



Impact of the Value-Added Course named Communicative English through Audio-Lingual Method on trainee teachers of B.Ed. course

Prit Roshan Badhiye, Akhilesh Ramesh Bramhe

Assistant Professor, Department of Education, R T M. Nagpur University, Smt. Kishoritai Bhoyar Adhyapak Mahavidyalaya, Kamptee, Maharashtra, India

Abstract

In today's globalized education landscape, teaching in fluent English in classrooms have become an area of concern among teachers who hail from non-native English-speaking regions. This study examines the impact of a value-added course named "Communicative English through Audio-Lingual Method" on B.Ed. Student's communication skills, self-confidence, and employability.

The study was conducted on Fifty (50) trainee teachers of B.Ed. course enrolled at Smt. Kishoritai Bhoyar Adhyapak Mahavidyalaya, Kamptee, Maharashtra state, India. The experimental method was performed on single group also known as single group experimental design. This group was tested with self-prepared criterion reference test with mixed questionnaire of 25 marks containing 17 mixed type questions. Pre-tests was administered on that one group before any intervention or treatment and the same group was assessed again after the intervention with the same self-prepared criteria references test. After the pretest, the experimental group was taught through a module prepared by the researcher.

Test scores were analysed for any statistically significant difference in the scores on the test. Results indicate a significant improvement in the students' fluency, vocabulary range, and classroom language skills. Moreover, the course positively impacted their confidence levels and readiness to engage with students in a bilingual or multilingual classroom setting. This research contributes to the field of teacher education, emphasizing the role of English communicative skills in effective teaching and recommending broader implementation of similar courses for pre-service teachers.

Keywords: Value-added course, audio-lingual method, trainee teachers of b.ed. Course, single group experimental design, self-prepared criteria reference test

Introduction

Value added courses in Bachelor of Education college are designed to provide additional skills and knowledge beyond the core curriculum. These courses aim to enhance the employability, teaching effectiveness, and personal development of future educators. These courses offer opportunity for budding teachers to enhance their competencies. Value added courses are the types of courses which help a particular individual to develop their own skills in their chosen field of the study. They are mostly independent to each type of the fields. Most of the colleges form a joint venture with various organizations so that it facilitates the students as well as the faculty to keep pace with the latest technologies pertaining to their chosen field of studies.

Audio lingual is a method of foreign language teaching where the emphasis is on learning grammatical and phonological structure, especially for speaking and listening. It is based on behaviourism and so relies on formation as a basis for learning, through a great deal of mechanical repetition.

The Audio-Lingual method aims to develop communicative competence of students through dialogues. Dialogues and pattern drill that students need to repeat are used to form habits in learners that will allow them to develop quick and automatic responses. Drills are useful in foreign language teaching in that they give students the opportunity to perform what they have learnt.

The Audio-Lingual method, which was proposed by American linguists in 1950s, was developed from the principle 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 purpose of the Audio-Lingual method is to use the target language communicatively. According to this method, speech is given priority in foreign language teaching. The Audio-Lingual method teaches language through dialogues that focus on 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).

The Audio-Lingual method considered language simply as form of behaviour to be learned through the formation of correct speech habits (Thornbury 2000, p.21). in other words, the goal of this method is to form native language habits in learners (Dendrinos, 1992). Similarly, Richards and Rodgers stress that foreign language learning is basically a process of mechanical habit formation, and good habits are formed by giving correct responses rather than by making mistakes (2001, p.57). Dialogues and pattern drill 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 mainly consists of the following features: The teacher reads a dialogue by modelling it. It has been always motivating to put the subject matter in context, and students stand a better chance of retaining what they have learnt. Students learn the target language within a concrete context that will enable them to relate what they learn to real-life learning environments.

Teachers as a role model will encourage and inspire the students to strive for learning the target language. Students repeat the dialogue. Through repetition students can use the target language automatically, and fluently as well. In this method it is desirable that students form a habit formation to use the target language with ease, therefore, the more they repeat, and the easier they will speak the target language without thinking. Some words or phrases are changed in the dialogue. Drills used in this method will allow the students to have practice. Through drills such as single-slot substitution, multiple-slot substitution, and transformation, students are given the opportunity to produce speech in the target language, furthermore, these patterns will let them see how language functions. Students learn how to respond correctly when they practice the drills.

