the blind repeating of structural elements. Children who are not taught reading and writing fail to expand their language learning. The mother tongue of the youngsters is not utilized in this strategy.

- ✓ Effective teachers are necessary for the correct structural approach to be developed.
- ✓ There is a severe shortage of these teachers.
- ✓ In Indian schools, it is not feasible.
- ✓ It won't aid in fulfilling the curriculum.
- ✓ The choice and gradation of structures simply aid the teacher in understanding what is taught and what to teach next, not in solving the challenge of teaching English.
- ✓ The teaching of structures nonstop has the potential to make the instruction mechanical, tedious, and boring.
- ✓ Although it might not apply to upper levels with many branches of the English language, it may be more appropriate for junior classes.
- ✓ Higher-level students might not enjoy the drill work's repetition of structure.
- ✓ This method of teaching English places a strong emphasis on speaking and presenting orally. The exposure to reading, writing, and linguistic expression is disregarded.

### **Reviewing the Principles of the Structural Approach**

Our mother tongue's sentence structure is very different from the sentence structure in English. Instead of explaining the arrangement's rules, it can be taught by giving students lots of speaking practice. Speaking is the most crucial aspect of learning a foreign language. The student's effort to learn the language is more crucial than the teacher's effort to instruct it and a child's activity is more important than a teacher's activity. The goal is to align grammar and composition instruction with reading lessons. teaching the four key skills of comprehension, speaking, reading, and writing in the respective order. to properly emphasize the use of active methods, the aural-oral approach, and the condemnation of formal grammar used for its own sake.

## **The Design of the Study**

Building language habits; Through the use of a variety of language drills, the pupils are given enough practice with the fundamental grammar rules of English that their use of them becomes automatic and unconscious.

Importance of speech; Speech is significant because it is regarded as the most crucial component of language acquisition. Oral instructions are given and practiced for structures. After the children have mastered several structures orally, reading is introduced. The pupils feel accomplished because they can speak English.

Importance of pupil's activity; Students are trained to actively learn rather than simply listen. They take part in a variety of linguistic contests. They learn by doing; thus, their acquisition of English is successful.

Situational teaching; Additionally, situational teaching is used. By connecting English structures with the contexts in which they are taught, pupils learn the language.

Selection and Gradation; It entails choosing and grading the structures that will be taught. The concepts of fluency, frequency, simplicity, and practicability are used to choose structures. The initial structures presented are those that are extremely typical, straightforward, and useful. Afterward, challenging structures are taught.

Multi-skill approach; prioritizes listening among the four language skills. speaking, writing, and reading. No learning talent is overused or underutilized in the beginning.

In the Structural Approach, a lot of emphases is given to the study of Traditional Grammar, the analysis of sentences, syntax, sentence structures, sentence-building, and Substitution Tables as these subdivisions are the foundation of learning the English language. Learn grammar to understand how the English language works.

This study focuses on introducing the structures in the process of language learning. The main forms of structures are the pattern of the sentences, the grammar rules, and the usage of phonetic symbols to master the right pronunciation of the English language. The main idea is to make people learn a language by studying and applying the pattern of that target language.

This approach follows the scientific way of learning a language. Thus, contains formulations and application of patterns to form a meaningful speech habit of a target language. The rules and the patterns were all introduced with the context and the real sentences were provided to teach the structure of sentences. The rules should be observed by the students, up next, they should apply also those formulas to their context to form the right speech or conversation.

### **The Tools of the Study and Their Implementations**

#### **Grammar**

When we genuinely understand the function of the words in sentences after studying and comprehending the Eight Parts of Speech, we learn how to speak and write English sentences correctly. One will have a superficial understanding of the English language if they do not have a deep understanding of the Eight Parts of Speech.

Additionally, grammar ought to help with composition. The entire process of learning English grammar is simply mechanical. A learner must acquire the knowledge and skills required to write sentences clearly and accurately as part of their study of grammar. Otherwise, it is a pointless endeavor. A learner who studies traditional grammar will develop the ability and proficiency to construct proper English sentences. A non-native speaker acquires solid proficiency in English after he has learned Traditional Grammar which leads to sentence-building.

