



Effects of the Vaughan Method in Comparison with the Audiolingual Method and the Communicative Language Teaching on Iranian Advanced EFL Learners' Speaking Skill

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The present study intended to examine the effectiveness of the Vaughan method for the development of EFL learners' speaking skill. The Vaughan method was compared with two other methods, namely the Audiolingual method and communicative language teaching with regard to the development of learners' speaking skill. In a quasi-experimental design, three intact classes of 90 advanced Iranian EFL learners were given a speaking pretest. Subsequently, the learners were taught with these three methods, and the learners were administered a speaking posttest. A posthoc Scheffe test showed that the learners in the Vaughan class had performed significantly higher in comparison to the learners in the Audiolingual class, but there was no significant difference between the Vaughan method and the communicative language teaching class in terms of developing the learners' speaking skill. Additionally, a questionnaire was administered to the Vaughan class to obtain learners' attitudes towards the effectiveness of this method for the development of their speaking skill. Finally, the learners in the Vaughan class were interviewed. The results of both the questionnaire and the interview indicated that the learners believed that explicit error correction, as a major tenet of the Vaughan method, had a significant influence on their speaking skill.

Keywords: vauhan method, audiolingual method, communicative language teaching, EFL learners, speaking skill

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INTRODUCTION

We have entered the post-method era, which is characterized by a shift of attention to teaching and learning processes and the contributions of the individual teacher to language teaching pedagogy. However, we observe that a number of language teaching institutions do not embrace the idea of freedom for teachers in their practice and insist on applying specific guidelines for teaching students. Meanwhile, they require their teachers to follow these specific guidelines in the form of a 'method'. Studies on the application of English teaching methods continue to aim at developing communication skills for language learners. Several methods of teaching English as a Foreign Language (EFL) have been devised to work with varying classes of English learners.

One of the facts about language teaching institutes is that they are a kind of organization which require the necessary management related skills. Two of the vital managerial skills are human resource management and financial management. Teachers are part of the human resources who are employed by the institute and have to possess the required teaching skills to realize institute goals. Financial management is concerned with receiving tuition from the learners and paying the salaries of teachers and other employees. Therefore, we observe that there must be a criterion for grading both teachers and learners and assessing the overall achievement of the company. The role of a strict method appears self-evident in this respect. With the existence of a well-defined method, teachers will be aware of the specified teaching procedures and teaching materials. They will teach according to methodical guidelines and finally their overall career will be analyzed by learners' scores on language tests designed by the company. Consequently, from a managerial perspective the existence of a method could be a vital part of an organization for which profitability is one of its principles.

In Spain, there exist English language courses which are subsidized by the Spanish Ministry of Education and organized by the International University Menendez Pelayo, which hires the services of Vaughan Systems company. The present research aims to compare the effectiveness of Vaughan Method with two other alternative methods, namely the Audiolingual method and communicative language teaching. There are various studies (Gorsuch, 2001; Zhenhui, 2002; Tehrani at al., 2013; Ghofur at al., 2017) which showcase how the application of different methods has been influential for learner progress. While the application of each method depends on certain criteria, the main aim of applying the Vaughan method is to generate positive learner attitudes toward learning (Vaughan, 2016). If the Vaughan method is more engaging in teaching the speaking skill to EFL learners, then it is recommendable for use within the teaching environment as an efficient method.

Previous research shows that attitudes, orientations, motivations, and anxiety are among factors that influence language learners' speaking skill (Fariadian at al., 2014; Mahmoodzadeh, 2012; Marzban & Sadighi, 2013; Rezvani & Sadeghi, 2016). In this study, the focus was drawn on the application of the Vaughan method for the development of speaking skill in advanced Iranian learners. The selection criterion for

this method is its popularity and progress in Spain, to the extent that the founder of this method has developed specific TV and radio programs for Spanish learners, and that his English teaching method has been employed by the Ministry of Education in Spain. This method has gained popularity in Spain, and it is worthwhile to investigate the effectiveness of this method with regard to the development of the speaking skill in EFL/ESL learners in other parts of the world.

Three research questions were developed to provide a basis for the comparison of the three selected methods (i.e. the Vaughan method, the Audiolingual method, and communicative language teaching). The research questions are:

1. Does applying the Vaughan method in comparison with the Audiolingual method and the communicative language teaching have a significant effect on Iranian advanced EFL learners' speaking skill?
2. Does administering a questionnaire at the end of the Vaughan method class demonstrate learners' positive attitudes towards the effectiveness of this method for improving the learners' speaking skill?
3. Does interviewing learners at the end of the Vaughan method class indicate the effectiveness of the Vaughan method for improving the learners' speaking skill?

