

**DEVELOPMENT OF COMMUNICATION SKILLS THROUGH AUDIO
STORIES AMONG SIXTH GRADE STUDENTS**

BY

T. ANGELIN GRACY

REG.NO. 18PED001

UNDER THE GUIDANCE OF

Dr. C. KARTHICK DEEPA

A THESIS SUBMITTED TO THE

**AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER
EDUCATION FOR WOMEN,**

COIMBATORE- 641043.

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
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CERTIFIED AS BONAFIDE RESEARCH WORK

**SIGNATURE OF THE HEAD
OF THE DEPARTMENT**

**SIGNATURE OF THE
DEAN**

**SIGNATURE OF THE
GUIDE**

ACKNOWLEDGEMENT

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INTRODUCTION

CHAPTER 1

INTRODUCTION

“Education is the most powerful weapon which you can use to change the world.”

- Nelson Mandela

An education by definition is "the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life." Education helps us to explore our own thoughts and ideas and makes it possible to express it in different forms.

Education is the gateway to success. Success can be achieved when people have knowledge, skills and attitude. All these things can be gained only with the help of education. Education is the act of learning things around us. It helps us to easily understand and deal with any problem and makes balance throughout the whole life in every aspect .

Education is the first and foremost rights of every human being. Without education, we are incomplete and our lives are useless. Education helps us to set a goal and makes us humble. Education creates awareness and expands our vision.

1.1 TEACHING AND LEARNING

Teaching is the process of attending to people’s needs, experience and feelings, and specific interventions to help them learn particular things, intervention commonly takes the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing, understanding and facilitating learning activities.

In addition to providing students with learning opportunities to meet curriculum outcomes, teaching emphasizes the development of values and guides students in their social relationships .Encouraging, supportive and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible .The education should be imparted to a learner in such a way that it reflects the attitude, behavior and personality of the learner.

Learning, the alteration of behavior as a result of individual experience. When an organism can perceive and change its behaviour, it is said to learn. Learning is the process of acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences. The ability to learn is possessed by humans, animals, and some machines; there is also evidence for some kind of learning in some plants. Some learning is immediate, induced by a single event (e.g. being burned by a hot stove), but much skill and knowledge accumulates from repeated experiences. The changes induced by learning often last a lifetime, and it is hard to distinguish learned material that seems to be "lost" from that which cannot be retrieved.

1.2 COMMUNICATION SKILLS

Communication, at its simplest, is the act of transferring information from one place to another. It may be vocally (using voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body language, gestures and the tone and pitch of voice). In practice, it is often a combination of several of these.

Being able to communicate effectively is perhaps the most important of all life skills. It is what enables us to pass information to other people, and to understand what is said to us. You only have to watch a baby listening intently to its mother and trying to repeat the sounds that she makes to understand how fundamental is the urge to communicate.

Good communication leads to high confidence and hence, you perform better at whatever you are doing. If you excel in your communication, you can express yourself better and climb the stairs of success.

It is a known fact that every successful man or woman knows how to communicate in a precise and clear manner. Crisp communication is what everyone is looking for, a way to attract and get your work done.

Communication is one such important life skill that helps us throughout. The best part is that it is not only limited to any sector but pitches its significance in all parts of life, like personal, professional, business etc.

In fact, a research conducted by Harvard University, the Carnegie Foundation and Stanford Research Center, has stated that 85% of professional success comes if

you possess good developed soft skills and people skills, and only 15% of career success comes from technical knowledge and skills (hard skills). So, the way you interact and behave with others plays a crucial role in your success.

Here are few effective communication techniques that help you become an excellent communicator,

1. *Have a proper body language*
2. *Frame your views*
3. *Try to understand, not just to listen*
4. *Get to know your audience before you communicate*
5. *Ask open-ended questions*
6. *Always be honest*

A student starts learning how to communicate right at home, but learning at school is a different ball game altogether.

At school, the student learns how to address issues of peers and how to respond keeping others in mind. It is important that a student works towards developing communication skills as it will help them in the long run.

Student life is a foundation and hence, how we communicate in student life will define how we communicate professionally. It is needed to impart communication through reading, presentation skills, listening, writing and oral communication.

1.3 AUDIO STORIES FOR DEVELOPING COMMUNICATION SKILLS

From the audiocassettes of the 1970s to digitally recorded music on an invisible Cloud, audio has come a long way as a teaching and learning aid and is an extremely valuable method for capturing and presenting information. Audio provides a quick, cost-effective alternative to text for connecting with your students and providing up-to-date content, interviews, discussions or lecture materials. Middleton (2013) highlights that audio has a demonstrated capacity to facilitate authentic engagement, allowing students to connect in various ways to the outside world as both listeners and

publishers. Audio can easily be created with many desktop tools and small digital recording devices such as smartphones.

