

ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE: RELATIVE EFFECT OF AUDIO-LINGUAL METHOD AND STRUCTURAL APPROACH

Mihir Kumar Mallick* and Sarita Bhushan**

Purpose of this study was to examine the relative effect of audio-lingual method and structural approach on the academic achievement of elementary school students in English language. Study was experimental in its nature. Purposive sampling technique was used to select a sample of 60 students. The students were divided into two groups (30 students in each group). Both the groups were matched using scores on an intelligence test. First group was taught through audio-lingual method whereas second group was taught through structural approach. Findings of the study indicated that use of both audio-lingual method and structural approach contributes significantly on academic achievement of elementary school students in English language. There is no significant difference in the effect of audio-lingual method over structural approach on academic achievement of elementary school students.

Keywords: Academic Achievement, Audio-lingual Method, Structural Approach

INTRODUCTION

Language is an essential part of human life. It plays an important role in teaching learning process. 'English' is considered to be the most spread language in the world. It acts as a link language in global conversation. In the modern era, the onset of information and technology has necessitates the need of learning English. With changing times, expectations of the society about the role of students and demands on them are changed. There is a strong need for trained persons with desired capabilities and skills to fulfill diverse tasks at global level which demands competency and communication skills in English. To survive in the changing world acquiring efficiency in English communication is badly needed. Learning of English unlike other subjects is a need of the day. For getting success in English the students should begin to learn the language with keen interest at elementary school level by putting equal efforts along with learning other key subjects.

Teaching English to someone whose native language is different is always challenging. The place of English in our country is not appreciable. The reasons could be many. No doubt there are highly qualified teachers who teach in the schools. But still the level of English is not satisfactory. According to a report of Union Human Resource Development (2013) Indian policy makers should rethink about introduction of English from class I. It has been found that in 27 states of India, English has been introduced as a subject at the primary level, but only in 18

* Professor, School of Education, Lovely Professional University, *E-mail: mihir.mallick@gmail.com*

** Ph. D research Scholar

states it is it is taught as subject in class I and English is used as a medium of instruction and teaching in Nagaland, Govt. Model school of Chandigarh, Jammu and Kashmir & Maharashtra while remaining states provide instruction in their own regional languages. A study conducted by NCERT (2012) reported that teachers of all states and union territories focus only on textbooks. They abruptly finish lessons of the textbooks and do not teach sentences, word - patterns, use local and native languages and provide no chance for listening and speaking English.

AUDIO - LINGUAL METHOD

Audio-lingual method is one among the most significant instructional method. Although it is one of the oldest method but it is very useful in modern era. Audio-lingual method consists of two words “audio” and “lingual” which refers to a “English language teaching”. It focusses on two aspects of language namely as listening and speaking. In this method, the teacher provides aural training to the students. After taking training from the teacher, the student practices the matter through pronunciation, lastly they stress on speaking, reading and writing. Actually audio-lingual method is a method of foreign language teaching which focusses firstly on listening and speaking before reading and writing. The method has a special characteristics i.e. it only uses the target language as a means of instruction and communication in the classroom teaching. It completely avoids and ignores the use of the first language in the classroom.

The concept of this method was given by Fries in 1945 which was modified by Lado in 1964. As it had been used for giving training to the army soldiers during World War II, so it was also known as the Army Method. It was also named as the informant method because it has been used by the native and local speakers of the language who are also called the informants and linguists. In the end of 1950's, the method drew the attention of language teachers as a technique of teaching English as a foreign language in U.S. This method has its roots in behavioral psychology. Without using concept like mind or ideas Behaviorism tries to explain how an external stimulus causes a change in the behavior of an individual (a response). In this method much focussess is on the habit formation which is a model of behaviorist psychology. The emphasis is on memorization through pattern drills of structures and conversation practices of dialogues rather than promoting communicative ability of the students.

In “audio-lingual method” students do not give stress in learning a lot of vocabulary rather, the teacher provides ample drills to the students in speaking and grammar. Grammar is very important for the students. Or we can say, that the students repeat grammar pattern of different patterns after the teacher but there is no explicit grammar instruction, everything is memorized by the students in a very simple form. The main intention behind this is that the students learn and practice the particular sentences number of times until they become capable of using it

spontaneously. The theory behind this to acquire and achieve habits in the learning of a language. There is much practices of dialogues done by the students in every situation. It means the teacher presents some dialogues of new language in front of the students. Students firstly hear these dialogues of language, do enough drill and practice, so that they can memorize these dialogues in a perfect way and for a long time. After learning these dialogues, they produce in front of the teacher in the form of response. In this way, the lesson which is based upon audio-lingual method built on static drills proves very helpful to the students in learning and memorizing. The students have very little limit or we can say that they hardly control on their own output. They produce exact responses according to the expectation of the teacher.