With these hypotheses, we intend to investigate to what extent the use of this method is successful concerning the learners' speaking skill. In EFL situations there are not sufficient authentic contexts of communication and the majority of communication situations are based on language course-books and language teaching videos. The significance of this study is that although the concept of method at the present time is assumed to be obsolete, it could be useful. In the case of the Vaughan method, we observe that it provides an engaging environment for learner progress. Meanwhile, this method has tried to train teachers who are deeply concerned with the progress of learners. The Vaughan Company insists that teachers attempt not to be utterly mechanistic. They should work with the learners like a team and teacher encouragement is emphasized.

If we consider first language learning, we observe that parents do not send their children to a specific first language education institute. Instead, they provide a warm situation in the house and deal with their children's language learning kind-heartedly. One of the major learner setbacks in learning a foreign language is anxiety and the feeling of embarrassment in front of other classmates. The Vaughan method has focused on this problem and removed this predicament to the extent that learners have obviously progressed in the English language and this has led to the popularity of this method in Spain. One of the best Vaughan method strength points could be its overcoming the emotional problems of foreign language teaching, so it could be of prime emphasis for future research.

LITERATURE REVIEW

The Vaughan Method (VM)

The Vaughan Method (VM) has been utilized by the teachers of Vaughan Systems since its foundation in 1977. This method consists of repetition and correction, and it is essentially a method of rote learning a language. Teachers ask a variety of questions based on the existing English level of the student and the student responds. Mistakes are corrected on the spot. These mistakes could be related to pronunciation, verb tenses, word order, incorrect use of preposition or pronoun or simply lack of fluency and agility. The teacher asks the student to repeat the phrases or word numerous times whilst ensuring that they are always correcting even the smallest mistakes. The idea is that over time the student can answer a variety of complex questions without thinking about the rules of the language (Pedraza, 2016).

Vaughan Systems has become a role model for Spain's educational system, and it has a range of programs, teaching materials and approaches to be adapted to the needs of language learners. Over recent years, the company has expanded its business by offering pioneering ideas, for example, Vaughan Radio (2003), the first bilingual radio Spain and English Learn TV, the first thematic channel for teaching English. What makes the philosophy of Vaughan Systems is a focus on innovation with a robust method through a creative offering of diffusion. In the last 8 years, Vaughan Systems has released its method through very creative ways: collectibles, podcasts, mobile, email, online videos, games, and national press (Pedraza, 2016).

The Vaughan method is a teaching method that insists on language oral activity rather than grammar rules. The method is founded on the basis that when English is taught as a foreign language, it is properly and efficiently learned not only by acquiring grammatical knowledge but also oral knowledge (Ramon, 2017). In fact, it aims to increase students' agility in EFL as well as train them to communicate in the intended language (Fernandez, 2016).

The Vaughan Method of teaching is based on three fundamental concepts. The concepts include oral-based classes, correction, and motivation (Vaughan, 2016). To begin with, the most important aspect of the Vaughan Method is the oral-based classes. The Vaughan teaching method is based on a belief that grammar knowledge is not enough to master the English language. Thus, classes that use the Vaughan method are oral-based. The oral-based class technique gives learning EFL in class a more practical and easier approach as compared to classes that do not embrace the technique. For instance, a student who is new to the English language would have to memorize a structure like 'if + present simple + future = the first conditional', using the grammar-based method of teaching, which would be very difficult to understand or refer back in a real-life situation (Vaughan, 2016). However, in the Vaughan method, the structure is easier to learn when students are given oral examples. Therefore, the student learns how to use past participle, present simple and any other tense or grammatical formula in any sentence orally, without having to refer to any formula. The Vaughan method hence makes the student use correct English without having to think (Vaughan, 2012). The 'oral-based' concept in the Vaughan method of teaching can be assumed to be of having conversations in class, rather than actual learning. However, that is not the case for the grammar-based methods, which put the grammar into practice, not by conversations

but by using drills that provoke responses from the students. The drills and responses then cause students to assimilate EFL and, consequently, make them more swift and responsive to English (Pedraza, 2016).

The second element of the Vaughan method is the 'correction' concept. A teacher using the method corrects a grammatical mistake on the spot and makes the students repeat it to boost their understanding and assist them to remember. Learning English language for foreign students is a difficult task, hence the Vaughan method uses positive correction and repetition until the students become conversant and agile to correctly use English sentences (Romero, 2013).

The correction method is carried out for a number of reasons. To begin with, after being corrected, a student gains confidence in the language, as he or she is able to see his/her progress, especially when the teacher's corrections become less as time progresses. Secondly, students also get to learn from each other's mistakes, hence boosting their knowledge of English. Furthermore, correction of mistakes creates a positive kind of anxiety in students. The positive anxiety makes them more eager to speak correctly (Rezaei & Jafari, 2014). Likewise, if a grammatical error is made and not corrected, it can be reinforced in student's mind, which makes the student prone to more grammatical mistakes. Therefore, correction is the key element. Lastly, correction makes the students trust their teacher, for when they are not corrected, they tend to associate the gesture as a confirmation that their skills are fully developed in the tested areas. If a teacher doesn't correct their mistakes, students can never be sure whether or not they are making mistakes or are using the correct grammar. Therefore, correction has fundamental effects on helping students in learning, speaking and writing skills and should constantly be promoted (Abedi, et al., 2010).