1.4 COMMUNICATIVE LANGUAGE TEACHING

The central theoretical concept in communicative language teaching is “communicative competence,” a term introduced into discussions of language use and second or foreign language learning in the early 1970s. Thus, the emphasis is no longer on linguistic accuracy, vocabulary and grammar, but on the ability to function effectively through communication and discussion in the target language in particular contexts of situation. One of communication teaching methods is the usage of visual aids. Places, objects and people are presented through pictures and the students have to learn to work with them. Andrew Wright in his monograph *Pictures for Language Learning* stresses that visual material contributes to interest and motivation; a sense of the context of the language; and a specific reference point or stimulus .

However, it is necessary to stress that visuals should be subjected to some criteria for assessment of their value. The problem concerning the usage of audio-visual aids as a source of information is connected with student’s visual literacy. It means that students are not always critical to visual information, nor understand how to interpret it. Being critical in interpreting pictures as a source of information allows one to analyze as well as synthesize images and information . Thus, teaching all four skills needs to include visual aids in innumerable ways. Pictures no longer exist to entertain or illustrate, but they communicate in the way that we have to see, understand and use them. Only when an individual is conscious of the message, intent and the meaning of visuals, is he or she visually literate. Without knowledge of how pictures function in the visual communication process a human being becomes a subject of a one-way communication, a communication without any possibility to respond.

1.5 STATEMENT OF THE PROBLEM

Communication skill in English language is lower among sixth grade students due to lack of listening skill and passive participation in class. So to withhold this, audio stories with practical exercises can be introduced.

1.6 DEFINITION OF KEY TERMS

Development:

It is an act, process, or result of developing a new concept or a thing.

Communication Skills:

Communication skills are the abilities you use when giving and receiving different kinds of information. Communication skills involve listening, speaking, observing and empathizing.

Audio-stories:

Audio stories are an engaging form of communication that makes speech into compelling narratives.

Sixth Grade:

The sixth grade is the sixth school year after kindergarten.

Students:

It denotes a group of children who study.

1.7 HYPOTHESIS OF THE STUDY

1. There is no progress in Listening skills of sixth-grade students through audio-stories.
2. There is no progress in Vocabulary Enrichment of sixth-grade students through audio-stories.
3. There is no progress in Confidence To Use English Language for Communication of sixth-grade students through audio-stories.

1.8 MAJOR OBJECTIVES OF THE STUDY

- To develop audio stories for the secondary school students
- To develop communication skills among secondary school students.
- To encourage the usage of English words in daily life.

- To utilize the lunch break in a meaningful way

1.9 LIMITATION OF THE STUDY

The present study, like most other studies, has certain limitations. The purpose of the study is to develop audio stories to develop communication skills for sixth grade students.

- This study was conducted in one private school. Focusing on Sixth grade students and their English teacher.
- The content was developed only for 6th grade students.
- The content was fully taken from the collection of children stories in Indian context.
- It is designed to be used during lunch breaks to utilize the time in an effective way.

1.10 METHODOLOGY ADAPTED:

In this study, an audio story device is developed for the students of sixth grade to acquire good communication skills. The methodology adapted for validating the product is one-shot case study. A treatment and a small survey is conducted to the students using this product. The small survey among the school students and teachers is done in order to identify the product effectiveness in individual students, peer students and among the students.

1.11 CHAPTERIZATION

Chapter 1: It deals with Introduction of the topic, statement of the problem, definition of key terms, major objective of the study, hypothesis of the study, and limitations of the study.

Chapter 2: It covers the review related to the literature namely, brain based research, brain based research in language, and a conceptual framework of the theory.

Chapter 3: Methodology – it provides details of the method adopted for the study, development of the product and analysis pattern

Chapter 4: Results And Discussions - this chapter includes interpretation and descriptive analysis of data.

Chapter 5: Conclusion - it reports the finding in a brief manner, gives recommendations for further research.

REVIEW OF RELATED LITERATURE

CHAPTER - 2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

“Literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become.”

- C. S. Lewis

A literature review is both a summary and explanation of the complete and current state of knowledge on a limited topic as found in academic books and journal articles. A literature review discusses published information in a particular subject area, and sometimes information in a particular subject area within a certain time period.

A literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis. A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information. It might give a new interpretation of old material or combine new with old interpretations. Or it might trace the intellectual progression of the field, including major debates. And depending on the situation, the literature review may evaluate the sources and advise the reader on the most pertinent or relevant.

2.2 PURPOSE OF THE LITERATURE REVIEW

- It gives readers easy access to research on a particular topic by selecting high quality articles or studies that are relevant, meaningful, important and valid and summarizing them into one complete report
- It provides an excellent starting point for researchers beginning to do research in a new area by forcing them to summarize, evaluate, and compare original research in that specific area
- It ensures that researchers do not duplicate work that has already been done

- It can provide clues as to where future research is heading or recommend areas on which to focus. It highlights key findings.
- It identifies inconsistencies, gaps and contradictions in the literature.
- It provides a constructive analysis of the methodologies and approaches of other researchers.