## Parts of Speech

Word types can be divided into nine parts of speech: Every sentence you write or speak in English includes words that fall into some of the nine parts of speech. Nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, articles/determiners Interjections, and Some words can be considered more than one part of speech, depending on context and usage. Interjections can form complete sentences on their own. All these topics were explained with those specific formulas throughout the study. The implementation of structures was strongly suggested to the students, otherwise, it would be a vague memorization of the patterns. It will not make any changes in the improvement of the target. Examples for each topic were provided consistently, which allow the learners to obtain new expressions and context of their language.

## The Sentence Structures

The way words are arranged in a sentence is known as syntax. When we genuinely understand the function of the words in sentences after studying and comprehending the Eight Parts of Speech, we learn how to speak and write English sentences correctly. One will have a superficial understanding of the English language if they do not have a deep understanding of the Eight Parts of Speech.

By utilizing various sentence forms, a learner gives his work more diversity and originality. At the same time, he also works on his spoken English. As a result, the learner improves in speaking, writing, and transmission skills.

The importance of phrase patterns and sentence patterns adhering to proper English usage is stressed by substitution tables. Anyone may utilize the constructions described in the Substitution Tables correctly after they have a solid understanding of grammar, syntax, sentence structures, and sentence formation.

## Types of Structures

The syntactic structures may be classified into four categories. Sentence structures— The essential parts of a sentence (subject, predicate) occupy fixed positions. If they are changed, they also change their meaning.

e.g. Ashok gave a book to Keshav.

Keshave gave a book to Ashok.

In these two sentences, the same words are used but the meaning is quite the opposite.

There may be three sentence structures

– Two

part sentences having – subject + verb

The lion roars Birds fly

– Three

part sentences having- sub + predicate + object He saw an eagle

– Four

part sentences having- sub + predicate + object + composition I saw him happy

## Phrase Structures

A phrase is a group of words which gives sense but not a complete sense. This type of structure also follows the order of words e.g. the red flag, the young man. The order of the structure is (determiner) + Adj. + noun. This order cannot be changed e.g., ‘behind the wall in the dark’ etc.

## Idiomatic Structure

These structures contain their specific meanings e.g. ‘All of sudden’. ‘In black and white’ in a nutshell,’ etc. these structures need not have grammatical units. They

are so composed that if they split, they lose their specific meaning because they stand in the unit form. They have to be learned as a unit.

### Method of Routine Structure

The routine structure consists of such groups of words which are used in day-to-day conversation or a certain occasion, e.g. Excuse me, Good night, ‘How are you?’ ‘Sorry for the delay’. It must be noted that proper word order is maintained so that words cannot be dislodged from their respective fixed position.

Substitution tables were also introduced to enhance the variability in learning.

Below given is an example of one substitution table,

| 1    | 2  | 3            | 4       |
|------|----|--------------|---------|
| This | Is | (Made of)    | Glass   |
| That |    | (a piece of) | Wood    |
| It   |    | (a bit of)   | Paper   |
|      |    | (a lump of)  | Stone   |
|      |    | (a sheep of) | Leather |
|      |    |              | Sugar   |

These activities tend to give compound effects on the learners by providing the contextual knowledge of the everyday language.

### Pronunciation

The structural method places more focus on language learning through oral speaking. Language is spoken word, not written word. Through a variety of oral drills, including repetition, substitution, question-and-answer sessions, and drill work, the students practice the structures.

If this method of instruction is used effectively, pupils will master the pronunciation and fluency of English. The students were introduced to a few terms such as the IPA symbols with the right articulation of those symbols and also the various divisions among them.

Phonetic symbols were taught to the students and the application of those sounds to each word that they speak was made by the instructor, at the beginning it took some to blend in and to get the mouth and tongue in the right position to make the appropriate sound. The slight changes were visible as the study goes on.

### **The Key Concept; Drilling**

By repeatedly practicing and repeating an idea, structuralism employs this method to help students grasp language structure. It emphasizes the need for practice to learn something well. The individual abilities are mastered by repetition. Applying the information to make it active. Drilling is a key feature of audio-lingual approaches to language teaching which emphasizes repeating structural patterns through oral practice.