Repetition after correction is also a vital concept in the Vaughan method of teaching. Repetition is important for it not only aids a student to undo the grammatical error made but also makes that correction in his or her mind permanent (Vaughan, 2012). Similarly, repetition creates confidence as it lessens the doubt of whether or not the student is speaking in the correct English language. Furthermore, correcting a student and moving on with the class creates a negative energy toward the corrective strategy. Consequently, getting the students to repeat the correction made and praising the students when they adjust positively creates affirmative energy in the class towards learning (Ramon, 2013). The last aspect of the Vaughan teaching method is 'motivation'. The teaching method ensures that the students are motivated to use English in and out of class. The main ways in which the Vaughan method keeps the students motivated is by unveiling their progress to ensure they understand how they make headway in the respective areas, within the learning environment. The method keeps track of the mistakes made by a student as well as the progress the student has made working on the error until it becomes a strength point in understanding and communicating in English. The progress reports make the students realize they are making fundamental progress, hence motivating them to work even harder on areas they have individual challenges in (Ramon, 2013).

A teacher is an essential tool in the Vaughan method. He or she makes the techniques adaptable to any level or any class setting. The instructor explains how to pronounce and practice grammatical formulas orally while correcting any mistakes made. The teacher gives the class positive energy and boosts participation in the class (Ramon, 2013). Classes that use the Vaughan method of teaching are more active and full of energy and students barely get bored or switch off in such classes. They tend to be very attentive, due to the drills which may be prompted by the teacher at any moment. The instructor, therefore, makes the students keen on what is being taught. Consequently, a student's progress in an EFL program is enhanced significantly. A teacher is, therefore, the motor that keeps the Vaughan method of teaching up and running (Pedraza, 2016).

The Audiolingual Method (ALM)

The Audiolingual method (ALM) is an oral language teaching approach which is based on Skinner's Behaviorism theory. The theory assumed that a human being could learn a particular language in a short period, using a system of reinforcement. The method is based on two fundamental concepts which include the behavioral theory of psychology and the structural view of language. To begin with, the structural view of language in the Audiolingual method focuses on the grammatical system describes the ways in which grammatical elements can be combined. The behavioral theory in the teaching method is based on a theory that learning a foreign language occurs through reinforcements, habit formation, and associations. The behavioral theory is based on the belief that if grammar is correctly used, and positively reinforced, it is more likely that a student would become competent in language use (Mart, 2013).

The Audiolingual method of teaching and the Vaughan method share similar objectives. For instance, both the Vaughan and Audiolingual methods share the core objective of enabling learners to use correct grammar and pronunciation. In addition, the Audiolingual method assists learners to respond accurately and quickly while engaging in conversations both in and out of the classroom setting. Teachers, who use the Audiolingual method, intend to provide learners with sufficient knowledge of vocabulary to use in correct grammar patterns (Harmer, 2001).

The Audiolingual method of teaching has a number of characteristics. Based on Audiolingualism, learning English is habit formation, meanings of words can only be learned in a cultural or linguistic context, and as compared to analysis, analogies are a better basis for learning English. Additionally, grammatical errors are considered bad and should be avoided. Unfortunately, unlike in the Vaughan method of teaching when a wrong response by a student is corrected positively, in the Audiolingual method, wrong responses lead to negative feedbacks. Moreover, the Audiolingual method is based on the belief that oral learning of the English language is more effective than writing it. Dialogue is also a significant feature in the Audiolingual method. Dialogues provide learners with an opportunity to memorize, mimic, and practice English. According to Butzkamm and Caldwell (2009), a dialogue develops a learner's fluency and agility in language use.

Classroom lessons using the Audiolingual method include student participation in a variety of drills including repetition of sentences, reading dialogues aloud, and intense

practice. The learners focus on an accurate imitation of a teacher's utterance. Repetition is capitalized on in order to produce precise output and pronunciation. The teacher acts as a model while the students are imitators (Butzkamm & Caldwell, 2009). By doing drills, a student is required to practice a particular line or construct of grammar repeatedly until they can use it without having to think or pause. Classes that use the Audiolingual method are mainly built on the drills so that student responses are involuntary and spontaneous.

Communicative Language Teaching (CLT) Method

The communicative language teaching (CLT) method was developed as a result of the shortcomings of the Audiolingual method. It focuses on the functional aspects of language rather than the formal aspects. It is based on the idea that successful knowledge of English as a foreign language is achieved through communicating it. The method, therefore, relies on interaction as the main method of language learning (Candlin, 2016). Getting learners involved in actual communication boosts their language proficiency.