The Audio-Lingual method focuses on oral skills. It aims to improve students' speaking achievement. Language items are presented to students in spoken form without reference to the mother tongue so that they can learn language skills effectively. The goal of the Audio-Lingual methods, via teaching vocabulary and grammatical patterns through dialogues, to enable students to respond quickly and accurately in spoken language. The dialogues are learnt through repetition and such drills as repetition, backward build-up, chain, substitution, transformation, and question-and-answer are conducted based upon the patterns in the dialogue (Larsen-Freeman, 2000, p.45). Tim Bowen explains the contributions of this method to language learning as: "Most teachers will at some point require learners to repeat examples of grammatical structures in context with number of aims in mind: stress, rhythm, intonation, 'consolidating the structure', enabling learners to use the structure accurately through repetition, etc. Question and answer in open class or closed pairs to practise a particular form can also be argued to have its basis in the audio-lingual approach, as can, without doubt, any kind of drill." Nunan is of the opinion that Audio-Lingual method "has probably had a greater impact on second and foreign language teaching than any other method. It was, in fact, the first approach which could be said to have developed a 'technology' of teaching and based on 'scientific' principles" (2000, p.229). The Audio-Lingual Method aims to develop communicative competence of students using dialogues and drills. The use of dialogues and drills are effective in foreign language teaching as they lead the students to produce speech. Repetition of the dialogues and

the drills will enable students to respond quickly and accurately in spoken language. Introduction of this method as value added course in B.Ed. curriculum will serve as an effective tool of language development among trainee teachers.

Hypothesis

It is hypothesized (H0) that there would be no significant difference among B.Ed. trainee teacher's English communicative skills even after having undergone the value-added course training.

Methodology

The purpose of this research study was to determine the Impact of the Value-Added Course named Communicative English through Audio-Lingual Method on trainee teachers of B.Ed. course. The experimental method was performed on single group also known as single group experimental design. This group was tested with self-prepared criterion reference test with mixed questionnaire of 25 marks containing 17 mixed type questions. Pre-tests was administered on that one group before any intervention or treatment and the same group was assessed again after the intervention with the same self-prepared criteria references test. After the pre-test, the experimental group was taught through a module prepared by the researcher. Validity and reliability were assessed by the help of English subject expert.

Sample: Participants in this study were Fifty (50) trainee teachers of B.Ed. course enrolled at Smt. Kishoritai Bhojar Adhyapak Mahavidyalaya, Kamptee, Maharashtra state, India.

Tools of the study: Following tools were used for the study. Self-prepared criterion test comprising of mixed questionnaire of 25 marks containing 17 mixed type questions. Pre-tests was administered on that one group before any intervention or treatment and the same group was assessed again after the intervention with the same self-prepared criteria references test. After the pre-test, the experimental group was taught through a module prepared by the researcher. Following table exhibits the parameters and sub-components on which the questionnaire was prepared and tested.

Table 1

Sr. No.	Parameter	Sub-component	Number of Questions	Marks allotted
1.	Accuracy in Pronunciation	Phonic	2	3
2.	Listening Comprehension	Active listening and replication	1	2
3.	Understanding	Understanding of Correct Sentence structure and meanings	4	4
4.	Vocabulary	Guessing Synonyms	2	2
5.	Grammatical Accuracy	Mastery of sentence patterns and grammatical structures	2	2
6.	Oral Fluency	Intonation and stress	2	6
7.	Substitution and practice drills	Guided sentence formation and vocabulary substitution	1	1
8.	Comprehension	Listening for specific information and understanding main ideas and details	1	2
9.	Memorization and Retention	Repetition based memory technique	1	2
10.	Reinforcement Through Repetition	Drill practices and spaced repetition	1	1
11.	Total		17	25

Procedure

This study was conducted over a period of 30 days. Classes would be conducted for 60 minutes each day for total of 6 days per week. The module for teaching communicative English through Audio-Lingual Method was prepared by the researcher was taught using the smart board in smart classroom. A total of 50 students enrolled for Value-Added Course named Communicative English through Audio-Lingual Method for B.Ed. teacher training program formed single group experimental design.