2.3 IMPORTANCE OF LITERATURE REVIEW:

Literature reviews provide you with a handy guide to a particular topic. If you have limited time to conduct research, literature reviews can give you an overview or act as a stepping stone. For professionals, they are useful reports that keep them up to date with what is current in the field. For scholars, the depth and breadth of the literature review emphasizes the credibility of the writer in his or her field. Literature reviews also provide a solid background for a research paper's investigation. Comprehensive knowledge of the literature of the field is essential to most research papers.

2.4 REVIEW OF RELATED LITERATURE - STORYTELLING:

Daemi & Ali Farnia, (2013), in their study of Stories transfer cultural heritage. They also relate the present time and the past time. Students become aware of dreams, sufferings, joys, and the life of their predecessors when they hear stories. Stories are the bridge that take today's learners to the past and describe as a type of historical teaching through tales and an image of the past is opened to the listeners.

Karlsson (2012), says, "storytelling is a teaching method in the language class to improve communicative teaching. In developing writing skills, not only does storytelling make the writing procedure motivational, educative, challenging, and creative but it also supports students to know their strength and weaknesses, which in turn aids the teacher to give proper helping students to attain their potential as learners of English language."

In a study done by Coskie et al., (2010) identifies, listening to stories can be effected on other sections of English language. The learners begin to build confidence in their speaking skills as a result of the storytelling. In fact, storytelling helps learners

to create oral language complication and may be an effective technique to help English language learners.

Bouache (2010) stated that stories hold interests alive in the classroom and motivate students, they build a comfortable atmosphere and enjoyment environment. In order to decide whether or not the hypotheses formulated could be rejected, the following steps were taken for the selection of subject, materials and procedures used in the study.

Miller (2009) states that stories may support English language learners to develop their language skills. Listen to stories usually apply spoken narrative and students understand how the sounds are pronounced. They are able to record and listen to it as many times as they wish

Sole & Wilson (2009) studies states that stories can be a helpful way to illustrate and express complex, multi-dimensional ideas, emotion, and information. Telling stories can transfer the competencies and commitments of oneself to others.

Storytelling is an effective tool in improving the oral competencies of students (Isbell, Sobol, Lindauer & Lowrance, 2004). Becoming verbally proficient can contribute to a student's ability to communicate effectively and successfully. Negotiation, discussion, and tact are peacemaking skills. Being able to accurately express one's thoughts and feelings is important in everyday communication.

As Harriot and Martin (2004) say, oral practice through storytelling increases speech and oral communication skills related to enunciation and articulation. Storytelling needs no special equipment beyond the imagination and the power of listening and speaking to create artistic images. As a learning tool, storytelling can encourage students to explore their expressiveness and can heighten a student's ability to communicate thoughts and feelings in an articulate, lucid manner. These activities benefit the students in not only giving them the art experience but also in supporting daily life skills.

Brice, (2004) confirmed studies done by Mallan (1992) suggest that there are positive effects in intellectual, social and emotional development of students who are encouraged to use storytelling. As students engage in storytelling they learn to listen, to participate in and understand narrative discourse and create a path to more

sophisticated use of language, reading and writing in their everyday lives. Brice added that storytelling /retelling of stories is a successful strategy to increase pragmatic oral skills, the ability to use language in specific contexts for specific purpose, leading to greater ability to write.

Shepard (1996) states that storytelling is the conveying of events in words, images, and sounds often by improvisation or embellishment. Educators have been saying that the arts can play a role in student academic success and emotional well being. The art of storytelling is a great opportunity for student exploration. Storytelling is accessible to students of all ages and abilities. Storybooks can be found in bookstores or borrowed from libraries or friends. In addition, stories can be found from the internet, the most convenient and quickest way for students nowadays. “Storytelling ... costs nothing, is enjoyable, and can be used anywhere and at any time” (Zabel, 1991).

Both telling a story and listening to a well-told tale encourages students to use their imaginations. As Mallan, (1992) stated storytelling helps develop the imagination which in turn builds on problem-solving competencies. Therefore, developing the imagination can empower students to consider new and inventive ideas. In other words developing the imagination can contribute to self-confidence and personal motivation as students envision themselves competent and able to accomplish their hopes and dreams.

2.5 REVIEW OF RELATED LITERATURE - AUDIO BASED RESEARCH:

R.Subadhra and S.Govindaraj.(2014), The proposed system is making machines to think automatically and to avoid human power in order to take care of company’s growth and keep growing management part. In order to implement this proposed system, new technology is introduced called “ARTIGENCE” (ARTificialintelliGENCE). This technology is controlled by some device management and OBEX (OBjectEXchange) supported mobile devices such as W220i model of Sony Ericson. With the help of this OBEX supported wireless device, the Asynchronous transmission is coded in order to control the database from remote areas through wireless connection. Usually a mobile device connected with PC through data cable in the server system with a gateway connection enabled like Airtel, Aircel, and Reliance, Idea, etc., which usually comes in the form of SIM card. The

project consists of several modules such as Student personal and academic details, placed student details, campus interview details. In this proposed system, all modules are maintained in a centralized database and with the help of Artigence; the management can get the details then and thereby posting mobile syntax via base station networks. Database design has been done in order to handle data as an integrated one.