The fundamental basis of the communicative language teaching method is made up of three key aspects. The components include tasks, communication, and meaning. 'Tasks' include the activities in which the English language is used to carry out meaningful assignments which support the process of learning. Tasks are carried out in different settings and circumstances in order to give the students a wide view of the use of the language. Moreover, 'communication' is also an important aspect of CLT, for activities that involve actual interactions promote learning. Finally, the 'meaning' component is also a vital aspect of student learning since a language that is meaningful to a student improves his or her learning (Richards, 2006).

Students' learning English as a foreign language practice the language through conversing. They converse about their personal experiences with their instructors and fellow students. Unlike the Audiolingual method, where the students imitate what the teacher says, the communicative method uses only conversations (Ghofur et al., 2017; Tehrani et al., 2013; Zhenhui, 2002). Additionally, a teacher using the communicative method teaches topics on different situations and circumstances. Focusing on the language skills in different situations instead of grammar rules encourages students to be able to incorporate their personal experiences into their class environment; hence making learning English more relatable (Spada, 2007).

In comparison to the Audiolingual method that uses grammar drills in teaching EFL, CLT uses oral activities in teaching. There are a variety of oral activities used in communicative language teaching. Some of the activities include the use of interviews, role play, opinion sharing and information gap. Interviews are used to boost and develop the students' interpersonal skills as they are carried out in pairs (Candlin, 2016; Larsen-Freeman & Anderson, 2013; Richards & Schmidt, 2014). Role play is carried out in different settings as students act out different roles. Opinion sharing, on the other hand, is a topic-based oral activity, where the students share and engage in a topic that affects

them all. Finally, information gap activities require students to interact, working with their classmates to acquire the missing information.

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METHOD

Design

This study was carried out in both quantitative and qualitative types. In the quantitative section, the preferred design of this study was a quasi-experimental type. This design is often used in classroom experiments when the experimental and control groups are naturally assembled groups such as intact classes. In this study we had three intact classes with three different treatments. At the beginning of the study a pretest was administered and the treatments started. In the end, a posttest was given and learner scores on both tests were compared through a statistical analysis. Meanwhile, a questionnaire was developed to obtain learner attitudes towards the effectiveness of the Vaughan method for the development of their speaking skill. The items in the questionnaire were piloted to ensure their reliability. When an item did not produce the desired reliability, it was replaced by an alternative.

In the qualitative section of this research, the guided interview items were provided. These items were based on the speaking skill development and the learners' expectations and attitudes towards developing their speaking skill. These items were collected and then presented to TEFL experts to judge their validity.

Participants

The participants in this study were 90 Iranian EFL learners, both male (N=55) and female (N=35), at a language institute in Ahwaz, Iran. Their ages ranged from twenty to twenty-five. The English language was their foreign language and their first language was Persian. Based on a quasi-experimental design, three existing advanced classes in a language institute were selected. To homogenize the students' proficiency level, the Oxford Quick Placement Test (OQPT) was given to ensure that the students were at the same level (i.e. advanced level). The three classes were Class A taught with the Vaughan method (n=30), class B with the Audiolingual method (n=30), and class C with the Communicative language teaching (n=30).

Materials

In order to inform the applicability of the Vaughan method, the 'Vaughan Intensive English' was considered as the appropriate material. The 'Lado English Series' was used for teaching the Audiolingual class, and the 'The World Link' textbook was employed for teaching the CLT class. For each method 17 sessions were held and the duration was one hour.

Instruments

Different instruments were used to ensure that various levels of EFL learner progress were assessed. These instruments included the Oxford Quick Placement Test, a speaking test, a belief questionnaire, and a semi-structured interview. Conclusions were made based on the effectiveness of the methods applied and the observations made.

To differentiate participants' English proficiency and to ensure that they are at the advance level, the researcher administered Oxford Quick Placement Test. It is a reliable and valid 60-item multiple-choice test, evaluating the language learners' level of English proficiency. Not only does it test grammar and vocabulary, it also tests how learners use the English language in order to understand the meaning in communication.

A kind of indirect interview was used with the learners in order to assess their speaking ability (Appendix A). Speaking ability was assessed based on some already established criteria mentioned by Weir (1993) including fluency, pronunciation, vocabulary, grammatical accuracy, and interactional accuracy. For ensuring reliability, two other raters (M.A students of English Language Teaching) assessed the recordings. A sample of the questions which were asked from the students and the criteria for assessing speaking ability were presented.

Belief Questionnaire

The belief questionnaire was developed in accordance with the objectives of the three teaching methods. The questionnaire aimed to elicit the attitudes of the learners taught using the Vaughan method. Each of the methods has its advantages and disadvantages. However, based on the overall objectives to enhance learners' speaking skill, the belief questionnaire aimed at examining whether the Vaughan method was effective.