The objective of drilling is for the student to develop good pronunciation habits. Drills help fix structures in memory only for a short period. Drilling is also used in scientific drilling programs to improve drilling technology and provide the necessary stimulus for radical improvements.

### **Measuring Techniques**

Candidates had known the basis of all three terms and through the study, they have improved their overall knowledge about all these terms. Worksheets were provided to assess the progress of the students consistently. Their fluency level was measured through a worksheet and also through some speech activities.

As it is the speech-dominant approach, oral skills were highly emphasized, and importance is given to the practice. As much as they gain knowledge about the structure and terms, that knowledge should be put into practice to improve their overall speaking skills.

This study had ten candidates from various study backgrounds. These students were divided into three groups based on their ability to use the English language. Group one has people who had only a little exposure to the English language, as they are from different majors.

People in group two had a moderate understanding of structure and grammar. In the third group, people had some significant skills in communication as they are from the Department of English. The groups were examined and analyzed accordingly by considering their study background and communication skills.

**Table 6**

The Initial Assessments of the Students have been Classified Below the Given Table.

| Groups                 | Classification     |
|------------------------|--------------------|
| Group 1 (3 candidates) | Beginner           |
| Group 2 (3 candidates) | Below intermediate |
| Group 3 (4 candidates) | Above intermediate |

The assessment was made by asking them questions and the speech activities were also conducted, as it is the speech-dominant approach, this approach looks at language components including words, sounds, and syntax. The structural method

places more emphasis on oral speaking when learning a language and is founded on the idea of effective speech use. Speech is language, not writing.

Through a variety of oral drills, including repetition, substitution, question-and-answer sessions, and drill work, the students practice the structures. If this method of instruction is used effectively, pupils will master the pronunciation and fluency of English. and the worksheets were also provided.

The questions and activities were prepared to introduce the various structures of sentences, grammar rules, and pronunciation patterns, and then they all made to put those structures and formulas into practice. Learning through sentence structures expose the learners to various expressions and usage of everyday language, while they learn the proper structure to form a sentence, they are learning numerous expressions along the way.

Example of a worksheet;

### **Worksheet**

#### Structural approach

#### Activity 1

Word order and the presence of function words

1. go / now / home/will / I →

2. give / the present/tomorrow / we / him / will →

3. her / met / last night / at / we / the station →

4. was / last week / he / in hospital →

5. in Greece / spend / I / will / next year / my holiday →

6. must / at five o'clock / leave / we / the house→

The presence of function words

1. I kill a snake. (Five sentences should be written below by modifying the function words)

Activity 2 (pronunciation)

Morphemes and phonemes; (the sounds should be highlighted in words and the symbols should be written beside it)

1. peach, apple, cap,
2. bill, above, rib,
3. tall, internal, light
4. phone, raffle, leaf
5. thin, author, bath
6. there, leather, breathe

### **The Progress of the Study**

Implemented concepts are,

Grouping:

- a) Phonetic grouping, which arranges items by sound. such as cat, rat, mat, etc.
- b) Lexical grouping: grouping of words according to context

- c) Grammar grouping or teaching related patterns of sentences together.
- d) Semantic grouping - Combining words with related meanings.
- e) Structure Grouping, which involves choosing elements that complement one another.

#### Sequencing

- a) Grammatical sequencing – it will tell it follows which structure. e.g.: I was watching a movie. I was watching a movie with my friend.
- b) Semantic sequencing – A word having different meanings e.g.: The ball is there, under the bed. There are many balls in the bag.
- c) Lexical sequencing – It Tells which word follows which e.g.: sit-stand, come-go, high-low.

various sentence patterns, there are various sentence constructions. as seen below

- a) Two-part designs such as She leaves (she/leaves)
- b) Patterns with three parts, such as He is reading (He / is / reading).
- c) Geetha went to school (Geetha/went/to/school) is an example of a four-part pattern.
- d) Phrases that start with "there" or a "wh" inquiry, such as "There are five baskets in the rack." Describe yourself.
- e) Command and request patterns, such as "come here," "sit down," "stand up," etc.
- f) Formal patterns, such as Good Morning and Thank You.