Natoli,C.,(2011), once again added that “audio-visual materials are rich opportunities for students to develop communication skill while actively engaged in solving meaningful problems”. In other words, students certainly like it more and learn better if they are engaged in important and appealing activities.

Gopal V. P.,(2010), stressed that audio-visual materials help the teacher to overcome physical difficulties of presenting subject matter. That is to say, with audio-visual materials, the barrier of communication and distance is broken. The culture and climatic conditions of other countries can be brought into the classroom with the aid of slides, films, filmstrips and projectors.

Mangal (2010) defines Audio – tutorial system as the system or teaching strategy in which well planned instructions carrying appropriate learning experiences and specially assigned activities are provided to the learners on the audiotape/disc to be followed by students according to their own pace and requirements within a specific duration of time, occasionally helped by an instructor with an eye of achieving maximum teaching– learning output. Audio –tutorial system as a teaching strategy helps learners work independently and proceed on the path of learning with their own pace. It proves a better means of providing learner-based and individually tailored education. If one receives instructions through audiotape/disc for proceeding on the learning path in this system, it may suit the requirements of so many learners who cannot afford attending regular classes as a result of any compelling situations. It is a good instructional mode for ability and needs of all types of learners (high, average and low), through this mode, low and average students are seriously assisted and brilliant students are equally helped to move rapidly through the course.

Felder and Soloman (1997), created a five-dimensional model of learning styles: perception, input, organization, processing and understanding. Each dimension consists of two different preferences, and one’s learning style is determined by the

answers given for each dimension. The dimension of perception concerns the type of information one preferentially perceives, which can be either a type of external sensory information (e.g., sights, sounds, physical sensations) or internal intuitive information (e.g., insights, possibilities).

Singh (1983). Strongly advocated that the use of media treatment in the teaching-learning process is capable of creating high scores in students.

Wittich and Schuller, (1967).The uniqueness of the audio-tutorial system of instruction lies in the fact that it both individualizes instruction and accommodates large numbers of students. Like programmed instruction, it requires that emphasis be placed on clearly defined learning behaviors rather than on teaching objectives as commonly interpreted by subject- oriented instructors. But unlike early forms of programmed instruction, the system makes use of a variety of instructional media, each according to its appropriateness to specific learning requirements. Systematic analysis is required both to specify the needs and to determine the best means for meeting them.

2.6 REVIEW OF RELATED LITERATURE – AUDIO TO DEVELOP COMMUNICATION SKILLS:

Saeedeh Motallebi, and Behzad Pourgharib (2013), in “The Impact of Audio Stories (Listening Skills) on Pronunciation of EFL Learners”, attempted to investigate the effectiveness of the audio-stories (listening) on fostering students' pronunciation. A group of 40 students were randomly selected from Novin institute in Gorgan city, Golestan province, Iran (20 students were in the experimental group and 20 students were in the control group). Experimental and control groups in year 2012-2013 was conducted to test the effectiveness of utilizing audio-stories as strategy to improve the pronunciation. The students of the experimental group received training through the listening to the audio-stories for eight sessions; while the students in the control group didn't receive training. Pronunciation test was the effectiveness of the program in developing the experimental group students' pronunciation proficiency by listening to stories. T-test was used to determine the mean in the pre-test and post-test pronunciation performance of element three level students. The obtained results showed that there is significant difference between the means of the experimental group and the control group. Besides, an improvement was observed in the overall

pronunciation proficiency. It has been concluded that the program designed according to audio stories (listening) seems to be effective in improving students' overall pronunciation proficiency.

Siobhan Mchugh 2015, Audio storytelling is booming. From crafted, long-form documentaries to short digital narratives, podcasting, social media and online streaming have liberated audio from the confines of a live radio schedule and created huge new transnational audiences. But how can the burgeoning influence of audio storytelling be harnessed in educational and community sectors? The article, "Audio Storytelling: Unlocking the Power of Audio to Inform, Empower and Connect" examines an initiative designed to advance the use of audio storytelling in educational contexts: the emotional history project, an intensive teaching model that trains undergraduate students with no prior audio experience to create powerful short audio stories in a 4 x 3 hour module. It relies on the capacity of audio to convey emotion, and the power of emotion to transcend social, cultural and racial differences and forge a visceral connection. By gathering deeply personal emotional moments, students not only have a heightened incentive to learn technical production skills, they are also motivated to consider ethical issues and vital principles of empathy and responsibility.