The investigation of a student's beliefs in form of a questionnaire assists in gauging a student's performance and self-assessment. The belief questionnaire contained 22 questions regarding the speaking skill, and the learners were required to respond to questions tailored to assess whether learning the speaking skill had resulted in positive outcomes. The expected outcomes included elevated motivation to write and express oneself based on the Vaughan method teaching procedure.

To develop the construct validity of the items in this section, eight EFL teacher educators were asked to categorize a list of 30 activities into the Vaughan method. Only those items which the educators were able to unanimously verify were included in the questionnaire. In addition, the questionnaire was piloted prior to the main study. The internal consistency estimate of reliability for the questionnaire was calculated, and Cronbach's Alpha was 0.71.

Interview Guide

An interview guide (Appendix B), including 10 questions, was also developed to interview students and to record their beliefs on the Vaughan class. The interview data were intended to serve as an additional source of information to supplement the questionnaire survey. The interview guide was used in the Vaughan method classroom to gather more in-depth information about learners' beliefs about the usefulness of the Vaughan method for the development of their speaking skill. This information would also be used to triangulate students' responses to the questionnaires. The validity of the interview guide was checked by two TEFL specialists.

Procedure

In an English language teaching institute in the city of Ahwaz, three advanced intact classes were selected. Each class had 30 learners and they were administered an Oxford Quick Placement Test (OQPT) to ensure that they were at the advanced level. Prior to the inception of the experiment, a speaking pretest was given to learners of the three classes. Subsequently, the teaching experiment started and each class was exposed to a unique method of teaching English including the Vaughan method, the Audiolingual method, and the communicative language teaching for 17 sessions.

At the end of the experiment, a speaking posttest was conducted to obtain all learners' scores on the speaking skill. Additionally, a questionnaire and an interview guide (Appendix B) were used to obtain learners' attitudes towards the usefulness of the method of teaching for their speaking skill development. At the end of the Vaughan method treatment, the questionnaire was administered to the learners in the Vaughan method classroom to obtain their ideas about this method. Eventually, the learners in the Vaughan class were interviewed according to the interview guide.

Data Collection and Analysis

In the quasi-experimental part of the research, speaking pretest and posttest were administered to learners. These tests were in the form of an indirect interview. Each learner was asked several questions (Appendix A) and during his responses the level of speaking ability was checked. The speaking test by Weir (1993) included fluency, pronunciation, vocabulary, grammatical accuracy, and interactional accuracy. Scoring was based on analytic speaking criteria introduced by Weir (1993). Each of those criteria was divided into six levels (from the weakest to the best) and a number from 1 to 4 was considered for each. Experts listened to the recorded audio files and graded each student's performance according to the aforementioned scales. All the scores given by the experts were added up and the average for each student was tabulated. For all the above tests, students were given the necessary instructions and the importance of those tests was explained to them.

In the case of obtaining learner attitudes, a questionnaire was devised. The questionnaire included questions concerning the development of speaking skill with regard to the teaching method. Learners were required to respond to the items on a Likert scale of 1 to 5 (i.e. 1= strongly disagree and 5= strongly agree), indicating the degree to which they agreed or disagreed with statements concerning their beliefs about the effectiveness of the Vaughan method for the development of their speaking skill.

The scoring procedure for the questionnaire was that for each item the numbers which have been assigned by every learner were added and then the mean for each item was calculated. The items were grouped based on their mean scores. Those items that had a mean above 3 considered the most agreed items. Those items that had means between 2.5 and 3 were moderately agreed with and those items which their means were below 2.5 were the least agreed items.

At the end of the Vaughan class, 20 learners were asked to be interviewed. The interview guide (Appendix B) included 10 questions. First a question was asked and then each learner was requested to explain his viewpoint about the question. Each interview lasted for 15 minutes and their voices were recorded. Learners were insured that there would be no mentioning of their names in the research.

To report the interview results, the content analysis approach devised by Auerbach and Silverstein (2003) was employed. This approach has been commonly used for qualitative data. Content analysis includes six stages that the investigator is required to pay attention to obtain consistent and significant patterns. These stages include, getting familiar with data, coming up with initial codes, looking for themes among codes, reviewing the themes, defining and labelling the themes, and producing the final report. These stages were taken into account to find out any noticeable patterns in the interview responses.

FINDINGS

Results of the OQPT

The range of OQPT scores was between 48 and 60, with a mean of 52.68, and standard deviation of 2.449. According to the guidelines of Oxford Quick Placement Test, learners were at the C1 and C2 levels based on the Common European Framework of Reference for Languages (CEFR).

Table 1
Descriptive Statistics of OQPT Scores

| Scores | N | Minimum | Maximum | Std. Deviation |
|--------|----|---------|---------|----------------|
| | 90 | 48 | 58 | 2.449 |

Results of Research Question 1

Initially, the speaking pretest data were analyzed. The descriptive statistics for the pretest scores of the three groups in the study are shown in Table 2:

Table 2
Descriptive Statistics for the Speaking Pretest

| Method | N | Mean | Std. Deviation |
|--------|----|-------|----------------|
| VM | 30 | 10.30 | 1.622 |
| ALM | 30 | 9.97 | 1.299 |
| CLT | 30 | 9.83 | 1.289 |
| Total | 90 | 10.03 | 1.410 |

We made sure that these data come from a normal population; then the normality test was run by the SPSS software (Table 3). The Levene's test in Table 3 demonstrates that the data have homogeneity of variance ($p > 0.05$).