At the initial stage of the study, students got introduced to the terms and the context that they are going to study and practice. The nuances of this approach were introduced and explained in a precise manner. As classified above, according to the needs and capacity of the students the workload was given to find if these procedures are making progress in their language usage. Oral practices were consistently

provided as the approach suggests. Another important thing to notice is that the practice of drilling helps to store the information for long-term memory.

This approach requires memorizing the patterns and grammar rules through the process of drilling. Learners took their time to understand and familiarize the new concepts that they never learned before. Once, they observed the concept of the structures and rules, next the learned things should be put into practice. The session become interactive when they started to drill and converse the sentences among themselves. Constant motivation had to be induced in every session to keep them on consistent progress. It requires the efforts of the students to learn the new patterns of the language. They had to put their mind to it to get a deep understanding of the complex structure. This, lead to the constant requirement for a source of motivation.

### **The Final Assessment of the Groups**

Candidates in group one have shown a significant change in their speaking skills as they followed the structure and pattern of the language. The improvement in sentence formation can be witnessed while they speak, it is an unconscious process that it uses to produce structures that have once been learned and drilled. The changes have helped them to achieve good grades academically. The usage of the right tense pattern at the right time is an important thing that should be taken into consideration. The overall potential of their articulation has improved. When it comes to the pronunciation and the articulation of the right phonetic sounds one can witness a slight change.

In group two learners tend to learn and deepen their known knowledge about patterns and structure of the English language. The learners have reached the level of pre-intermediate stage at the end of the study. A little information of the pattern can help to make various sentences and this results in the effective use of language. Their

pronunciation has also improved to a certain level. The concentration was set on the right formation of sentences and pronunciation. Lesser importance was given to the grammar rule as they did well in those areas.

Learners of group three students learned about the structure and patterns faster than the unfamiliar concepts of phonetic symbols and the manner of articulation. Hence, importance was given to the pronunciation part and a maximum amount of time was dedicated to this part of learning. At the end of the study, they learned about the terms of pronunciation, and their fluency was improved. In the lesser time that we had the changes that have shown were a huge difference. The effort was put into the process by the learners and slow changes and improvements were seen on an everyday basis.

**Table 7**

The Final Observation Table of the Structural Approach.

| Groups  | Grammar | Sentence pattern<br>and structure | Pronunciation |
|---------|---------|-----------------------------------|---------------|
| Group 1 | 5       | 7                                 | 5             |
| Group 2 | 6       | 7.5                               | 6             |
| Group 3 | 7.5     | 7.5                               | 7             |

### **Findings and Discussion of the Study**

The merits of the study during teaching and learning

- ✓ The tools are apparent and the sources are easy to find.
- ✓ speaking skills were emphasized which requires the student to interact more during the study.
- ✓ This approach is a great way to promote everyday language.

- ✓ Repetitions and drills are considered the most to learning the structure and complex patterns of English.
- ✓ The results are pre-determined, it is like using the formula to get a certain result. The learner will have the right results at the end of the study.

After mastering sentence structure, the youngster immediately learns word usage, word order, and grammar. It encourages students to use English every day, which is why it is termed the "English through play way."

As an educator of this approach, the major advantage is that the sources are made in a precise way. The only job is to implement it in the right way for the learners. It provides consistent results when the learners stay consistent with the practice and drilling. It does require some effort but the results will be appreciable.

### **Table 8**

The overall findings and classification.

| The Fluency Stage  | Number of Candidates | Scores (0-10) |               |
|--------------------|----------------------|---------------|---------------|
|                    |                      | Fluency       | Pronunciation |
| Beginner           | 4                    | 6.5           | 5             |
| Intermediate       | 3                    | 7             | 6             |
| Above intermediate | 3                    | 8.2           | 6.8           |

### **The Problems Faced by the Educator and the Learners**

As the learners are from higher education they are not into memorizing and repetition of patterns for long periods. They got bored easily and the constant motivational classes were required to get them back on track.

Another important thing is that even they learn new expressions while learning the various sentence patterns. Their vocabulary is drastically limited, this results in vague expressions or the repetitive usage of similar words. Their words stay in a small circle and all of their thoughts could only revolve around them.