Anna Barnau(2017) study confirmed that audiovisuals contribute to better communication performance of test-takers, which was measured by awarding points according to the Categories of oral proficiency scores in testing English for Nurses and led to better scores in G2 students. As open-ended tasks include some unreliability, there is a problem when using the A to Fx range for scoring. Special attention was thus paid to linguistic as well as communicative criteria. It is necessary to say that teachers should prepare such types of tests to measure students' real language competence and performance to make tests more reliable.

2.7 CONCLUSION

Literature reviews are connected carefully and presented well, add much to an understanding of all selected problems and help to place the result of a study in a historical perspective. Without reviewing literature, it would be difficult to build a body of knowledge on the educational topic.

Review of literature helps the investigator to know what lines to proceed to make the effect a successful and useful endeavor. It guides the investigator to select

the correct procedure at the time of investigation. Finally, these reviews give information, which can aid and support or challenge the conclusion of the investigator's research and therefore provide clues for later research.

METHODOLOGY

CHAPTER - 3

METHODOLOGY

The hypothesis set for the study suggested the Procedure to be adopted for conducting the study. The details of the procedure adopted are briefly described below under the following heads:

3.1 INTRODUCTION

The successful outcome of a research depends upon its methodology adopted. The selection of methods for research work depends upon the tools and techniques that the researcher uses. This Chapter presents the description of the research process. It provides information concerning the method that was used in undertaking this research as well as a justification for the use of this method. The Chapter also describes the various stages of the research, which includes development of the tool, selection of participants, data collection process and process of data analysis. This Chapter also discusses the role of the researcher in qualitative research in relation to reflexivity. The Chapter ends with a discussion of validity and reliability in qualitative research and discusses the way in which these two requirements were met in the current study.

3.2 METHOD ADOPTED FOR THE STUDY

3.2.1 PRE-EXPERIMENTAL DESIGN

Pre-experiments are the simplest form of research design. In a pre-experiment either a single group or multiple groups are observed subsequent to some agent or treatment presumed to cause change. Types of Pre-Experimental Design

Ø One-shot case study design

A single group is studied at a single point in time after some treatment that is presumed to have caused change. The carefully studied single instance is compared to general expectations of what the case would have looked like had the treatment not occurred and to other events casually observed. No control or comparison group is employed.

Ø One-group pretest-posttest design

A single case is observed at two time points, one before the treatment and one after the treatment. Changes in the outcome of interest are presumed to be the result of the intervention or treatment. No control or comparison group is employed.

Ø Static-group comparison

A group that has experienced some treatment is compared with one that has not. Observed differences between the two groups are assumed to be a result of the treatment.

Here the researcher follows One-Shot case study design to find out the effectiveness of the product among the school students, with a group of students, and after the treatment through developed product post-test is conducted in a form of survey. The small survey among the school students is done in order to identify the product effectiveness in individual students, peer students and among the students.

Step	Procedure (On a single group)	Aim
Step 1	Treatment X	To influence the dependent variable
Step 2	Post Test O	To measure the degree of change on the dependent variable

