UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

LANGUAGE CAREER

"OBSERVATION OF THE USE OF THE AUDIOLINGUAL METHOD FOR INCREASING SPEAKING SKILL IN THE ENGLISH LANGUAGE LEARNING IN SEXTO GRADO DE EDUCACIÓN GENERAL BÁSICA "A" AT PRINCETON SCHOOL, LOCATED IN RIOBAMBA CITY, CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR SEPTEMBER 2016- JULY 2017".

Research work previous obtaining the professional degree as:

"Licenciada en Ciencias de la Educación, profesora de idiomas; inglés"

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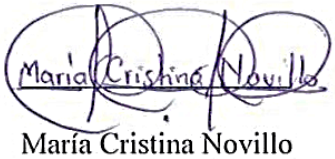

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María Cristina Novillo con el tema: **"OBSERVATION OF THE USE OF THE AUDIOLINGUAL METHOD FOR INCREASING SPEAKING SKILL IN THE ENGLISH LANGUAGE LEARNING IN SEXTO GRADO DE EDUCACIÓN GENERAL BÁSICA "A" AT PRINCETON SCHOOL, LOCATED IN RIOBAMBA CITY, CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR SEPTEMBER 2016- JULY 2017".**

Ha cumplido con el 100% de tutorial con el asesoramiento permanente de mi persona, siendo este revisado, analizado y aprobado.

Es todo cuanto puedo informar en honor a la verdad

Msc. Lucy Pazmiño

TUTORA

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ASUNTO: Convocatoria para DEFENSA DE TESIS

Of. No. 433-SFCEHT-2017
Riobamba, 01 de agosto 2017

Señores Profesores: **Ms. Mónica Cadena (Preside), Ms. César Narváez, Mgs. Magdalena Ullauri y Ms. Lucy Pazmiño, por disposición del Señor Decano de la Facultad, convoco a ustedes para el día 08 de agosto** del 2017 a las 09h00. **Con el objeto de constituir el Tribunal Examinador para la DEFENSA DEL TRABAJO DE GRADO denominado el "OBSERVATION OF THE USE OF AUDIOLINGUAL METHOD FOR INCREASING SPEAKING SKILL IN SEXTO GRADO DE EDUCACION GENERAL BASICA "A" AT PRINCETON SCHOOL, LOCATED IN RIOBAMBA CITY, CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR SEPTEMBER 2016 JULY 2017", realizado por la estudiante: MARIA CRISTINA NOVILLO OROZCO**

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Ms. César Narváez

Mgs. Magdalena Ullauri

Ms. Lucy Pazmiño (Tutor)

ACKNOWLEGDMENT

It is a pleasure for me to say thanks to my Lord , because he gives me the opportunity to be here each single day enjoying of my time with my family, to my mother Mrs. Rosa Orozco and my father Mr. Mesías Novillo because without their support and advices I never have reached this important goal, to my son because he is the first reason for waking up each day and be stronger than the day before, in the same way to the teachers from Language Career at Universidad Nacional de Chimborazo, because all of them teach me no just my subjects which are so important in my career but how to be a professional and how to be a good human being too, specially to Master Lucy Pazmiño who is my tuthor and I consider her also my friend , thanks her for being patient with me for being a real support not even in my project but also in my life. I give my honest gratitude to all the people who trusted, helped and motivated me to achieve this wonderful goal.

By: María Cristina Novillo.

DEDICATION

First, this research is dedicate to my Lord, because he gives me the life for being here fighting all my wars end enjoying all my success, Second, to my son who is my real motivation for being stronger and fighter in all situations and especially to my parents Mr Mesías Novillo and Mrs. Rosa Orozco because although there were some obstacles in my way, they never let me alone, they were motivating me, and helping me economically, I have dedicated this project to Master Lucy Pazmiño, because this research could not be real without her support, patience and sincere friendship, and finally, but not less important I want to dedicate this project to all my teachers at the University because even when sometimes it was difficult to reach a consensus among us it was so interesting to learn from them all things that are going to be of great help in my future professional life.

By: María Cristina Novillo.