That group was given self-prepared criterion test as pre-test and post-test. Before the course, students were administered self-prepared criterion test to gauge their English-speaking skills. The score was recorded before introducing them with the course. The same group was taught Communicative English through Audio-Lingual Method for a month. During the course of instruction, students were asked to practice the sentence drills individually as well as in a group of 3 to 4 students during the teaching period. After completion of course, the same group was administered the same criterion reference test as post-test and the score was again recorded.

Findings

Table 2

Test	N	Mean	SD	t value
Pre-Test	50	9.28	2.68	16.56*
Post-Test	50	18.12	2.68	

The table 2 compares the performance of students before and after an intervention, as measured by a pre-test and post-test. The findings indicate:

1. Pre-Test Results: The mean score of the students was 9.28 with a standard deviation (SD) of 2.68.
2. Post-Test Results: The mean score increased significantly to 18.12 with an SD of 2.68.
3. Statistical Significance: The calculated t-value of 16.56 indicates a significant difference between the pre-test and post-test scores, significant at the 0.01 level

Conclusion

The results demonstrate a significant improvement in the performance of students after the intervention. The substantial increase in mean scores from 9.28 to 18.12 and the high t-value confirm the effectiveness of the experimental treatment. This suggests that the intervention positively impacted the students' performance, as evidenced by the statistically significant difference at the 0.01 level. It also indicates a significant improvement in the students' fluency, vocabulary range, and classroom language skills. Teacher Trainees gain a solid understanding of basic sentence structures, enhancing their ability to construct grammatically correct sentences in real-life scenarios. Regular practice in spoken English reduces hesitation and builds confidence among Teacher trainees to use English in classroom communication. Moreover, the course positively impacted their confidence levels and readiness to engage with students in a bilingual or multilingual classroom setting. This research contributes to the field of teacher education, emphasizing the role of English communicative skills in effective teaching and recommending broader implementation of similar courses for pre-service teachers.

Reference

1. Archibald J. A review of the literature on English as a second language issues. *The Language Research*

- Centre, University of Calgary, 2008. Retrieved from <https://files.eric.ed.gov/fulltext/ed506095.pdf>.
2. Behlol M. Effectiveness of structural method of teaching vocabulary. National University of Modern Languages, Islamabad, 2010. Retrieved from <https://files.eric.ed.gov/fulltext/ej1081810.pdf>.
3. Binos P. Effectiveness of aural-oral approach based on volubility of a deaf child with late-mapping bilateral cochlear implants. *Frontiers in Psychology*, 2021;12:733957. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8395430/>.
4. Candelas A. Techniques of aural oral approach. Article, (n.d.). Retrieved from <https://www.jstor.org/stable/381680>.
5. Chiranjeevirao A. Methods and approaches to English language teaching, 2017. Retrieved from <http://data.conferenceworld.in/mccia/69.pdf>.
6. Kinchen G. An oral-aural-visual approach to written communicative ability of selected third-grade students. Louisiana State University, 1977. Retrieved from https://digitalcommons.lsu.edu/gradschool_disstheses/3184.
7. Saefurrohman A. Action research given to the year ten students of SMA Negeri 14 Semarang, 2010. Retrieved from <http://lib.unnes.ac.id/2619/1/7197.pdf>.
8. Sinem Genc Z. Approaches and methods in English for speakers of other languages. *Journal of Early Methods in English for Speakers of Other Languages*, 2018. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1002/9781118784235.eelt0164>.
9. Unit 3: Major approaches of teaching English. (n.d.). Retrieved from http://mpbou.edu.in/slm/b.ed_slm/bedte b2u3.pdf.
10. Vanitha R. Theoretical study on the theories and approaches used in English language teaching. (n.d.). Retrieved from <http://puneresearch.com/media/data/issuess/5974e70d6f3f1.pdf>.
11. Chapter II: Reviews of literature of audio-lingual method. Unissula Repository, (n.d.). Retrieved from <http://repository.unissula.ac.id/4547/4/bab%20ii.pdf>.
12. Mart CT. The audio-lingual method: An easy way of achieving speech. *International Journal of Academic Research in Business and Social Sciences*, 2013;3(12):112–119. <https://doi.org/10.6007/IJARBS/v3-i12/412>.
13. Vignesh S, Priya V, Gayathri R. Evaluation of the importance of value-added courses in curriculum. *Drug Invention Today*, 2018, 10(7).
14. Jenner JEG. The audio-lingual method, 2024. <https://doi.org/10.13140/RG.2.2.11030.56640>.