3.3 DEVELOPMENT, CONSTRUCTION AND EVALUATION OF THE TOOL:

3.3.1 DEVELOPMENT OF THE PRODUCT:

The process of development of audio stories is given below in fig 3.1

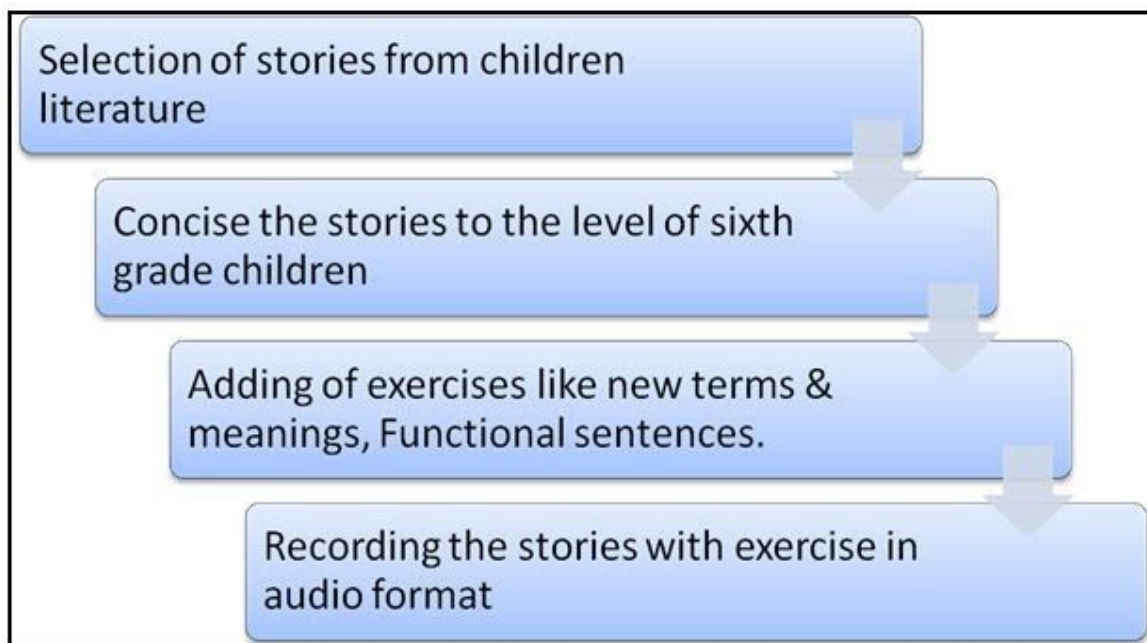


Fig 3.1, Process of development of audio stories

The validation of the product is done by developing a questionnaire based on the product's effectiveness, which is to be filled by students and teachers of the class.

Variables of the study:

Independent Variable of the study:

- Listening Skills
- Vocabulary Enrichment
- Confidence To Use English Language for Communication

Dependent Variable of the Study

- Product – Audio Stories.

3.3.2 SELECTION OF THE SAMPLE

Purposive sampling is a non-probability sampling method and it occurs when “elements selected for the sample are chosen by the judgement of the researcher. Purposive sampling technique is used to select the sample for collecting data.

The sample of the present study consisted of a total of 50 students and 4 teachers of sixth grade in Dr. PGV Matric Hr. Sec. School.

3.3.3 RESEARCH TOOL

Tools became another major consideration in educational research. The instrument employed for the collection of data required for the study of any problem is called a tool. “Tools employ a distinguished way of describing and qualifying the data” the important tools of educational research include interview schedule, questionnaire, observation, rating scale, achievement test, proficiency test, psychological tests and sociogram.

The investigator selected two tools for the present study.

1. Personal Data Sheet
2. Questionnaire –self made five point rating scale
3. Stories taken for the study

1. Personal Data Sheet

The personal data sheet includes basic information about the sample and their family. The basic information section primarily gathers information such as Name, gender, locality of residence.

2. Questionnaire- Rating Scale

A rating scale was developed based on three variables consisting of 10 questions to validate the development of audio tutorial on science concepts of 6th standard students. The three variables are,

- ❖ Listening Skills with reference to questions numbering 1,4,6,9.

- ❖ Vocabulary Enrichment with reference to questions numbering 2,8,10
- ❖ Confidence To Use English Language for Communication With reference to questions numbering 3,5,7.

3. Stories Taken for the Study:

Stories are collected from children literature in Indian English literature collections. Stories are selected and presented by using simple sentences, that's easy to understand and acquire communication skills. The selected stories are:

- 1. A Good Boy**
- 2. Mountain**
- 3. First Day at School**
- 4. The Milk-Maid's Dream**
- 5. The Disobedient Boy**

3.3.4 PILOT STUDY

Pilot study was conducted by administering the tool for a sample of 5 school students studying in Dr.P.G.V Matriculation Higher Secondary School in Coimbatore. The data collected for the pilot study was used for the item analysis.

3.3.5 JURIES OPINION

In order to find out the validity related to research attitudes the investigator consulted the experienced teachers and experts in the field of research and the tool was given to them. Based on their idea, slight modifications were made. Finally the draft scale consisting of 10 items was used for the pilot study.

3.3.6 RELIABILITY OF THE TOOL

“Reliability means the degree to which a test or tool measure something consistently”-(Garret,2005)

The reliability co-efficient was calculated numbered items and the reliability co-efficient were calculated.

Cronbach's Alpha is calculated by following formula:

$$\text{Cronbach's Alpha} = \frac{rk}{[1 + (k - 1)r]}$$

Where,

k = number of items considered

r = the mean of the inter-item correlations,

George & Mallory (2003) provides the following rules of thumb for:

> 0.90 : Excellent

0.80 - 0.89 : Good

0.70 - 0.79 : Acceptable

0.60 - 0.69 : Questionable

0.50 - 0.59 : Poor

< 0.50 : Unacceptable

The investigator adopted a self made five point rating scale as a tool to validate the development of audio tutorial on science concepts of 6th standard students. Since the tool was constructed by own, the reliability test has been conducted for the new tool designed and the reliability statistics has been shown in the table 1 below:

TABLE -1

RELIABILITY STATISTICS

Cronbach's Alpha	N of Items	Internal Consistency
0.802	20	Good

3.3.7 VALIDITY OF THE TOOL AND THE PRODUCT

The investigator has distributed the questionnaire along with the product - audio stories to the subject experts, the peer group and M.Ed., students of English

Department and changes were made based on their suggestion. The name of the subject experts were given below:

Subject experts in college:

1. Dr.N.Vasuki
2. Dr.C.Karthik Deepa

Peer group:

1. Asha P.S
2. Rekha.K

Experts and peer looks for following validity in the product:

Face Validity

Face validity involves the expert looking at the items in the questionnaire and stories, agreeing that is a valid measure of the concept which is being measured just on the face of it. This means that they are evaluating whether each of the measuring items matches any given conceptual domain of the concept. Face validity is often said to be very casual, soft and many researchers do not consider this as an active measure of validity.

