The Audio-Lingual Method for the Furtherance of Reformed Productive Speaking Skill: A Discourse Analysis Approach.

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Abstract

The Audio-Lingual method strives for cultivating communicative competence of learners over dialogues. The process of dialogues and pattern drills that learners stipulate to repeat are inclined to construct habits and behaviours in students which will enable them to further active, fast, and automatic reformed responses. Drills are suitable in foreign language teaching contexts on the grounds that they provide learners the occasion to perpetrate what they have detected. In an initial descriptive methodology through which the Audio-Lingual Method can serve to detect the speaking proficiency of learners. Any foreign language needs an oral proficiency that would use it to deliver what you have learnt. The scheme and intention of this article is to establish a correlation between the Audio-Lingual method and reformed productive speaking skill. We may conclude that teachers should boost learners to use the Audio-Lingual method that would be first to assist them enhance their general English speaking proficiency, which embraces different vocabularies and sentence structures. The second aspect would be to thrust them become aware and manipulators of the Audio-Lingual method principles such as repetition drills, transformation drills and dialogue memorization.

Keywords:*Approach, Audio-Lingual Method, Communication, Pattern drills, Speaking skill.*

Introduction

The Audio-lingual Method must be related unswervingly with the target system lacking the aspect of translation into native language.The objective is to afford language users with a pragmatically useful process for communication. For appropriate communication, the teacher should directly practice the target language in class avoding translating the teaching material for the reason that a given language can best be imparted actively in the academic setting.The teacher must not elucidate everything but rather correlate the meaning through drills, dialogues, and actions. The stategy will assist students who are dealing with a specific issue to speak thoroughly through dialogues and pattern drills. This method triggers the teacher-student and student-student activities. Accurate pronunciation is given careful consideration in this method new terms are taught by using recognized vocabulary and expressions (Rothstein-Fisch& Trumbull, 2005).

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The Direct Method is very prevalent that allows learners to do a precise matter which provides the chance to communicate, share and exchange information with classmates which consist of a set of sounds and written symbols in an English language academic setting. Such method is used for everyday communication to trigger the focus on the answer question session that is the language of teaching.The basic purpose of this method is concerned with the repetition of words, expression gestures drill and language achievement which directly related to the mind capacity and ability that the learner (Larson-Freeman, 1986).

Rivers claims that learners always try to understand to communicate the language by listening and speaking which both are ways to interact and engage appropriately (1968). A leading role of the teacher results in the activities of the class s/he provides, because a teacher-student connection is directly related to the skills process that's why s/he devolves on the learner-learner interaction to give them an opportunity to communicate, share and exchange ideas freely without serious pressure. Alternatively, the learner role is less passive that s/he does not take actions than Grammar- Translation Method. Therefore, The role of teacher-student relation is so limited to the learning-teaching process.

Background Study

Inquiries that have been itemized in Widdowson (1978), Nunan (1993), Kasper & Blum-kulka (1993), Salkie (1995), Yule (1996), Kramsch (1998), Hinkel (1999), Celce-Murcia & Olshtain (2000), Kasper & Rose (2001), Cook (2003), (Scollon, et al., 2012),declare that discourse analysis is a wide-ranging and comprehensive term for a certain proportion of approaches to scrutinize written, vocal, or sign-oriented language use, or any considerable semiotic incident. It is a modus operandi of examining and inspecting meticulously and systematically the structure of texts or utterances longer than one sentence, taking into consideration both their linguistic-oriented content and their sociolinguistic-oriented context, for exhaustive understanding of the interpreted discourse. We accentuate and bring to the fore the requirement of this approach to coalesce the Audio-Lingual method and speaking process for simplified and comprehensive communication. Since it silhouettes the framework of this paper, there is a driving force to define it.

Discourse analysis approach possibly will help a whole heap in the incorporation of the Audio-Lingual method inside a classroom fell back on the use of speaking skill that is premeditated under the umbrella of discourse analysis (Brown& Yule, 1983).

Apprentices in second and foreign language milieus face a great dearth of right set of situations to be involved in day-to-day life circumstances of interaction and communication with native users of language who have bona fide use of language hauled out from their source language nature and identity (Liyanage & Walker, 2014).