Anggraeni (2007), conducted a study on “Audio-Lingual Teaching as an Alternative Method in Teaching Speaking” and reported that there was significant difference in grade of speaking test achieved by the students after they had been taught by using audio-lingual method. Fatmawati (2011), conducted a study “Teaching Simple Through Past Tense Through Audio-Lingual Method” and reported that teaching simple past tense using audio-lingual method is more effective than simple teaching past tense using grammar translation method. Prayoga (2011) conducted a study on “Teaching Skills Using Audio Lingual Method at First Grade Students” and reported that teaching listening skill using audio-lingual method improved students listening ability at the first grade. Saefurrohman (2009), conducted a study on “Use of Audio-Lingual Method in Teaching Expressions Pronunciations in Interpersonal Dialogue” and reported that by using audio-lingual method, the students quality of pronunciation had improved. Saleh (2011), conducted study on “Implantation of Audio-Lingual by Using Electronic and Social Media in Teaching and Speaking” and reported that audio-lingual method is a kind of method for teaching language through dialogue which stresses on the students habit formation by using the target language.

Streiff, Estrada, & Beatrice (2004), conducted a study on Good Pronunciation and Daily Log for Teaching English as a Second Language Using the Audio-Lingual Method and reported that audio-lingual method increased the first grade learners proficiency of speaking vocabulary and the knowledge of the phonetics, second grade students benefitted in the speaking of vocabulary & third grade students benefitted in speaking vocabulary and fourth grade learners much increased in their speaking vocabulary and the word attack techniques. Varner (2005) conducted a study “Teaching English as a Second Language to Pupils of Foreign Born, Mexican Heritage” and found that the audio-lingual method increased the learning in the use of oral English.

STRUCTURAL APPROACH

Historically, teaching of English as a foreign language was handled in India through many different techniques. At the early stage the ‘translation method’ was quite

popular, and then 'direct method' came into existence. All these techniques could not succeed in the schools for many reasons. With the introduction of the structural approach to the teaching of English in the fifties, the earlier methods receded to the background. The structural approach is called the New Approach. Actually it is the product or outcome after many researches that were made in the field of English after the Second World War. There is a controversy about the term structural approach. Some people believe that it is a method. But it is not a method, it is an approach. Any method like direct method or bilingual method can be used in it. A method is concerned only with 'how' to teach but an approach is concerned not only with 'how' to teach but also 'what' to teach.

Structural approach comprises of two words 'structural' and 'approach'. The word 'structural' relates to the structures and 'approach' literally means coming near. The structures are the different arrangement in one accepted style or the other. The structure may be complete utterance or it may be a large pattern. Or we can say, that the different types of arrangements are called structures. As we know that another important thing in learning of English language is the arrangement of words. The meanings of the sentences change when the orders of the words change. Let's we explain with an example. Suppose there is a sentence that is made from three words i.e 'You are there'. Now suppose two more sentences of the same vocabulary but with a different words order like 'Are you there?' and another one is 'There you are'. These two sentences made by the same vocabulary or by the same words but their meanings are totally different because these two sentences are framed by different ways and also the arrangement of the words are different. So, it is very right to say that different arrangements of patterns of words are called 'structures'.

These structures are also called the tools of a language. Every language has its own tools, its own pattern of structures. The structures are just like photo frames. Once we get the photo frame, any number of photos can be fitted into it. In the same way if students learn a structure any number of sentences of the same type can be made by following these structures. These structures are learned through drill and practice. One who masteres the structures by practice uses the language more effectively than before. Therefore structural approach in teaching of English means approaching English on the basis of the structures.

Amnuai1 & Wannaruk (2007) conducted a study on " Investigating Move Structure of English Applied Linguistics "and reported that structural approach was found to be useful for non-native writers particularly because it facilitated them to better understand the structures of English language. Behol & Kaini (2006) conducted a study on "Comparative Effectiveness of Contextual and Structural Method of Teaching Vocabulary "and reported that the contextual method was beneficial for high achievers where as structural approach benefitted to low and average achievers.

SIGNIFICANCE OF THE STUDY

We know that English is used at national and international level. It is used in other fields also like commerce, government offices, business sector, technology and many more. Teaching of English language is little difficult to non-native speakers. In our classroom teaching, English is followed by prescribed syllabus and textbook.

It has often been observed by teachers of different classes that students experience embarrassment when they ask to speak in front of the class or group. This in turn decreases their self confidence, resulting in their truancy or poor school attendance. Not only this there are many problems related various issues of learning of the English language at elementary level. The present study is concerned with elementary school students. In this stage students focus more on cramming rather than understanding the facts and language.

The present study was undertaken with a purpose to determine the relative effect of audio-lingual method and structural approach on academic achievement of elementary school students in English. The study result would help the teachers and curriculum designers in framing syllabus and selecting teaching strategies.