The non-English background students had to put in much effort to memorize and drill the same pattern over and over again. From an educator's point of view, even though the patterns and structures are formulated, the learners should have that understanding in an in-depth way to ease the process as English students do. It was a challenging journey for the students who are from other departments.

The completion of the syllabus or the course's material may be hampered by the use of this type of method. since using a structural approach requires a lot of time. Some subjects, such as poetry, novellas, and stories, may not benefit from the structural approach. because poetry typically deviates from the standard linguistic patterns in both language and style.

Time consumption is also an important factor to consider because these concepts need time and effort to understand the things, the structures are complex and it took time to observe them.

Learners faced struggles keeping up with the syllabus as it is time-consuming and multiple revisions were made, it is mandatory to revise the previous session to keep things in memory and their constant usage of their target language made a whole lot of difference in their learning process.

### **The Overall Discussion**

According to the observation of this research study, this approach is well structured and it is a stiff concept to be implemented on the students. Learners can not modify the tools or the patterns it is like the scientific formulation for language

learning and it should be followed as it is. Thus, putting a restrictive perspective on the learners. However, if the effort has been given despite the struggles the results will crown the effort that has been made by the learners.

As the session was going on, learners tend to lose interest and they started to slow down their learning and drilling practices. Hence, constant appreciation and motivation should be provided to hold up the spirit of the students. Few candidates were really curious to know more about the grammar rule and the patterns as they loved their target language. If interest and effort are given this approach will pay the right results for the learner.

## **Chapter IV**

## **Conclusion**

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#### **The Comparative Analysis of Design**

This research paper has analyzed a method and an approach that lands in two different dimensions with few surprising similarities, which serves as one of the main reasons to compare these two concepts among others. The design for teaching these two concepts has different arrangements. The main thing is that the audio-lingual method follows simultaneous learning without having to memorize any structural pattern or complex design. It concentrates on the real-life context by providing conversational dialogues, and it also on learning vocabulary. On the other hand, the structural approach deals with the structure, pattern, and traditional grammar rules.

The Audio-Lingual method depends on the practice of the contextual contents through dialogue and vocabulary. The structural approach depends on the structural formulations. However, both of these procedures use one similar strategy to learn those two different concepts which are the process of drilling and repetition.

The classroom environment is the major actor in the Audio-Lingual approach. For the learning process to be successful, a laid-back learning environment must be created in the classroom. The intention is for students to absorb the course content without experiencing any tension or potential boredom. The sitting arrangements in classrooms are pleasant and conducive to learning. It is clear from the discussion above that the methods used in the Audio-Lingual method to teach speaking are effective. The three most popular approaches that are utilized by teachers to teach speaking through Audio-Lingual methods include memorizing dialogue, practicing it repeatedly, and finishing the dialogue.

### **Different Content of Practice**

The contents are projected in a whole different way, however, the strategy that these both use to practice is drilling and repetition. The process of drilling and repetition is on the dialogue conversation and vocabulary. This method focuses on oral communication and automaticity by learning habits. The focus of the structural approach is on the drilling of grammatical rules and structural patterns.

While both of these procedures use one single tool for the observation of the content, the audio-lingual method uses it effectively when compared to the structural approach. The Audio-Lingual method fits perfectly into the strategy of drilling. This results in a better outcome. But, when it is applied to the structural approach, this strategy, which is considered a traditional approach, examines language products such as sounds, morphemes, words, sentences, and vocabulary, among others. These strategies did not go well and learners needed consistent motivation to get through the study. One could say that the Audio-Lingual method is an effortless way to learn English, whereas the structural requires effort and concentration to witness a significant result in the improvement of their target language.

The dialogues were drilled enthusiastically by the learners as it needs the interaction among them to practice. In the Audio-Lingual method Proper pronunciation, rhythm, and intonation are given importance, according to this method, language may be divided into three main parts: the sound system, the structure, and the lexicon. The actual use of native speakers serves as the only authority for correctness.