The Audio-Lingual method, that was contemplated by American linguists in 1950s, was advanced from the belief that a language is first of all a system of sounds for social communication; writing is a secondary derivative system for the recording of spoken language (Carroll, p.1963). Thus, the aim of the Audio-Lingual method is to use the target language communicatively. On the word of this method, speech is given precedence in foreign language teaching settings. The Audio-Lingual method imparts language through dialogues that revolve around habit formation of learners. Larsen-Freeman maintains that learners will accomplish communicative competence by forming new behaviors in the target language and getting under control the old habits of their native code

(2000, p.46). The Audio-Lingual method measured language basically as form of habits to be learned over the formation of correct and accurate speech habits (Thornbury, 2000, p.23). Otherwise stated, the purpose of this method is to form native language habits and behaviors in students (Dendrinos, 1992).

In the same vein, Richards and Rodgers highlight the fact that foreign language learning is fundamentally a course of mechanical habit formation, and good habits are shaped by providing precise responses rather than by making mistakes (2001, p.56). It should be worth noting that dialogues and pattern drills that learners want to repeat, are often accustomed to form habits. On that account, as Larsen-Freeman (2000) pronounces the more often a task is repeated, the stronger the habit and the better the learning will take place.

The Audio-Lingual method principally is made up of the following salient aspects:

a) The instructor reads a dialogue by demonstrating it. It has been always encouraging to set the subject matter in a given academic context, and learners support a better opportunity of recalling what they have learnt and informed. Learners determine the target system within a tangible context that will allow them to interrelate what they learn to real-life learning situations. Tutors as a shining role model will motivate and instigate the learners to work towards learning the target language.

b) Learners reiterate the dialogue parts. Through reiteration learners can make use of the target system automatically, smoothly and fluently as well. In the current method, it is required that learners shape a habit formation to apply the target language with comfort, hence, the more they repeat dialogue structures, the easier they may speak the target language dialogue structures without thinking.

c) Couple of words and phrases are transformed in the dialogue. Drills implemented in this method to provide learners with different tasks and appropriate practices. Given that drills such as single-slot substitution, multiple-slot substitution, and transformation drill will help learners to have the chance to generate speech in the target language, additionally, these items will boost them diagnose how language functions and generates. Apprentices learn, understand and master how to answer acceptably when they practice the drills correctly.

1. What are the Nuances between a Method and an Approach?

An approach is a variety of prevalent conventions about what language is and how it is imparted andwell-educated. It is the aggregate of our philosophy and attitudes on both language and learning theories. Otherwise stated, a language teaching approach describes:

1. Language nature.
2. How knowledge of a given language is acquired.
3. The circumstances that boost language acquisition.

An approach is a degree of confidence. In this area, expectations and principles about language and language learning are itemised. Wherefore, theoretical philosophies are pronounced in an approach. Accordingly, we will explore that both language and learning theories are the concerns of an approach. The language theory epitomizes a standard of language competence and a version of the essential features of linguistic system and language use. Alternatively, the learning theory shapes 'a description of the overriding process of speaking and a description of the conditions supposed to encourage successful language learning' (Richards and Rodgers, 2001, p.25). No

approach stipulates any practice for teaching a language. It is a project which ties an approach with a scheme. A precise interpretation of language and theory of learning will support an instructor to frame her/his own teaching scheme. Anthony (1963, pp.62-68) avows that 'an approach is a group of reciprocal assumptions coping with the nature of language teaching and learning in general and speaking in specific. An approach is axiomatic. It designates the nature of the subject matter to be taught' (cited in Richards and Rodgers, 2001, p.18). Once more, we find almost an analogous opinion in Richards and Rodgers (2001, pp.19-20) where they keep that 'approach hints at theories about the nature of language and language learning that assist as the basis of functions and principles in language teaching skills.' But there is no approach brings about 'a definite set of prescriptions and systems to be applied in teaching a given language skill', (Richards and Rodgers, 2007, p.247).

An approach to language teaching and learning constitutes a framework concept of the mode in which hypotheses should persist, 'a seedbed from which an approach springs, but is not yet a policy postulating details of classroom practices', (Johnson and Johnson, 1998, p.12). There must be a reasonable and feasible match between an approach and a method. Within one approach, there must be several methods. Approaches may be reviewed and modernized according to the context teachers confront when dealing with the speaking skill. Therefore, it is the context that should have been the first contemplation of the language teaching during the application of an approach. It should be worth noting that we will see how a language teaching method is meticulously connected with the context where a language is imparted.