Objectives: The following objectives were framed in the study:-

1. To study the effect of audio-lingual method on academic achievement of Vth class students in English language.
2. To study the effect of structural approach as instructional technique on academic achievement of Vth class students in English language.
3. To find out the relative effect of audio-lingual method and structural approach on academic achievement of Vth class students in English language.

Hypotheses: The following hypotheses were framed to achieve the objectives:-

1. Audio-lingual method contributes significantly on academic achievement of Vth class students in English language.
2. Structural approach contributes significantly on academic achievement of Vth class students in English language.
3. There exists no significant difference in the effect of audio-lingual method and structural approach on academic achievement of Vth class students in English language.

METHODOLOGY

The aim of the present study was to explore the relative effect of audio-lingual method and structural approach on academic achievement of elementary school students in English language. Keeping in view the research evidences, the researcher found it suitable to use experimental method in the present study. Purposive sampling technique was used to collect data from elementary school students. The

study was conducted on a final sample of 60 Vth class students. The students were divided into two groups (30 students in each group). Both the groups were experimental ones. First group was taught by audio-lingual method and second group was taught by structural approach. Matching of the groups was done on the basis of intelligence test result. For this Intelligence test was administered on the students and then students were divided in two groups with equal number of similar I.Q level. Each group carried equal number of students with below average, average and above average level of I.Q. Pre-test –Post test matched group randomized technique was used for the selection of the sample.

RESULT AND DISCUSSION

Result of the study is presented by the following the below given sequence:

1. Result relating to effect of audio-lingual method on academic achievement in English Language.
 2. Result relating to effect of structural approach on academic achievement in English Language.
 3. Result relating to relative effect of audio-lingual method and structural approach on academic achievement in English Language.
- **Result relating to effect of audio-lingual method on academic achievement in English Language:** This section deals with the data relating to effect of audio-lingual method on academic achievement in English Language. Result is presented in the below given table followed by discussion:

TABLE 1

Group	No. of Students	Mean	Mean difference	SE_D	S.D	df	t-test	Level of Significance
Audio-lingual method (Pre-test)	30	21.93	15.23	2.09	8.27	29	7.28	0.05 level
Post-test	30	37.16						0.01 level
					8.01			Significant

(Academic achievement score of the group taught through audio-lingual method)

The above table shows the data relating to pre-test and post-test achievement score in English language of the group of students taught through audio-lingual method. A look at the table reflects the mean score of pre-test & post-test are 21.93 and 37.16 respectively. The mean score difference between pre-test and post-test is found to be 15.23 and the calculated 't' value is 7.28. The obtained 't' value is found to be higher than the tabulated value and this is significant both at 0.05 & 0.01 level of significance. The significant difference in mean scores indicates that audio-lingual method induces better academic achievement in English language.

Based on the above finding it can be stated that the hypothesis no. 1 i.e. “Audio-lingual method contributes significantly to the academic achievement in English language” is thus upheld.

- **Result relating to structural approach contributes significantly on academic achievement in English language.** This section shows the result relating to effect of structural approach as an instructional strategy on Academic Achievement of elementary school students in English language. The result is presented below followed by discussion:

TABLE 2

<i>Group</i>	<i>No. of Students</i>	<i>Mean</i>	<i>Mean difference</i>	<i>SE_D</i>	<i>S.D</i>	<i>Df</i>	<i>t-test</i>	<i>Level of Significance</i>
Structural Approach (Pre-test)	30	21.50	14.4	1.54	6.36	29	9.35	0.05 level
Post-test	30	35.9			5.64			0.01 level

(Academic achievement score of the group taught through structural approach)

Table 2 shows the data of pre-test and post-test achievement score of the group of students taught through structural Approach in English language. A look at the table reflects the mean score of pre-test & post-test are 21.50 & 35.9 respectively. The calculated ‘t’ value is found to be 9.35 which is higher than the tabulated value. The calculated ‘t’ value is found significant both at 0.01 & 0.05 level of significance. This indicates that the group of the students taught through structural approach shows high academic achievement in English language. The above finding supports to accept hypothesis no2. i.e, “Structural approach contributes significantly to the academic achievement in English language”.

- Result relating to Relative Effect of Audio-lingual method and structural approach on Academic Achievement in English language.