Table 3
Test of Homogeneity of Variances of the Speaking Pretest

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1.134 | 2 | 87 | .326 |

The results in Table 4 show that the pretest scores are according to the normality condition ($p > 0.05$).

Table 4
Tests of Normality for the Speaking Pretest

| Method | Statistic | df | Kolmogorov-Smirnov ^a | | Shapiro-Wilk | |
|--------|-----------|----|---------------------------------|-----------|--------------|------|
| | | | Sig. | Statistic | df | Sig. |
| VM | .153 | 30 | .153 | .931 | 30 | .053 |
| ALM | .153 | 30 | .153 | .913 | 30 | .018 |
| CLT | .151 | 30 | .151 | .909 | 30 | .014 |

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

In order to make sure that there is no significant difference among the pretest scores, a one-way ANOVA was run. Table 5 shows that there is no significant difference among the pretest scores of the three classes ($p > 0.05$):

Table 5
ANOVA for the Speaking Pretest

| Source | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|------|------|
| Between Groups | 3.467 | 2 | 1.733 | .869 | .423 |
| Within Groups | 173.433 | 87 | 1.993 | | |
| Total | 176.900 | 89 | | | |

The descriptive statistics for the posttest scores of the groups are shown in Table 6:

Table 6
Descriptive Statistics for the Speaking Posttest

| Method | N | Mean | Std. Deviation |
|--------|----|-------|----------------|
| VM | 30 | 14.30 | 1.968 |
| ALM | 30 | 12.57 | 1.455 |
| CLT | 30 | 14.53 | 1.961 |
| Total | 90 | 13.80 | 1.996 |

With regard to the posttest scores, the Levene's test in Table 7 shows that the posttest scores have the homogeneity of variance ($p > 0.05$).

Table 7
Test of Homogeneity of Variances of the Speaking Posttest

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
|------------------|-----|-----|------|

| | | | |
|-------|---|----|------|
| 2.106 | 2 | 87 | .128 |
|-------|---|----|------|

Also, the normality test in Table 8 shows that the normality condition has been satisfied ($p > 0.05$).

Table 8
Tests of Normality for the Speaking Posttest

| Method | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|--------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| VM | .146 | 30 | .105 | .954 | 30 | .216 |
| ALM | .150 | 30 | .081 | .941 | 30 | .095 |
| CLT | .150 | 30 | .085 | .950 | 30 | .169 |

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

As shown in Table 9, a one-way ANOVA was performed by the SPSS software and demonstrated that there was a significant difference among the speaking posttest scores of the three classes:

Table 9
ANOVA for the Speaking Posttest

| Source | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|--------|------|
| Between Groups | 69.267 | 2 | 34.633 | 10.567 | .000 |
| Within Groups | 285.133 | 87 | 3.277 | | |
| Total | 354.400 | 89 | | | |

To specify the specific difference among the three methods, the post-hoc Scheffe multiple comparisons were performed. The results in Table 10 show that there was no significant difference between the VM and CLT regarding their influence on learner speaking skill. However, there was a significant difference between the VM and the ALM. Meanwhile, there was a significant difference between CLT and the ALM in a way that CLT has been more effective.

Table 10
Post-hoc Scheffe Test for Comparing the Results of the Three Groups

| (I) Method | (J) Method | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|------------|------------|-----------------------|------------|------|-------------------------|-------------|
| | | | | | Lower Bound | Upper Bound |
| VM | ALM | 1.733* | .467 | .002 | .57 | 2.90 |
| | CLT | -.233 | .467 | .883 | -1.40 | .93 |
| ALM | VM | -1.733* | .467 | .002 | -2.90 | -.57 |
| | CLT | -1.967* | .467 | .000 | -3.13 | -.80 |
| CLT | VM | .233 | .467 | .883 | -.93 | 1.40 |
| | ALM | 1.967* | .467 | .000 | .80 | 3.13 |

*. The mean difference is significant at the 0.05 level.

Results of Research Question 2

A belief questionnaire was administered to the Vaughan class at the end of the experiment. This questionnaire had 22 items and learners were required to respond the items on a Likert scale of 1 to 5 (i.e. 1= strongly disagree and 5= strongly agree), indicating the degree to which they agreed or disagreed with statements concerning their

beliefs about the effectiveness of the Vaughan method for the development of their speaking skill. The data collection instrument was considered reliable, as it provided a value of 0.71 for Cronbach's Alpha. For a value of 0.7, the test is considered to have acceptable reliability, while a value of 0.8 or more is considered to show good reliability value. Meanwhile, the validity of the questionnaire was established by inquiring the ideas of two TEFL experts and a language testing expert.