A method is a practical and functional implementation of an approach. In the field of a method, a theory is put into action. It comprises verdicts about:

1. The specific skills to be taught such as Listening, Speaking, Reading and Writing.
2. The roles of both teachers and learners in language teaching and learning in general and speaking in specific like our case.
3. The needed procedures and techniques for teaching and learning speaking skill.
4. The content to be undertaken when coping with speaking skill.
5. The order in which the content of a speaking task will be organised.

It also entails a comprehensive curriculum organization, materials selection to increase the quality of education, and methods to evaluate learners and assess teaching and learning processes for the most part and speaking ability in particular. It is a form of systematizing an arrangement that is founded on the philosophical motives of an approach.

A method is a mode of teaching a language by following organized standards and procedures. A method contains the authentic activities the learner and the teacher are preoccupied with when teaching and learning a given language skill. Davies and Pearse (2000, p.209) view that a method is the 'way of teaching constructed on thoughts about language, learning, and teaching, with definite indications about activities and techniques to be applied. A theory of language is put into action in a method. A method is more theoretical than teaching activities (Duchackova,2006). Recognition of methods is a unit of the stock of knowledge of teaching. It sustains to broaden a teacher's repertoire of procedures. Anthony (1963, pp.62-69) manifests that a 'method' is a general plan for the orderly demonstration of language materials, no part of which opposes, and entirely is based upon the selected approach. An approach is "axiomatic, a method is procedural", cited in Richards and Rodgers (2001, pp.19-20).

Methods 'designate a firm model, constructed on certain principles. They cope with what, how and why interrogations. They state little or nothing about who/ whom, when, and where,'

(Larsen-Freeman, 2000, pp.180-183). Social connections, sorts of thinking and policies of learning are the manifestations of methods. From the above-mentioned discussion, we are influenced that the appropriate evaluation of context is a necessity when a method is used. Language teachers should evaluate the context of a specific institution or an area when they implement a method to teaching task.

Methods are authentic applications of approaches. They Both are theories put into actions. They are well-ordered step-by-step incidents that have itemised upshots. Methods count on techniques to accomplish anticipated and favourite outcomes.

2. What is Discourse Analysis Approach?

It has been convinced that Taylor (2013) affords a well-thought-out description of discourse analysis, maintaining it as "the close study of language and language use as evidence of aspects of society and social life." (p. 8). Celce-Murcia and Olshtain (2000) hypothesize "discourse analysis is minimally the study of language in use that extends beyond sentence boundaries." Such approach entails a more cognitive and social perspectives on language use and cultural communicative exchanges that encompass written as well as spoken discourse. (P. 3)

It should be perceived that the dominant aim is not to initiate a new stylish and fashionable approach for furthering a reformed productive speaking skill in a second or foreign language classroom, but rather to bestow instructional objectives where the two milieus of investigation may operate and coexist reciprocally for pedagogical recommendations(Trosborg, 2000). Say differently, the chief target is to afford learners with academic worldviews and experiences that would advance them to be aware of and/ or to tackle English speaking skill in academic contexts. More exclusively, it cracks down on the speaking competences and supplies a quantity of implications, stopping at the aspect of intensive drills, memorization and dialogues, to optimize this determined dexterity (Elena, 2019).

The existing inquiry is conducted within the framework of discourse analysis whereby the notions of cohesion, coherence, context, lexical density, situation, discourse types, information structure, given and new information, theme and rheme, background knowledge for propositional and functional level, processing discourse types, negotiating meaning, intercultural communication, and other outstanding facets of language use stemmed from cultural identities for the intention of improving apprentices' competences and capacities to use and speak the linguistic system with learners in academic contexts (Nunan, 2000). The above definite skill of interest could be obtained from the recommended arena, through the application of the audio-Lingual Method in cultivating learners' speaking awareness to apprehend and construct socially, culturally, and contextually appropriate English utterances, formations, and stretches where the current field gives much more emphasis on the use of language processing such as bottom-up, top-down, and interactive methods for the integration of speaking aptitude. Therefore, a clear-cut discription should be there to define the Audio-Lingual Method that would foster learners to speak more freely and produce correct and academic utterances(Byram,1989).