Only by hearing and using the spoken language can a learner develop their ability to speak and understand a foreign language. Grammar should only be taught as

a tool to aid in language learning, never as a goal in itself. when teaching a second language, it is best to avoid or use the pupils' native tongues as little as possible in class.

The right pronunciation was also taught along the way, they learned it only by looking and observing the instructor or the native speakers. Another way of learning the structure and grammar formulations was provided to the students, and they had to learn their material on their own, which also required a little effort to get into the process.

As was already noted, classroom lessons emphasize how pupils should accurately mimic the teacher. While producing the right output is demanded of the pupils, the proper pronunciation is also taken into consideration. No specific grammatical guidance is provided, even though the proper language is expected in usage. The only language permitted in the classroom is the target language.

This final condition is less strict in contemporary implementations. The Audio-Lingual method was enjoyable and it holds the easy techniques to learn a language, while the drilling methods implemented on the structural approach, the learners did not react well. In the end, it results in vague activity without provoking any kind of interest among the learners. This is how the practices differ between these two procedures.

### **A Short Analysis of the Classroom Atmosphere**

The Audio-Lingual method was introduced in the first session and the response of the learners was appreciable, they also appreciate the fact that this method only requires little effort. Only the observation of the given context has to be done. Otherwise, nothing should be particularly memorized. They were ready to experiment

and the activities were performed enthusiastically. The interactions got hyped when the students get more comfortable with the activities.

This method requires both ways of interaction, the one-way communication will lead to a great flop. They learned new expressions and sentences without knowing about the grammatical and structural nuances of the English language. Their memory was behavioral, it is like learning an expression through dialogue and they also learn, the many other ways to use it through drilling and repetition. The setting and the atmosphere moreover, the energy of the classroom was a little more modernized and enjoyable.

The Audio-Lingual approach meets a demand for people to quickly learn other languages. It works well in introductory English lessons where the language is a second language. The language of instruction in class is English. The audience is given a dialogue to memorize. Every phrase of the dialogue is repeated for the class by the teacher. It primarily presents language through dialogues, and its primary teaching methods are drills. In the school, using one's mother tongue is frowned upon.

Based on language structure, the audio-lingual method naturally treats language sounds as significant building blocks for the construction of utterances, that is, meaningful strings of sounds. Every spoken language has a pronunciation. It is possible to isolate specific sounds. The Audio-Lingual method begins by teaching these sounds alone before progressing to words, phrases, sentences, and paragraphs.

Students are asked to memorize conversations from real-world scenarios when using this strategy. Students imitate the dialogue once the teacher models it for them. "Imitative practice" is what this is known as. On the other side, the classroom setting was a bit traditional, the traditional way of learning was introduced, by giving them the grammatical structure, sentence pattern, and phonetic symbols to learn the

language. A little part of every context was familiarized. The interaction was comparatively low and consistent motivation was needed to up bring the energy of the learners.

It is intended to improve learning by giving pupils a clear framework for comprehending the subject matter. The strategy is segmenting complicated subjects into smaller, more approachable pieces and presenting them in a logical order. This enables pupils to understand the connections between many ideas and how they work together to produce a broader whole.

The structural approach emphasizes the value of developing a structured, supportive learning environment in the context of the classroom. This entails establishing clear guidelines and objectives from the start, giving them concrete examples, and going over your expectations and problem-solving strategies with them. A structured classroom frequently equates to a safe classroom, where kids may relax and concentrate on their studies. Students are more likely to prosper and make academic and personal improvements in a structured learning environment.

### **Table 9**

Similarities between the method and an approach are given below

| A Method<br>and an<br>Approach | Tools                    | Strategy                | Aim   |
|--------------------------------|--------------------------|-------------------------|---|
| The Audio-Lingual method       | Dialogues and vocabulary | Drilling and repetition | To make students learn language automatically forming new habits focuses on fluency |

|                         |  |                         |   |
|-------------------------|--|-------------------------|---|
|                         |  |                         | with the right pronunciation  |
| the structural approach | Traditional grammar structure, pattern, and the phonetic symbols | Drilling and repetition | The aim is to teach four fundamental skills and the emphasis is on the oral skills. |

### **The Difference in Teaching Subjects**

The subjects and syllabus of these two concepts have no similarities they are different from one another. The Audio-Lingual method uses the real context of language by introducing the dialogues and vocabulary as a primary source of learning. It does not follow or provide the rules and pattern, this method is more like how the child acquires his mother tongue at the initial stage of his life. The classroom was interactive as the dialogue requires a pair of learners to practice and drill. The pronunciation was learned along the way by observing the speech of the native speakers not by learning or memorizing the phonetic sound patterns.