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RESUMEN

El método audio lingual se centra en el desarrollo de la destreza del habla, donde el profesor es el que guía la clase a través del uso del modelamiento de nuevas estructuras, haciendo que los estudiantes las repitan e luego las imiten, este proceso certifica la efectividad del método en el que los estudiantes desarrollan las destrezas de producción oral. Esta investigación se enfocó en observar como el método audio lingual ayuda a mejorar y perfeccionar la destreza del habla en los estudiantes de Sexto Año de Educación General Básica "A" de la Unidad Educativa "Princeton", ubicada en la ciudad de Riobamba. La población estuvo constituida por trece estudiantes y un profesor. Este estudio es de tipo exploratorio, el método cualitativo usado fue el etnográfico que ayudó a identificar y analizar el problema tal y como ocurrió en el lugar determinado para este estudio. Se utilizó como instrumento una guía de observación, misma que se elaboró considerando las características del método Audio-lingual de tal forma que se obtenga información útil que ayude en el cumplimiento de los objetivos de la investigación propuesta. A lo largo del estudio fue posible determinar que la profesora utilizaba únicamente instrucciones por lo que no se desarrollaba ningún tipo de comunicación en ellos. Se notó también que cuando la maestra usaba actividades basadas en este método, omitía muchos pasos importantes del mismo; por lo que el objetivo final de esta investigación no fue cumplido a cabalidad.

ABSTRACT

The Audiolingual method is centred on developing the speaking skill where the teacher is the one who directs the class through modelling new structures and making students repeat and imitate them later. This process certifies the effectiveness of this method for developing students' oral skills. This research is focused on observing how the Audiolingual method helps in the improvement of speaking skill of students at Sexto Año de Educación General Básica "A" at Princeton School, located in the city of Riobamba. The population was constituted by thirteen students and a Teacher. The study is exploratory, the qualitative method used was ethnographic which helped to identify and analyse the problem as it occurs in the exactly place where it occurs. The instrument used was an observation guide, which was built considering the main characteristics of the Audiolingual Method and to obtain useful information to accomplish the study objectives. Along the research, it was possible to identify that the most common activity used by the teacher was the commands, and there was not any activity which students had to communicate with each other. It was also noticed that when the teacher used some activities based on Audiolingual method, she omitted many important steps; that is why the final learning objectives were not accomplished.

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DIRECCION

INTRODUCTION

Today the necessity to communicate in English is worldwide, its importance is evidenced on the many policies the Ecuadorian educational system is adopting to change the fact that students cannot communicate in English and the way how this language is taught, as well. From the point of view of this research a good option to face this problem is the use of Audiolingual method, since it is centred on developing the speaking skill in consequence students' communication capabilities.

The problem to be investigated is the inadequate use of the Audiolingual Method when practicing speaking, this problematic was identified after some observations to the English language learning process in Princeton School. When the teacher used activities like songs, dialogues, drills, commands and role plays, she never set the instructions, time, learning outcomes; this fact make a pretty difficult for students to develop their capabilities to communicate in the target language.

This research attempts to observe the activities the teacher applies and how they are applied and so describe how they should be put in practice to increase the speaking skill in the students at Sexto Año de Educación General Básica "A "at "Princeton" school.

The importance of this study would be reflected in the benefits students and teachers will have when knowing exactly how they have to use this method and the results appear to be better. The teacher, with the theory presented in this study, would combine accurately this method and accomplish the desired goal that is to make students communicatively competent.

The authorities, teacher and students of Princeton School were willing to participate and their contribution to the research was priceless. The population was constituted by thirteen students and a professor. The study is exploratory, the qualitative method used was ethnographic which helped to identify and analyse the problem as it occurs in the exactly place where it takes place. The instrument used was an observation guide, which were built considering the main characteristics of the Audiolingual Method and to obtain useful information to accomplish the study objectives.

For a better understanding of the study, it is divided into four chapters which broadly present the different stages of the research process:

Chapter I.- Contains the referential framework that covers the problem statement, objectives and justification of the problem, in which it is explained in detail the significance and the final target of the study.

Chapter II. - Contains the theoretical-scientific data of the research, an important factor that supports the analysis, discussion and interpretation of the obtained results.

Chapter III. – In this chapter it is explained how the research process was done, in other words, the design, type and level of the research, methodology and techniques used in the process of data collection, analysis and interpretation.

Chapter IV. - The conclusions and recommendations would be found in this stage. It contains the more important finding of the research obtained from the analysis and interpretation of results.

CHAPTER I

REFERENCE FRAMEWORK

1.1– THE RESEARCH PROBLEM

The present research attempts to analyze the inadequate use of the Audiolingual Method for increasing the speaking skill in the students of Sexto Año de Educación General Básica "A" at "Princeton" school.

1.2. - PROBLEM DEFINITION

Audiolingual method points out lots of advantages. These include: students practicing useful language from the very first class, better pronunciation and increased participation as a result of the drilling exercises, and the use of visual cues, which help to develop vocabulary.

With this premise, this research aims to observe the activities based on Audiolingual method the teacher uses for teaching English at Princeton school with the purpose to know how these activities help students for their speaking skill increment.

Unidad Educativa “Princeton” is a private School located in the Eastern part of the city of Riobamba. It is constituted by one hundred sixty five students, eighty nine are boys, and seventy six are girls, all of them come from the city. There are fifteen teachers all with a bachelor degree in teaching, including the English one.