3. What is Audio-Lingual Method

It should be worth noting that an Audio-Lingual Method is an oral-based method. Though, it is altered to a limited extent, given that the Discourse analysis is highlighting terminology acquisition through exposure to its use in real-life circumstances, theAudio-Lingual Method drills

learners through the use of grammatical sentences patterns (Bowen, 2022). Likewise, reminiscent of the Discourse analysis, it has a solid theoretical foundation in linguistics and psychology fields. In consonance with Charles Fries(1945)oftheUniversityofMichigan who directedthewayinemploying principlesfromstructurallinguistics in cultivating and refining the method, that's why, it has sometimes been represented as the'Michigan Method'. Far ahead in its growth, principles from behavioural psychology (Skinner,1957)were amalgamated.Itwassupposedthatthemeanstoacquirethesentencepatternsof the targetlanguagewasoverconditioning-helpingstudentstoreact appropriatelytostimulithrough shaping and reinforcement arrangement with the intention of students to overcome the habits of their nativelanguageand fromthenew habits crucial to betargetlanguageutterances. **(Larsen-Freeman& Anderson, 2011, p. 58)**

4. The Meaning of Speaking as a Reformed Productive Skill

Speaking is characterized as an interactive ongoing process of constructing and crafting meaning that encompasses producing, receiving and processing information(Crowell,1994). Its form and meaning are contingent upon the context in which it takes place, the participants or the users of language, and the purposes of speaking (Burns & Joyce, 1997). Speaking is determined intrinsically in this paper as the secondary phase students' ability to express and verbalize themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional 'negotiable' and interactional intentions using correct and precise pronunciation, grammar and vocabulary and implementing the pragmatic and discourse norms of the spoke system. By way of explanation, they are required to demonstrate and prove mastery of the following sub-competencies/ proficiencies:

1. *Linguistic competence:*such component comprises the following aptitudes (Rivers,1968):

    a) Trying out intelligible and simple pronunciation.
    b) Applying grammatical rules and instructions accurately.
    c) Adopting relevant, adequate and appropriate assortment of vocabulary.

2. *Discourse competence:*such component encompasses the following abilities:

    a) Constructing discourse parts coherently and cohesively.
    b) Handling conversation and interacting effectually to maintain the conversation running.

3. *Pragmatic competence:*such component embraces the following capabilities:

    a) Expressing an assortment of functions efficiently and appropriately in relation to the context and register.

4. *Fluency:*This item means speaking fluently establishing a reasonable velocity of speech (Byram, 1997).

5. The Audio-Lingual Method and the Furtherance of Reformed Speaking Skill

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5.1. **PurposesoftheAudio-LingualMethod for the Furtherance of Speaking**

The utmost objective of teachers and mentors is thrusting his/ her learners to be capable of engaging the target language communicatively. In an attempt to do task, the instructors consider that learners require to speak intensively and extensively "overspeak" the target language, to absorb how to use automatically and unconsciously without discontinuing to ponder in the target language. According to them learners my accomplish this by shaping new habits and behaviours in the target language and getting over the old habits of their native language. **(Larsen-Freeman& Anderson, 2011)**

5.2. **Principles of the Audio-Lingual Method for Boosting Speaking as a Discourse Task**

Here, we maintain some indispensable principles triggered by (Larsen-Freeman & Anderson, 2011).

1. Any given foreign language is the same as any other sort of learning task and is able to be characterized by the identical regulations and principles (Stimulus-Response-Reinforcement).

2. Learning task, as speaking, is the outcome of experience and involvement and is apparent in vicissitudes in behaviors and habits. The purpose is for accomplishing linguistic competence and accuracy.

3. Each and every single foreign language learning task, as speaking, is divergent from first language learning task.

4. Each and every single foreign language learning task, as speaking is a course of habit construction.

5. The process of language speaking, as a learning task, progresses by dint of analogy that is habit-formation system including discrimination and generalization rather than analysis aspect (deductive learning of rules) and encompasses attending to shape and structure.

6. Errors made are the result of first language interference and could be escaped from in the process of teaching. Oral Sessions should stipulate what language patterns the learners will apply and that monitor learners' communication with the target language.