TABLE 3

<i>Group</i>	<i>Mean</i>	<i>S.D</i>	<i>Mean difference</i>	<i>SE_D</i>	<i>Df</i>	<i>t-value</i>	<i>Level of Significance</i>
Experimental group ₁ (Audio-lingual method)	37.16	8.01	1.26	1.78	29		0.05 level
Experimental group ₂ (Structural Approach)	35.9	5.64				0.70	0.01 level

(Difference between the group of students taught through audio-lingual method and structural approach)

Table 3 shows the data relating to academic achievement of students taught through audio-lingual method and structural approach. A look at the table reflects that the mean score of the group taught through audio-lingual method is 37.16 and the mean score group exposed to structural approach is 35.9. The mean difference between the two groups is 1.26. The t-value is 0.70 which is not significant. This shows that there exists no significant difference between the two groups in their academic achievement in English language. This can be explained that none of the two groups differ to each other in their academic achievement in English language. Based on the above finding it can be stated that the hypothesis no.3 i.e, "There exists no significant difference in the effect of audio-lingual method and structural approach as instructional strategies on academic achievement in English language" is thus accepted. This can further be explained both audio-lingual method and structural approach as instructional strategies do not produce significant difference in academic achievement in English language of elementary school students. However, both the approaches are effective in inducing higher academic performance in English language.

CONCLUSIONS

The study concluded the following:

- Audio-lingual method as an instructional strategy to teach English language at Elementary school level is effective in inducing high academic performance.
- Structural approach as an instructional strategy to teach English language at Elementary school level is effective in inducing high academic performance.
- Both audio-lingual method and structural approach do not induce significant difference among group of learners in terms of their academic achievement scores in English language at elementary school level.
- Audio-lingual method and structural approach as instructional strategies are advantageous for elementary school level in English language teaching

References

- Amnuai1, W. & Wannaruk, A. (2007). Investigating Move Structure of English Applied Linguistics Research Article Discussions. *International and Thai Journals in English Language Teaching*, 6(2), 22-25.
- Anggraeni, P. (2007). *Audio Lingual Teaching as an Alternative Method in Teaching Speaking*, Retrieved from <http://www.teachingenglish.org.uk/knowledge-database/audio-lingualism> on 24/3/14.
- Behlol, M. & Kaini, M. (2006). *Comparative Effectiveness of Contextual and Structural Method of Teaching Vocabulary*, Retrieved from <http://www. Mochammad-r-p.pdf> on 1/4/14.

- Fatmawati, A. (2011), English Education Department. *Teaching Simple Through Past Tense Through Audio-lingual Method*, Retrieved from <http://ksu.edu.sa/fallacy/Extra/Audio-Lingual/Method.pdf> on 23/4/14.
- Mansoor, Ali, S. (2016). *Language Teaching in India The Present Day Challenges*. Retrieved from <http://www.eltlinkup.org/smansooraliart>.
- Mareva, R. & Nyota, S. (2012). Structural or Communicative Approach: A Case Study of English Language Teaching in Masvingo Urban and Peri-Urban Secondary Schools. *Internal Journal of English and Literature*, 3(5),103-111. Retrieved from <http://www.academicjournals.org> on 1/4/14.
- N.C.E.R.T. 2nd www. Survey. (n.d.) Retrieved from <http://archive.indianexpress.com/news/introduce-english-on-primary-education> on 2012 on 28/4/14.
- Prayoga, R. M. (2011). Teaching Listening Skill Using Audio Lingual Method at First Grade Students of Asrama Bengkel Bahasa Course. *English Education Study Program Language and Arts Department Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Siliwangi Bandung*, Retrieved from <http://archive.indianexpress.com/news/introduce-english-says-report-on-primary-education> on 28/4/14.
- Rani, M. (2016). Recent Trends in Teaching of English. *International Journal of English, Language Literature and Humanities*. 4(1) Retrieved from <http://ijellh.com/recent-trends-english-language-teaching>.
- Saeffurrohman, A. (2009). Faculty of Language and Arts. *The Use of Audio lingual Method in Teaching Expressions Pronunciation in Interpersonal Dialogue*, Retrieved <http://bilinguaeducators.com/Audio-lingual-method-different-> on 24/4/14.
- Saleh, H. (2011). *The Implementation of Audio Lingual Method By Using Electronic and Social Media In Teaching Speaking*, Retrieved from library.gunadarma.ac.id/repository/the-implementation-of-audio-lingual-method-by-using-electronic-and-social-media-in-teaching-speaking-a-case-study on 20/3/14.
- Serra, R. (2014). How to HHHhhhhhelp Young English Language Learners Love Writing. *British Council*. Retrieved from <https://www.britishcouncil.org/voices-magazine/how-help-young-english-language-learners-love-writing>.
- Tarvin, W.L. & Al-Arishi, A.Y. (2004). Literature in EFL: Communicative Alternatives to Audiolingual Assumptions. *Journal of Reading*, 5(34), 30-36.
- Varner, L. C. (2005). *Teaching English as a Second Language to Pupils of Foreign Born, Mexican Heritage*, Retrieved from E.R .I.C. Com (NMSU) on 20/3/14.
- Wijarwadi, W. (2008). English Language Education. *The Effectiveness of Contextual Teaching and Learning in Teaching Speaking*, Retrieved from <http://americanenglish.state> on 21/3/14.