Through some observations applied to regular English classes at Princeton School, it was identified that audiolingual is one of the most used methods by the teacher when practicing speaking, and it would be affirmed that the problem appears to be the way how this method is applied, in other words, how the instructions, time, learning outcomes are set. This fact makes pretty difficult for students to develop their capabilities to communicate in the target language. The speaking practice seems to be a mere repetition of patterns without sense; since students are asked to only repeat phrases or patterns, even knowing, they understand

nothing; so they just repeat them like a recording and that is not a productive activity for them.

1.3. OBJECTIVES:

1.3.1. GENERAL OBJECTIVE

To define if the use of the Audiolingual method is beneficial for increasing the speaking skill in the students of sixth year of Princeton School in the academic year 2016 - 2017?

1.3.2. SPECIFIC OBJECTIVES

- To identify which activities based on Audiolingual method are used by the teacher.
- To analyze how the activities based on Audiolingual method helps students to increase their speaking skill.
- To classify which activities based on Audiolingual method allows to increase the speaking skill in a better way.

1.4. JUSTIFICATION

This research is important from the academic point of view of Princeton School because it is necessary to know how to use the audiolingual method for increasing the speaking skill in the students of this institution. Methodologically it is crucial that the teacher knows how to handle it in a correct way.

On the other hand the institution where the problem occurs has been benefited since through the analysis and comprehension of the research. The trouble has been identified to be solved in a way that the phenomena has been improved positively and the teacher who faces the same inconvenient has some knowledge to overcome the problems such as the inadequate use of audilingual method for avoiding the confusion in how to communicate the ideas in some students of this institution.

The beneficiaries of the investigation are the teacher and students of 6^{th} year parallel "A" at the Princeton School, the benefits are established in how to use it in a correct way to perform interaction among students and teacher.

It is feasible because of the authorizations and support provided by the English teacher of the 6th year parallel "A" and the Authorities of the institution (Princeton School) where the problem appeared, which was developed during the academic year September 2016 – July 2017.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. BACKGROUND OF PREVIOUS INVESTIGATIONS RELATED TO THE PROBLEM TO BE INVESTIGATED

In the national context there is a study similar to this, "THE AUDIO-LINGUAL METHOD AND MEANINGFUL ACTIVITIES TO IMPROVE THE PRODUCTIVE SKILLS" by Gabriela Ochoa Fajardo (2009), who affirms that the use of the audio lingual method into the classroom is useful to increase the speaking skill, due to students can use the language in real contexts with their classmates or even with foreign people.

In the local context, and after a research on the online data base of the Universidad Nacional de Chimborazo, it was identified that there is not a previous study related with the audio lingual method.

2.2 THEORICAL FOUNDATION

2.2.1. The development of the Audio Lingual Method

Nagaraj (1996) argues that, this method was developed mainly in America in the sixties and seventies. The Audio- Lingual Method tried to demonstrate the fact that a language teaching method can be based on rigorous scientific disciplines like linguistics and psychology.

The roots of the audio lingual method can be traced back to the language teaching programs devised in America during the Second World War. Its focus was the learner´s ability to gain the communicative skills required in everyday discourse, particularly the skills of listening and speaking in the target language.

According to Fajardo, (2011, p. 11) "The Audio Lingual Method was predicted on the marriage of behaviorist psychology and the current structural linguistics. According to

behaviorist psychology, all learning –verbal and nonverbal- takes place through the process of habit formation. Habits are formed through repetition, imitation, and reinforcement. In ALM, the students learn habits through orders that are impose by the teacher as a commander, so the students just have to memorize all the words that the teacher or the authorities says them, in order to follow these orders and repeat words and dialogues for memorizing and acting as the word said. This method, is focused in the fact to teach students a second language like something repetitive, mechanic and sometimes it could be tired for both. Teachers teach the foreign language as an imitation of dialogues, expressions, words and grammar structures.

This method is centred on developing the speaking skill. Here the teacher is the one who directs the class through modelling new structures and making students repeat and imitate them later. No space for mistakes was given, because with repetition and substitution exercises students needed just to follow what was written on the board. But not only teaching foreign languages used this model; all education was addressed to follow this approach.

2.2.2. What Audio Lingual Method is

Griffiths (2014) sum up that audio lingual method is an oral based approach addressed to the students and their study learning process. In this method the teacher is going to focus in how the students learn in their own way, using drills, repetitions, dialogues, role plays, games, etc.

Habits are formed through repetition, imitation, and reinforcement. In ALM, language habits were formed by memorizing dialogues and practicing sentence patterns, usually through drills that required learners to imitate and repeat what their instructor said." (Lee, VanPatten, Communicative Language).