7. Foreign language learning task revolves around all the rehearses, drills, and course of actions through making a transition from reading, translating and deductive description of grammar rules to the listening, speaking and the inductive demonstration of the linguistic patterns of the spoken system.

8. Language forms and functions do not happen by themeselves; they happen most logically within definite contexts.

9. The native language and the target language have separate and detached linguistic systems. They should be kept apart so that the students' native language interferes as little as possible with the students' attempts and ventures to acquire the target language.

10. Particular parts of speech occupy and engage particular 'slots' in sentences. In order to create and craft new sentences, students must learn which part of speech occupies and engages which slot.

5.3.   The Audio-Lingual Method Techniques for Integrating Speaking In-class communication

Teachers will attempt to use different dialogues and pattern practices derived from the Audiolingual classroom rehearsals. It should be worth perceiving that the use of such drills is a distinctive trait of the Audiolingual Method (Darder,2015). The techniques treated by the Audio-lingual Method are (**Larsen-Freeman & Anderson, 2011**):

1. *Repetition drills:* such drill pattern is regularly manipulated to explain the lines of the dialogue. Undergraduates are required to reiterate the educator's pattern as correctly and rapidly as possible.

2. *Single slot substitution drills:* the use of such pattern is through saying a line, typically from a given determined dialogue. Then, the instructor utters a word or a phrase that is described as a cue. Learners resay the line from the dialogue that the instructor has given them, replacing "substituting" the cue with the line in its appropriate spot. The main objective of these drills is to provide learners with some sort of practices through finding and filling in the slots of a sentence.

3. *Question and answer drills:* the instructor implements such kind of drills to foster learners practice to answer certain questions. The learners should answer the tutor's question immediately. In spite of the fact that teachers did not recognize such type of drills in their classes here, it is as well likely for the teacher to cue learners to ask questions likewise. This thrusts apprentices' practices with the question pattern process.

4. *Expansion drills:* the teacher adopts such kind of drills to thrust learners to construct longer sentences step by step, progressively attaining the aspect of fluency. The foremost structure is reiterated first, later learners should put the cues in its appropriate spot.

5. *Multiple slot substitution drills:* such kind of drills is akin to the single slot substitution drills. The focal difference occurs when the tutor provides cue expressions, in sequence will be incorporated in different slots in the dialogue lines. The undergraduates have to distinguish what chunk of speech each and every single cue is, or as a minimum, where it should be incorporated in the sentence, and construct any other modifications, such as subject-verb arrangement. Then they repeat the line or lines, incorporating the cue phrases in the lines where they fit.

6. *Backward build-up drills:* the educator manipulates such kind of drills when discovering that a long-stretched line of a given dialogue is putting learners into troubles. The educator then falls apart the line into several parts. Learners repeat a single part of the phrase, usually the last expression of the line. Next, pursuing the instructor's cue, the learners broaden what they are reiterating piece by piece until they are capable of resaying the complete line. The tutor starts with the last part of the sentence and operates backwards from there to retain the intonation of the parts of line as natural as possible. Also, this procedure thrusts the learners' attention to be well-maintained till the last part of the line, where new information and experience naturally happen.

7. *Chain drills:* it should be worth distinguishing that a chain drill catches its name from the chain of conversation that constructs around the pattern of asking and answering questions of the students one by one inside the classroom. The instructor activates the chain by greeting a specific learner or asking him/ her a certain question. Such learner answers what has given to him or her and then turns to the classmate who is sitting next to him or her. The first learner greets or asks a certain question of the second learner and so forth, in this way the chain continues to expand. This type of chain drill tolerates some monitored and structured communication, despite the fact that it is restricted. Such pattern of drills also provides the teachers with a chance to control and check each learner's language.

8. *Complete the dialogue:* carefully chosen words are removed from a given dialogue where learners have learned. Learners accomplish the dialogue by filling in the gaps with the missing appropriate lexes.

9. *Transformation drills:* the mentor deploys such kind of drills to bring his/ her learners to a particular sort of sentence pattern, to make the previous information clear, an affirmative sentence is a good example for. Learners are requested to transmute a given positive sentence into a negative sentence. Another example of transmutations is to enquire learners to transform a phrase into a question, an active sentence into a passive one, or a direct statement into a reported speech.