The questionnaire was administered to learners and it was explained to them to read every item and put a mark under the column which they agree with. Learners were allowed to consult each other and ask questions. In the end, the questionnaire was collected and for every item the scores were added and divided by the number of learners to get the mean for each item. Meanwhile, the standard deviation for each item was calculated.

Among the 22 items, 14 items (items 1, 3, 4, 5, 6, 7, 8, 9, 11, 13, 15, 16, 19, and 20) had the highest mean ($M > 3$) and thus they were the most common beliefs held by the participants, and 4 items (items 10, 12, 14, and 18) received means above 2.5 and below 3 and became the moderately held beliefs. However, four items (2, 17, 21, 22) had lower means ($M < 2.5$) and they were the least common beliefs.

Table 11

Means and Standard Deviation of the Items of the Belief Questionnaire

| Item Description | M | SD |
|---|------|------|
| 1. Speaking is enjoyable to me. | 3.26 | 1.12 |
| 2. The vocabulary that is taught without any limits helps my speaking. | 1.8 | .97 |
| 3. I am able to express myself in the verbal form. | 4.1 | .83 |
| 4. Repetition drills helped me with my speaking skill. | 3.1 | 1.01 |
| 5. Grammar exercises were useful for my speaking. | 4.06 | .81 |
| 6. I like to be corrected when a mistake is identified in my speaking. | 4.1 | .90 |
| 7. Translation activities were helpful for my speaking. | 3.8 | 1.01 |
| 8. When the teacher corrected my translation mistakes, it was useful for my speaking. | 3.43 | 1.17 |
| 9. When the teacher corrected my mistakes, it did not cause a problem for my learning. | 4.2 | .87 |
| 10. Grammar exercises were tiresome. | 2.7 | 1.07 |
| 11. Learning different topics and their related vocabulary was beneficial for my speaking. | 4.3 | .82 |
| 12. Memorizing and repeating a sentence was helpful for my speaking. | 2.9 | .90 |
| 13. Learning grammar rules was useful for my speaking. | 3.06 | .85 |
| 14. I think knowing my earlier vocabulary mistakes helped me with my speaking skill. | 2.8 | 1.23 |
| 15. When the teacher provided me with a list of my earlier grammar mistakes, I felt more confident about my progress. | 3.3 | .97 |
| 16. When the teacher reminded me of my last pronunciation mistakes, it was helpful for my speaking skill progress. | 3.7 | .93 |
| 17. The teacher encouragement in Persian was not effective. | 1.66 | .64 |
| 18. The homework which was given to me was useful for my speaking skill. | 2.9 | 1.07 |
| 19. When the teacher corrected my previous homework it was useful. | 3.1 | 1.16 |
| 20. When the teacher reviewed last grammatical points it was helpful. | 3.03 | 1.16 |
| 21. When the teacher corrected my mistakes I did not feel embarrassed about my progress. | 2.40 | .91 |
| 22. The teacher intentionally notified me about my mistakes to make me feel embarrassed. | 1.56 | .55 |

Results of Research Question 3

On the whole, participants overwhelmingly believed that the Vaughan method was beneficial for the development of their speaking skills. These findings are further supported and validated by the interviews with twenty participants. These interviewees expressed ideas about both the positive and negative effects of the Vaughan method in their learning process. The positive aspects of using the Vaughan method included:

The use of grammar exercises can have a very beneficial influence on their speaking skill development, although the exercises were tedious; for example, a learner stated that: *When I practice grammar exercises, I can speak better and with more confidence. But a lot of grammar practice makes me tired.*

Correcting student mistakes and providing a list of their mistakes can have a positive effect on their speaking skill; for example one learner said: *Speaking without a mistake can have a better influence on the people around me. So I like to be corrected.* The other learner mentioned: *I want to speak without any mistake. By knowing my mistakes, I can work on them and then I can improve.*

Learning different topics with relevant vocabulary can help the learners' speaking skill; one learner mentioned: *When I have more knowledge about many topics and their vocabulary, it gives more power to my speaking. I can talk about many things.*

Vocabulary exercises, despite their tedious nature, help the learners' speaking skill; one learner said: *The teacher asked me to use new words in different sentences. I think it helped me to grasp the meaning of the word.*

Explaining grammar rules for learners has a helpful effect on their speaking; one learner mentioned: *The teacher talked about the way of using the grammar. My idea is that it was useful when I spoke.*

Translation is useful for learner speaking skill. A statement by a student is that: *Sometimes I need to say my personal feelings, but I can't find the actual English words. Knowing the translation gives me a better chance for speaking.*

On the other hand, the negative points of the Vaughan method were also described by the interviewees as:

Repeating English sentences were tiresome and needed a strong memory, but they accepted the fact that these sentences were ordinary expressions and they had to accustom to using them. A learner mentioned: *The number of repetitions for practicing sentences must be limited. Too much repetition tires my memory. But everyday language has lots of these sentences.*

When the teacher notified them about their mistakes they became nervous because they assumed that the teacher was very strict, but when the teacher spoke kindly in Persian, they admitted their mistakes and they learned more from their mistakes and attempted to correct their previous mistakes. A learner said: *Actually, making a mistake in front of others is annoying. But when the teacher tells a joke with a smile in Persian about my mistake, I feel relaxed.*

DISCUSSION AND CONCLUSION

In this research, we intended to investigate the influence of the Vaughan method (VM) on advanced learners' speaking skill in comparison with the Audiolingual method

(ALM) and communicative language teaching (CLT). Meanwhile, at the end of the Vaughan course learners' attitudes were obtained through a questionnaire and an interview guide.

It was found out that the Vaughan method was significantly more effective on the development of the speaking skill compared to the Audiolingual method. However, there was no significant difference between the VM and CLT concerning the speaking skill development. The CLT method involved real-life teaching materials and the teacher employed interactive media and authentic videos. So we witnessed that CLT could undoubtedly enhance learners' speaking skill. Although the ALM is oral-based, it has been unsuccessful for developing speaking skill. The ALM focuses on structural linguistics and the role of vocabulary is ignored.

The VM provides a list of vocabulary for a related topic and asks learners to make sentences by using the previously learned structures including the new vocabulary. Meanwhile, the role of translation was emphasized in the VM. In the VM class, a number of Persian sentences were translated for learners, and they were required to memorize them. These sentences were helpful for learners when they needed to speak about a related topic. Liao (2006) investigated Taiwanese learners' beliefs about translation and he concluded they had generally positive beliefs about using translation as a strategy for learning English.

Romero (2013) investigated the Vaughan method by observation and participation in one of its intensive courses. He mentioned that the general feeling was that the method was undoubtedly successful and students could speak fluently and feel confidence after the end of the teaching course. Pedraza (2016) described the current English learning situation in Spain. Children enter in the bilingual education which is supervised by the British Council from the age of 6. However, children cannot speak English. They have difficulties in grammar, vocabulary, and pronunciation. However, he mentioned the advantages of the Vaughan method and how this method has coped with the teaching of English. Ramon (2013) described the Vaughan method efforts on the social media for teaching students online. He mentioned the range of Vaughan method programs on Facebook, Twitter, YouTube, Radio and TV channels. These programs have helped for the effectiveness of this method.

Meanwhile, the learners who were exposed to the Vaughan method expressed their attitudes on a questionnaire. They agreed that the encouragement from the teacher was effective in their progress. Learners were also motivated when the teacher provided them with a list of their previous mistakes because they understood that they were moving in the right direction. Despite the fact that the drills were repetitive and tiresome, learners were inspired by the good mood of the teacher when he used their mother tongue for better emotional connection with them, which led to better learning.

We could conclude that in EFL situations, there is a tendency towards learning activities which are similar to audiolingual activities. The role of L1 could not be ignored in EFL situations. One of the reasons could be the lack of real-life L2 situations outside of the EFL classroom.

Both the questionnaire and the guided interview results showed that learners were interested to be aware of their mistakes. When the teacher provided direct feedback along with encouragements, learners were more content about accepting their mistakes. When the teacher intended to correct learners, explanation in L1 led to better reaction from learners. However, with the progress of the Vaughan method in the future more research will be needed to investigate its strengths and weaknesses.

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Appendices

Appendix A. Interview Test

1. Talk about yourself (your name, age, address). How many brothers and sisters do you have?
2. What would you like to do in future?
3. Which job is more important; being an engineer, a doctor, or a teacher?

Appendix B. Interview Guide

1. How do you consider this method of teaching useful for you speaking skill development? Please explain.
2. You were asked to memorize sentences during the course. Do you think it helped your speaking skill? How?
3. Your teacher presented the grammar rules to the class. Do you think talking about grammar rules could help your speaking skill? Please explain.
4. Your teacher corrected your mistakes. Do you think it was helpful for your speaking skill? Please explain.
5. Your teacher used grammar exercises. At some times they were tiresome. Do you think these exercises were helpful for your speaking skill? Explain.

6. Your teacher focused on specific topics of vocabulary. How do you evaluate their effects on your speaking skill development?
7. Some of the vocabulary exercises were repetitive and exhausting. How do you consider their usefulness for your speaking skill development?
8. At some times in your class, you were provided with Persian sentences and you were asked to translate them to English. Do you think this activity could help your speaking skill? How?
9. The teacher corrected every mistake that you made. Did you feel embarrassed or did it help you to focus more on your mistakes? Explain.
10. Your teacher provided you with a record of your last mistakes. How do you think it helped you?