2.2.3. When to use the Audio Lingual Method

The teacher uses the Audiolingual Method when the students are learning a new language in this case English language. For teaching the Audiolingual Method the teacher is going to be work in real conversational situations (dialogues). The teacher is going to emphasize in the spoken language, due to all the habits needs to be practiced a lot of time for reaching a

good level. The Audio-Lingual Method is one of the best methods for teaching a large groups.

According to this method, teaching a foreign language was considered like something mechanical; teachers taught the foreign language just like structures and sound imitation. The ALM used a lot of substitution drills and the aim of those drills was to teach grammatical patterns, and to make students realize how sentences were formed. Also, the method dialogue memorization in order to teach sounds and give a lot of new vocabulary. This method is centred on developing the speaking skill. Here the teacher is the one who directs the class through modelling new structures and making students repeat and imitate them later. No space for mistakes was given, because with repetition and substitution exercises students needed just to follow what was written on the board.

2.2.4. Principles and Characteristics of Audio Lingual Method

According to Fajardo, (2011, p. 11) Audio-lingual Method is directly related to behaviorist psychology. Behaviorism is a psychological theory which was born at the beginning of the XX century and it is still used in many schools around the world. This theory ensures that human beings can be taught through reinforcement and for years that theory was the only one accepted in education and it was followed at schools all around the world. Marion Williams and Robert Burden say: "Behaviorism is a psychological approach strongly based on positivism and it has had a deep influence on language educational field around the world.

The Audio-lingual Method is directly related to behaviourist psychology. Behaviourism is a psychological theory which was born at the beginning of the XX century and it is still used in many schools around the world. This theory ensures that human beings can be taught through reinforcement and for years that theory was the only one accepted in education and it was followed at schools all around the world.

This approach came from the first learning researchers´ ideas who tried to explain every kind of learning was around some way of conditioning. One of the most well-known examples is Pavlov´s; he demonstrated with dogs and other animals that a response (e.g. salivation) is produced because one stimulus (e.g. food) could be brought out with a second

stimulus (e.g. a bell). It became to be known as the theory of S-R (stimuli-response) or classical conditioning".

Teaching, then, was addressed in the direction of that theory: behaviourism. Old school or traditional school centred all learning as something that had to be passed mechanically. No opinions or suggestions were accepted. No knowledge could be argued. That theory guaranteed that no mental processes can determine human beings reactions, but they were just performing a certain response because of previous stimuli. It means that we don´t think; we just act because of instinct, like animals. As Pavlov tried to explain in his experiments with animals, a dog can be trained to salivate when food was shown or when the bell rang; he believed we learn in the same way. It is supposed that human beings don´t learn because we are smart and well prepared, or because of our experiences, or because we have read a lot; we learn because we are well trained. Of course, animals are smart but our complex nervous system and our brain´s processes cannot be compared to one which belongs to an animal, not even the most intelligent one or the most nearly similar to a human being . Also, in the past students´ participation was not a priority; they were considered like passive subjects ready to be educated. Knowledge is considered as a set of theories, concepts, rules, etc., that had to be transmitted without changes or disagreements. Students´ success is measured through how well a student could remember the exact words or processes used to solve some kind of problem. (Burden, 2010, p. 18)

Piaget says his theories are "he worries more about the learning process than what is learnt. That theory suggests things directly as the result of our personal experiences . . . Some other authors agree with Piaget; Rogers writes ". . . meaningful learning is done just when the subject which is being taught is perceived by the student like something personal, relevant, and when it implies the student´s active participation; that is, when the learning is based on experience." So teachers have to know their students first to decide what kind of exercises they will use in class.

2.5. Main features of Audiolingual method.

The same author establishes the following features of the method:

- The Audiolingual method treated each language skill separately: listening, speaking, reading and writing.
- This method focuses primarily on the skills of listening and speaking, in accordance with Moulton´s first slogan: language is speech no writing.
- The skills of writing and reading were not neglected but the focus throughout remained on listening and speaking
- Dialogues were the main feature of the Audiolingual syllabus, and they were the chief means of presenting language items. Thy also provided learners and opportunity to practice mimic and memorize bits of language.
- Patter drills were essential parts in this method and uses as important technique for language teaching/ learning.
- The language laboratory was introduced as an important teaching aid. It gave learners an opportunity to mimic a model and memorize language patterns.
- Like the direct method the audio lingual method to tried to avoid the use of the mother tongue, though no so rigidly.

2.6. Techniques of audio lingual method

The skill were taught in the following order: listening – speaking – reading - writing the first few stages concentrate on listening and speaking skills.