10. *Use of minimal pairs:* the counselor employs such kind of practice where s/he tries to engage with a pair of words which vary only in one sound; for instance, 'bat/ but'. learners are first enquired to discover the discrepancy between the two words and later try to repeat the two words correctly and truthfully. The trainer picks the sounds to develop after manipulating a contrastive analysis or a comparison between the apprentices' native language and the language they are learning 'speaking'.

11. *Grammar game:* the trainer operates such kind of games to bring learners to rehearse grammar facts within a certain context. Learners are ready for expressing themselves, even if it is in a limited context.

12. *Dialogue memorization:* the pedagogue often puts into action such kind of conversation practice between two students for opening a new tutorial. Apprentices memorize the dialogue over the application of mimicry, learners generally engage the role of one character in a dialogue, and then the teacher will take the other character. After memorizing the first character's lines, they swap roles and learn the other character's section. Another technique of rehearsing the two parts is set to be for the first half of the class students take one part and the other half of the class students tackle the other one. After the memorization of such dialogue, pairs of individual learners could play the dialogue for the remaining learners in the class.

5.4. Pedagogical Tips for Teaching Speaking Process Through the Audio-Lingual Method

Pedagogues should be aware of the new vocabulary and structural patterns that are presented through dialogues. The dialogues are learned through imitation and repetition. Drills (such as repetition, backward build-up, chain, substitution, transformation, and question-and-answer) are conducted based upon the patterns bestowed in the dialogue. Students' successful responses are positively reinforced. Grammar is induced from the examples given; explicit grammar rules are not provided. Cultural information is contextualized in the dialogues or advocated by the teacher.

Students' reading and written work is based upon the oral work they did earlier. The teacher should behave like an orchestra leader, conducting, guiding, and controlling the students' behaviors and habits in the target language. The purpose of language speaking is to speak how to use the language to communicate. Language speaking is a process of habit formation. The more often a speaking task is repeated, the stronger the habit and the greater the speaking. The language teacher/ speaker uses only th target language in the academic setting 'classroom'. Actions, pictures, or realia are used to give superfluous meaning otherwise. The teacher should use spoken cues and picture cues to facilitate learners speaking activities. The teacher should conduct transformation and question-and-answer drills tht provide a good opportunity to discover more about the structures of the target language they are uttering.

Teachers should thrust their learners to know how to use the target language communicatively. In order to do this, they believe students need to overlearn and overspeak the target language, to learn to use and speak it automatically without stopping to think and reflect. Their students achieve this by forming new habits in the target language and overcoming the old habits of their native language.

5.5. Advantages

1. Such method is the first one which grounded on scientific, linguistic and psychological concepts.
2. Due to its modest principles, such method expanded the field of the language learner application program.
3. Syntactic development of language forms and configurations obtains more significance than terminology and morphology aspects.
4. Language peaking process immersed in learning and mastering different abilities.
5. This method nurtures teachers to use and apply simple techniques for language speaking.

5.6. Disadvantages

In the face of the previous benefits, the Audio-Lingual Method instigated to be disapproved and complained in the 1960s from different fields:first, between 1966 and 1972 Chomsky originated a protracted and stormy discussion about the language methods andlearningphilosophies.Second,itwaslocated thattheAudio-Lingual Method couldn'tfunctionasthepanacea for instructors who initiated to grumble that not all their requirements were encountered by such method. Furthermore, learners stated their disappointment with the automatic drills in classes and named themmonotonous and vexatious. They as well criticized that what they attained was more like mimicking and parroting and lesslikereal-life communication that could berevealedoutsidethe classrooms.

As you can see,since1970$_s$ the Audio-LingualMethodcametoitsend,in spite of the fact thatparticular principles and techniques ofsuch method still continuetobeapplied in themodernlanguageteaching classes.

Conclusion

In a nutshell, the pedagogues in such chain lessons try to avow that the Audio-Lingual Method intends for optimizing and furthering the aspect of communicative competence of learners through practicing dialogues and drills. The use and application of dialogues and drills are

effectual in foreign language teaching classes, as they conduct the learners to generate and construct different speech forms. The salient attribute of repetition of dialogues and drills will empower learners to react immediately and accurately in spoken language contexts.

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