Whereas, the subjects of the structural approach have traditional grammar patterns, sentence structure, and phonetic sound symbols for pronunciation. This requires the learners to put in the effort to learn the rules first and apply those formulations while they speak. The classroom was not interactive. As it is the old way of learning students got bored easily and constant motivation had to be given. However, when the effort is invested the results are guaranteed if the learning has been through the right practice session. These are the difference in subjects and

learning patterns between the audio-lingual method and the structural approach observed in this study.

### **Comparative Effectiveness of the Audio-Lingual and Structural Approach**

When it comes to the effectiveness of these concepts, the audio-lingual method won the game. The results were faster among the students when it is compared to the structural approach. The approach took time to get the rules and structure into practice, a ton of revision and drilling processes were required to get the learners into the improvisational phase. In conclusion, the success of the Audio-Lingual Method sets it apart from other approaches. Dialogues and drills are useful in teaching foreign languages because they encourage students to speak.

From the observation of the classroom, comparatively, the Audio-Lingual method has the most convincing atmosphere, and learners enjoyed the procedures as well while learning. The structural approach gave a little doomed view and the learners were on their own, every single thing should be observed first and then it should be practiced. The structural approach placed a restrictive behavior of study whereas, the Audio-Lingual method possesses enjoyable procedures such as conversing and learning through pictures and the whole atmosphere was interactive enough to bring up the energy of the class. The choice and gradation of structures simply aid the teacher in understanding what is taught and what to teach next, not in solving the challenge of teaching English.

The teaching of structures has the potential to make the instruction mechanical, tedious, and boring. Although it might not apply to upper levels with many branches of the English language, it may be more appropriate for junior classes.

### The Current Study Aims to Respond to the Following Queries

Does the adoption of the audio-lingual technique result in a statistically significant difference between the subjects' mean scores on the English-speaking abilities test?

Is there a structural approach-related statistically significant difference between the subjects' mean scores on the English-speaking skills test?

Speaking and listening abilities take the stage in audio-lingual education. While hearing and speaking are prioritized over reading and writing in the instructional process, reading, and writing are not disregarded. Early learning is built on conversations with often occurring basic structures.

These exchanges are memorized and mimicked to be learned. Following the talks, specific structures are picked up, and the primary activity shifts to pattern drills based on the structures in the dialogues. This method helps the students to acquire language skills effectively. Hence, this study stands by the audio-lingual method and its learning and teaching techniques.

#### Table 10

The Answers can be Assessed Through the Below-given Table

| Groups             | Audio-Lingual method |               | Structural approach |               |
|--------------------|----------------------|---------------|---------------------|---------------|
|                    | Fluency              | Pronunciation | Fluency             | Pronunciation |
| beginner           | 7                    | 5.9           | 6.5                 | 5             |
| Intermediate       | 8.5                  | 8             | 7                   | 6             |
| Above intermediate | 9                    | 8             | 8.2                 | 6.8           |

These outcomes demonstrate that using these techniques improves pupils' speaking abilities. The results indicate that, in comparison to other methods of instruction, the audio-lingual method has a stronger positive impact on students' speaking ability. These findings support those made in the literature by Setiawan (2011), Anggraeni (2007), and Faridatusolihah, N. (2008), who claim that this type of instruction enhances students' speaking skills and has a good effect on their ability to communicate in a foreign language.

The implication from the above explanation is that employing the audio-lingual approach improves students' speaking ability more effectively. Nevertheless, it should be mentioned that each technique covered in this study improved the speaking abilities of students of English as a foreign language. The student's speaking skills will probably develop if they invest in any of them in this type of learning environment. However, it is important to note that using any teaching strategy, including the ones covered here, requires both students and teachers to be patient and work hard.

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