Language was introduce through dialogues which contained common structures and used in every day communication as well as useful vocabulary. The dialogues were memorized line by line. Learners mimicked the teacher or a tape, listening carefully to all features of the spoken target language. Native speakers, like pronunciation was presenting in presenting the model. (Nagaraj; 1996)

Phases of sentences of a dialogue were learnt through repetition, first by the whole class, then smaller groups and finally individual learners.

To consolidate what was learnt, the dialogue was adapted and personalized by application to the learner´s own situations. Those drills were practiced orally, first in chorus and late individually. (Larsen-Freeman; 2000)

Reading and writing were introduced in the next stage, the reading material was generally based inn oral lessons in order to establish a relationship between speech and writing. Writing in the early stages, was confined to transcription of structures and dialogues learnt earlier. Once the learner had mastered the basic structures, he /she was asked to write reports and composition based in oral lessons.

2.7. Audiolingual method advantages

Ochoa (2011) in her study "The audiolingual method and meaningful activities to improve the productive skills" establishes this method advantages.

- In the case of audio lingual method this implies many further opportunities for incidental lexical learning.
- In the case of audio lingual method methodology the provision of a visual material often in close association with particular expressions, may not only assist comprehension, but may well promote the creation of mental images in respect of such expressions.
- The advantages of the audio lingual method, classes discourse in target language, visual support, provision of substantial oral input.

2.3. ACTIVITIES BASED ON AUDIO LINGUAL METHOD

2.3.1. Drilling

At its simplest, drilling means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard. This is a repetition drill, a technique that is still used by many teachers when introducing new language items to their students. The teacher says (models) the word or phrase and the students repeat it. (The British Council, 2005)

- Other types of drill include substitution drills, or question and answer drills. Substitution drills can be used to practise different structures or vocabulary items (i.e. one or more words change during the drill).

Example:

Prompt: 'I go to work. He

Response: 'He goes to work.

- In question and answer drills the prompt is a question and the response the answer. This is used for practising common adjacency pairs such as 'What's the matter?', 'I've got a (headache') or 'Can I have a (pen) please?', 'Yes here you are.' The words in brackets here can be substituted during the drill.

In all drills learners have no or very little choice over what is said so drills are a form of very controlled practice. There is one correct answer and the main focus is on 'getting it right' i.e. on accuracy. Drills are usually conducted chorally (i.e. the whole class repeats) then individually. There is also the possibility of groups or pairs of students doing language drills together.

What teachers should drill

At all levels we should drill vocabulary or chunks of language that cause pronunciation problems.

- At low levels students are still getting used to the sounds of English and need plenty of opportunity to get their tongues around them so it is likely that drilling will be used more.
- Sounds that either do not exist in their L1 or occur differently.
- Consonant clusters and weak forms may also cause difficulty - for example in words like vegetable, comfortable.
- At the phrase level intonation, stress, and weak forms often cause learner difficulties and at higher levels there may still be problems with these aspects of pronunciation. Phrases such as, 'If I'd known you were coming I'd have stayed at home' are difficult to say.
- Intonation patterns that are crucial to meaning may also be usefully practised through drilling, for example tag questions (which ask for confirmation or which genuine questions are) or expressions like you could have told me it was his birthday! (as a rebuke)

If we believe that drilling helps our learners memorise language, we should also drill useful and common language chunks to help them internalise them. This would include many common phrases such as:

- 'Hello, how are you?
- 'Can I have a ..?'
- 'Have you got a …'
- ‘If I were you I'd.. '

Drilling of structures per se seems much less likely to be useful because of the mental processing that is required to apply grammar rules accurately, particularly if it is a new piece of language for the learners.

Steps for using drills in an English Classroom

1. Understand the purpose of drills. There are a lot of good reason for using English language drills, including:
   - To practice
   - To fix a new structure in the mind of the students
   - To improve students' linguistic skills
   - How we can fix something in the mind of students

2. Learn the types of drills that can be used when teaching English. There are several types of drills (each is explained in the following steps):

   - **Substitution Drill.-** Replace or change a new word, for example, Bob teaches English. In this replacement, type one or other words like Learns, Studies, etc. In this way, they will understand the example easily.

   - **Transformational Drill.-** This is a kind of drill which transfers one idea to another. For example: He teaches, he taught, he will teach, he has taught, he is teaching.

- **Reputation Drill.-** This is a kind of drill in which you practice pronunciation.

- **Chain Drill.-** In this drill, we practice a series of dialogues. For example:
  S.A: how are you?
  S.B: I am fine.
- **Mechanical Drill.-** For students who can't understand the meaning due to the lesson being complicated, make the lesson easier by expanding it.