Content Validity

Content validity pertains to the degree to which the instrument fully assesses or measures the construct of interest. Experts will review all of the questionnaire items for readability, clarity and comprehensiveness and come to some level of agreement as to which items should be included in the final questionnaire.

Construct Validity

Construct validity is the degree to which an instrument measures the trait or theoretical construct that it is intended to measure. It is the most valuable and most difficult measure of validity. Basically, it is a measure of how meaningful the scale or instrument is when it is in practical use.

3.3.8 DATA COLLECTION PROCEDURE

Data was collected from 50 school students studying in Dr.P.G.V Matriculation Higher Secondary School in Coimbatore. The school was individually visited by the investigator after seeking permission from the concerned principal and head of the department the data were collected. The students were first asked to fill in the personal data sheet. Guidelines for filling the response sheet of research attitude inventory were given. Students were asked to put a tick mark in the appropriate column. After completing all the items by all students the investigator collected the entire response sheets along with a personal data sheet.

3.4 CONCLUSION

In this chapter, the methodology of the present investigation is explained. A clear cut view about the method selected, administration of the tool and evaluation of the tool are discussed. Thus, the data obtained was consolidated, analyzed, interpreted and is presented in Chapter IV Results and discussion.

**DEVELOPMENT AND
VALIDATION OF THE
PRODUCT**

CHAPTER - 4

DEVELOPMENT AND VALIDATION OF THE PRODUCT

4.1 INTRODUCTION:

Audio stories are an engaging form of communication that combines speech into compelling narratives. One common production pipeline for creating audio stories involves some main steps: recording speech, and editing speech. This chapter describes in detail about the stages involved in development of the product i.e, audio-stories. Also, this chapter includes the process of validating the product by collecting the reviews from individual students, peer students and teachers. The validation process is done by collecting review and analysing the data whether there is any significant difference after using for a week.

4.2 DEVELOPMENT OF THE PRODUCT:

Development process of the product involves four stages namely,

1. Stage 1: Selection of stories from children literature.
2. Stage 2: Consisting the stories to the level of sixth-grade students.
3. Stage3: Adding exercises like new terms and its meaning with functional sentences at the end of each story.
4. Stage 4 : Recording stories with exercise in audioformat.
5. Stage 5 : Development of audio device.

4.2.1 STAGE 1: SELECTION OF STORIES FROM CHILDREN LITERATURE:

Short Stories are collected from Indian children literature in English. Stories are selected in a way that has simple sentences and it can be used in casual talks. Stories that are presented in interesting ways are taken , which have moral values in it. The selected stories are:

1. **A Good Boy**
2. **Mountain**

3. First Day at School

4. The Milk-Maid's Dream

5. The Disobedient Boy

4.2.2 STAGE 2: CONSISTING THE STORIES TO THE LEVEL OF SIXTH-GRADE STUDENTS

After selecting the stories some changes are made by adding some new words, and the sentence structure is made simpler for the sixth-grade students to follow. The selected story contents are following:

Story -1

A Good Boy

An old woman wanted to cross a road. She was weak. Therefore, she wanted help. She waited long. She waited alone.

She saw a large number of school boys. They were laughing and talking. They were going home. So they were happy. They looked at the old woman. They did not help her. They walked on.

But one boy went to the old woman. He said to her, "Mother! Do you want to cross the road? I will help you. I will take you to the other side."

The boy helped the old woman. He led her across the road. He did a good deed. He said to himself, "I am happy". He said, "I helped somebody's mother. So, somebody will help my mother in her old age."

"Dear God! Be kind to this good boy," said the old woman in her prayer.

Story -2

MOUNTAIN

"A son and his father were walking on the mountains.

Suddenly, his son falls, hurts himself and screams: "AAAhhhhhhhhhhh!!!"

To his surprise, he hears the voice repeating,

somewhere in the mountain: "AAAhhhhhhhhhhh!!!"

Curious, he yells: "Who are you?"

He receives the answer: "Who are you?"

And then he screams to the mountain: "I admire you!"

The voice answers: "I admire you!"

Angered at the response, he screams: "Coward!"

He receives the answer: "Coward!"

He looks to his father and asks: "What's going on?"

The father smiles and says: "My son, pay attention."

Again the man screams: "You are a champion!"

The voice answers: "You are a champion!"

The boy is surprised, but does not understand.

Then the father explains: "People call this ECHO, but really this is LIFE.

It gives you back everything you say or do.

Our life is simply a reflection of our actions.

If you want more love in the world, create more love in your heart.

If you want more competence in your team, improve your competence.

This relationship applies to everything, in all aspects of life;

Life will give you back everything you have given to it."