- **Communication Drill.-** This is a kind of drill that while you are teaching, you communicate with student and students by using ideas. Motivate the students to share their ideas and to discuss the topic. (The British Council, 2005)

3. Introduce the new vocabulary or phrases students will need
4. Set the instruction
5. Perform the drill
6. Provide a feedback

2.3.2. Dialogue

Richard (2012) defines a dialogue as a literary technique in which writers employ two or more characters to be engaged in conversation with each other. In literature, it is a conversational passage or a spoken or written exchange of conversation in a group or between two persons directed towards a particular subject. The use of dialogues can be seen back in classical literature, especially in Plato's Republic. Several other philosophers also used this technique for rhetorical and argumentative purposes. Generally, it makes a literary work enjoyable and lively.

Types of Dialogue

There are two types of dialogues in literature:

- **Inner Dialogue** – In inner dialogue, the characters speak to themselves and reveal their personalities. To use inner dialogue, writers employ literary techniques like stream of consciousness or dramatic monologue.
- **Outer Dialogue** – It is a simple conversation between two characters used in almost all types of fictional works.

Steps for applying dialogues in an English Classroom

Step 1: Explain to the students using pictures, gestures, their native language, or whatever means necessary the context and purpose of the dialogue.

Step 2: Enact the first line of the dialogue as you say it and have students listen. (Repeat several times).

Step 3: Have students repeat in chorus after teacher until their pronunciation is fairly accurate.

Step 4: Have students repeat individually personalizing the line.

Step 5: Repeat Steps 2 and 3 with the next line of the dialog.

Step 6: Teacher says line one and students respond with line two, first in chorus and then alone.

Step 7: Have students pair off and take turns introducing themselves while the teacher circulates, listens and helps.

Step 8: Repeat Steps 2 and 7 with the next two lines of the dialogue.

Step 9: Have students enact the first four lines of the dialogue.

Step 10: Repeat Step 9 with all of the lines of the dialogue.

2.3.3. Requests and commands

According to, Jerry G Gebhard (2014) listen and respond activities highlight bottom- up processing because the listener listens to identify specific word and grammatical commands structures. One type of activity is total physical response. (TPR)

Asher saw that children's early language repertoire consisted mainly of listening to adults telling them what to do: "Pick up the ball." "Sit down." "Open your mouth." "Look at me."

The child would look to the parents for instructions, and then perform the movements required. The child didn't need to be able to say the words, only to listen and understand. Comprehension was the first step to language acquisition, not word production.

Asher adopted this practice and the simple listen and respond technique now sits at the heart of TPR. It's been proven effective for teaching beginners of foreign languages. For example, you could teach *"¡Siéntense!"* (sit down) in a Spanish class by repeatedly sitting down and saying *"Siéntense."* You can ask the class to join you in sitting down, even making a game out of it, or commenting on the manner that some students sit.
The act of moving is memory-friendly. By virtue of seeing you sit down, or experiencing the act themselves, your students will easily associate sitting down with *siéntense.* There's something about the pairing of movement and language that's so innate that children without the help of textbooks easily acquire language.

Steps for using Command in an English Classroom

Step 1: Give first command and use gestures to help the student understand.

Step 2: Give inverse command using gestures.

Step 3: Repeat Steps 1 and 2 a couple of times without gestures.

Step 4: Repeat Steps 1 and 2 with other members of the class.

Step 5: Introduce another pair of commands by repeating Steps 1 thru 4.

Step 6: Repeat Step 5 with another pair of commands.

Step 7: Continue adding pairs of commands until you have introduced all the commands you

Step 8: Have students give command.

If students are ready and wish to begin giving commands have them do so by starting with Step 1, first before the whole class and later with the whole class divided into pairs.

2.10. Definition of key terms

Audio lingual. - Pertaining to hearing and speaking in the process of learning language.

Method. - The mode or manner or orderly sequence of event of a process or procedure

Speaking. - Capable of speech

Listening. - To make an effort to hear something. To pay attention.

First language: One's native language; the language learned by children and passed from one generation to the next.

CHAPTER III

METHODOLOGICAL FRAMEWORK

RESEARCH DESIGN

3.1. TYPE OF RESEARCH

This research is **descriptive** with a **qualitative** approach because, it broadly analyzes the use of activities based on Audio lingual method to improve the speaking skill, based on the gathered information obtained by the application of observations to regular English classes of students of Sexto Año de Educación Básica at "Princeton" School. It was used the **ethnographic** method which helped to describe what is happening in this educational context. Moreover, the **hermeneutic** method was used for the collection and interpretation of bibliography to build up the theoretical framework and to scientifically analyze the empirical data obtained in the research process.

3.2 . LEVELS OF RESEARCH

This is an exploratory and descriptive research.

Exploratory research.- with the collected information (scientific and empirical), it was possible to understand the problem, as well as; the relationship of this with the use of activities based on Audio lingual method to improve the speaking school, to at the end establish conclusions and set some suggestions.

Descriptive research.- it helped to analyze and explain the research problem from a scientific approach.

3.3. POPULATION AND SAMPLE

The proposed research took place at "Princeton" School located in the city of Riobamba in Chimborazo province, with students of Sexto Año de Educación General Básica class "A", the population was constituted by thirteen students and a professor.

Because the population is relatively small, it was no necessary to take a sample.

3.4. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.4.1. Techniques

Direct Observation: It was applied in a regular English class of students of Sexto Año de Educación Básica at "Princeton" School, in order to obtain meaningful information about the use of activities based on audio lingual method for the improvement of the speaking skill.

3.4.2. Instrument

Observation guide: An observation guide is an instrument designed to obtain information from a specific setting, it was applied to the same population.

3.5. DATA PROCESSING AND ANALYSIS TECHNIQUES

- Critical analysis of the information obtained in the diagnostic phase
- Description of the obtained results
- Results analysis and interpretation based on the theoretical framework
- Conclusions and recommendations

CHAPTER IV

4. DATA PROCESSING, ANALYSIS OF RESULTS

This research was developed at "Pinceton" school in Sexto Año de Educación General Básica "A" during 2016-2017 school year in order to explore how the use of audio lingual method helps in development of speaking skill in English language.

Objective	Observed Item	Gathered Information	Analysis	Theoretical Contrast
• To identify which activities based on Audiolingual method are used by the teacher.	The teacher uses dialogues for teaching English. The teacher uses drills for teaching English. The teacher uses commands for teaching English.	It was observed that the teacher does not use drills for teaching English, but she used dialogues and commands; in these activities, it was noticed that the only thing the teacher and students do is to repeat what the book proposes.	Even the teacher uses dialogues and commands which are two interesting strategies to make students practice speaking, the process how they are applied is inaccurate. The point is not just doing what books propose, but is to consider every single factor the application of	Drills is a technique that is still used by many teachers when introducing new language items to their students. The teacher says (models) the word or phrase and the students repeat it. A dialogue is a literary technique in which writers employ two or

			these strategies requires. The teacher should be conscious that for getting the desired results she must follow the whole process considering that all the activities have a: pre, while and post stage, each one with its proper characteristics and requirements. For instance, set the learning goals, rules, and time, the teacher has to introduce new vocabulary, provide examples, monitor and support students' work, offer feedback and reinforcement.	more characters to be engaged in conversation with each other. According to, Jerry G Gebhard (2014) listen and respond activities highlight bottom- up processing because the listener listens to identify specific word and grammatical commands structures.
• To analyze how the	**DRILLS**	The teacher did not used	As it is explained in the	**Substitution Drill.-**

activities based on Audiolingual method helps students to increase their speaking skill.	Substitution Drill, Transformational Drill, Reputation Drill, Chain Drill, Mechanical Drill, Communication Drill	this strategy but the benefits students would have are countless.	theoretical framework drills can be used for introducing new vocabulary or phrases, and its uses go from the practice of the pronunciation of isolated words to the rehearsal of basic pre-stablished dialogues. Furthermore, it helps students to increase their self-steam and willingness to start speaking in English.	Replace or change a new word. **Transformational Drill.-** This is a kind of drill which transfers one idea to another. **Reputation Drill.-** This is a kind of drill in which you practice pronunciation. **Chain Drill.-** In this drill, we practice a series of dialogues. **Mechanical Drill.-** For students who cannot understand the meaning due to the lesson being complicated, make the lesson easier by expanding it. **Communication Drill.-** This is a kind of drill that while you are teaching, you

			communicate with student and students by using ideas. Motivate the students to share their ideas and to discuss the topic.
DIALOGUES			
The dialogues are focuses on real situations The teacher explains to the students using pictures, gestures, their native language, or whatever means necessary the context and purpose of the dialogue. The teacher acts the first line of the dialogue and	The teacher whether used dialogues, but the only thing she did was repeating what is in the book. She did not explain what the purpose is, introduce the needed vocabulary. The only instruction she gave was to practice the dialogue in pairs and after fifteen minutes students have to present	If used accurately, dialogues are potential strategies to make students communicatively competent. Generally they are based on real situations, gestures, pictures, and other communicative features are involved. In other words, dialogues is one	A dialogue is a literary technique in which writers employ two or more characters to be engaged in conversation with each other. In literature, it is a conversational passage or a spoken or written exchange of conversation in a group or between two persons directed towards a

has students listen. (Repeat several times). The teacher makes students repeat in chorus until their pronunciation is fairly accurate. The teacher makes students repeat individually personalizing the line. Teacher says line one and students respond with line two, first in chorus and then alone. **COMMANDS** The teacher gives the commands and use gestures to help the student understand.	it in front of the class. While students did the activity the teacher did not monitor or support them with the doubts they had. There was no feedback and reinforcement neither. Commands was the strategy mostly used by	of the strategies which offers students the opportunity to experiment real context interactions. In consequence, the teacher should take advantage of the benefits of dialogues, but at the same time she have to learn more about the accurate use of this strategy. If not, she can use dialogues every class but the learning goals, never will be accomplished. The establishment of routines is a good idea	particular subject. Regarding commands, Asher saw that children's early

	The teacher gives inverse command using gestures. The teacher makes students give command.	the teacher, and it was possible to detect that students were accustomed to this kind of academic language. It would be said that these commands are part of students' interlanguage.	when trying to encourage a good relationship between students and teacher. The teacher conscious of this, every class she say commands and students have to perform them, in consequence they know what they mean and what they have to do immediately after the teacher say them. It would be suggested for the teacher to after a period of time, add some other commands to increase students' knowledge.	language repertoire consisted mainly of listening to adults telling them what to do. Children look to parents for instructions, and then perform the movements required. Children do not need to be able to say the words, only to listen and understand. The author affirms that comprehension is the first step to language acquisition, not word production.
• To classify which activities based on	Students pair off and take turns introducing	It was observed that the teacher did not propose	The most suitable activities based on audio	A dialogue is a focused and intentional

Audiolingual method allows to increase the speaking skill in a better way.	themselves while the teacher circulates, listens and helps. Communication Drill	activities to meaningfully develop the speaking skill.	lingual method are dialogues and communication drills because these are the activities which if applied correctly the learning goals would be easily accomplished.	conversation, a space of civility and equality in which those who differ may listen and speak together. For others it is a way of being-mindful and creative relating. In dialogue, we seek to set aside fears, preconceptions, the need to win; we take time to hear other voices and possibilities. Dialogue can encompass tensions and paradoxes, and in so doing, new ideas—collective wisdom—may arise.

Source: Survey applied to students

By: Cristina Novillo.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS.

5.1 CONCLUSIONS

- The activities the teacher mostly used were dialogues and commands but the process was applied inaccurately.
- The activities based on audio lingual method help students to meaningfully develop their speaking skill, but in this study it was evidenced that the goals are not accomplished because there are some steps the teacher omitted when using these activities.
- The most suitable activities based on audio lingual method are dialogues and communication drills because these are the activities which if applied correctly the learning goals would be easily accomplished.

5.2 RECOMMENDATIONS

- The teacher should research deeplier about this method, because if it is not applied accurately, the learning goals hardly would be gotten.
- The speaking practice should be more meaningful for students, in other words, relate them with the way the students use the language in real life situations.
- It is recommended to not just use based-on-text dialogues, but dialogues in which students can improvise.

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6. ATTACHMENTS

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

The present diagnostic instrument was developed considering the most Characteristics of Audio lingual method, it is based on 3 activities which are directly derived from the theoretical framework. It will be applied to students at Sexto Año de Educación General Básica of "Princeton" School, with the purpose of identifying the principal problems they have when performing speaking activities.

OBJECTIVE: To determine if Audiolingual method influence in the development of speaking skills in English language in students of Sexto Año de Educación General Básica of "Princeton" School, during 2016 – 2017 school year.

	Parameters	Yes	No
		1	2
	DIALOGUES		
1	The teacher uses dialogues for teaching English.		
2	The dialogues are focuses on real situations		
3	The teacher explains to the students using pictures, gestures, their native language, or whatever means necessary the context and purpose of the dialogue.		
4	The teacher enacts the first line of the dialogue and has students listen. (Repeat several times).		
5	The teacher makes students repeat in chorus until their pronunciation is		

	Parameters	Yes	No
		1	2
	DIALOGUES		
	fairly accurate.		
6	The teacher makes students repeat individually personalizing the line.		
7	Teacher says line one and students respond with line two, first in chorus and then alone.		
8	Students pair off and take turns introducing themselves while the teacher circulates, listens and helps.		
	DRILLS		
1	Teacher uses drills		
2	Understand the purpose of drills.		
3	Substitution Drill		
4	Transformational Drill		
5	Reputation Drill		
6	Chain Drill		
7	Mechanical Drill		
8	Communication Drill		
	COMMANDS		
1	The teacher uses commands		

	Parameters	Yes	No
		1	2
	DIALOGUES		
2	The teacher gives the commands and use gestures to help the student understand.		
3	The teacher gives inverse command using gestures.		
4	The teacher makes students give command.		