Story -3

First Day at School

Rani, enrolled in a school at the age of five. It is a primary school. It is a small school with eight rooms. There are ten teachers including the physical instructor. The headmaster's office is separate. The school has a compound with lush green lawns and

flowers bedded. Rani's father took her to the headmaster's office and got her admitted to the school. Her father gave a packet of toffees to distribute among her classmates.

Rani's class teacher is very gentle. The Class Teacher encouraged and treated her kindly. She felt a bit nervous in the new environment. The classmates looked at Rani with wonder and smiled. Rani had English class. Her first lesson was the alphabet.

The bell for interval rang. The boys rushed out of the classrooms. Others gathered and rounded her. They laughed and made fun of her. A few sympathized with Rani and befriended her.

The last bell went at three in the afternoon. All the students felt very happy. Rani also took her bag and hurried back to home.

Story -4

The Milk-Maid's Dream

Radha was a milkmaid. She was carrying a pot of milk. She had to deliver milk to her customers in a nearby village. As she was walking she kept on dreaming.

She said to herself, "With the money I get from selling this milk, I will buy some eggs. The eggs will hatch into fine chicken. The chicken will grow into hens. I will sell the hens and get a lot of money. With that money I will buy a nice silk saree. I will look beautiful. When people ask for the secret of my wealth, I will toss my head and say, "No."

When she dreams of saying 'No' She actually tossed her head and down fell the pot of milk and all the milk ran out on the ground.

Story -5

The Disobedient Boy

There was a boy named Ragul, who was very fond of cashew nuts.

His mother gave him a few nuts. The boy always wanted for more nuts. He always asked his mother "Mummy, give me some more nuts". But his mother always replied "Too many nuts is not good, my son. If you eat too many at a time you will get stomach-pain".

One day his mother had been to the market and no one was at home except the boy. He went into the kitchen and took the cashew nut jar. He ate and ate unto the last nut.

The next day he twitched with stomach-pain.

4.2.3 STAGE 3: ADDING EXERCISES LIKE NEW TERMS AND ITS MEANING WITH FUNCTIONAL SENTENCES AT THE END OF EACH STORY

At the end of every story, new words are identified from the story, the meaning of the word is given and along with its usage in a sentence. And a few simple sentences are added to it for practicing.

Story 1

A Good Boy

New Words

DEED - something that is done, usually an action

[He did a good deed]

ACROSS - from one side to the opposite side.

LED - to direct in a direction

[He led her across the road. (Here 'He' is the good boy and 'her' is the old woman)]

Sentences for practice (Repeat it along)

I will help you.

Do you want to cross the road?

I am happy.

Dear God! Be kind to this good boy

Story 2

Mountain

New Words

Curious - desire to investigate and learn

*[The boy was **curious** to know about the sound.]*

Scream – to make a loud voice

*[The man **screams**: "You are a champion!"]*

Coward - a person who lacks courage

*[He is a **Coward**.]*

Champion - a winner of first prize

*["I am a **champion**!"]*

Sentences for practice (Repeat it along)

"I admire you!"

The boy is surprised

"You are a champion!"

Story 3

First Day at School

New Words

Lawn - ground that is covered with grass

*[The school has green **lawns**.]*

Toffee - candy made by boiling sugar and butter together

*[My father gave a packet of **toffees**.]*

Nervous - uncomfortable feelings

*[I feel a bit **nervous** in the new environment.]*

Sympathy – Feeling pity

*[Students felt **sympathy** for Rani.]*

Befriended - to become a friend

*[He **befriended** the new student.]*

Sentences for practice (Repeat it along)

My class teacher is very gentle.

The bell for interval rang.

We felt very happy.

Story 4

The Milk-Maid's Dream

New Words

Milkmaid - a woman who sells milk

*[Radha was a **milkmaid**.]*

Dream - a series of thoughts, images, or emotions occurring during sleep

*[Radha was **dreaming**.]*

Hatch - to come from an egg

*[The eggs will **hatch** into chicken.]*

Toss - to lift with a sudden motion

*[She **tossed** her head]*

Sentences for practice(Repeat it along)

She is walking.

I will buy some eggs.

I look beautiful.

Story 5

The Disobedient Boy

New Words

Jar - a widemouthed container made typically of earthenware or glass

*[Ragul took the cashew nut **jar**.]*

Twitched - to make jerky or restless movements.

*[Her mouth was **twitching** as she began to cry.]*

Sentences for practice (Repeat it along)

Ragul was very fond of cashew nuts.

He twitched with stomach-pain.

I ate and ate unto the last nut.

The researcher has distributed the selected stories and added exercises to the subject experts, the peer group and M.Ed., students of English Department for valid suggestions and changes were made based on their suggestion. The name of the subject experts were given below:

Subject experts in college:

1. Dr.N.Vasuki
2. Dr.C.Karthik Deepa

Peer group:

1. Asha P.S
2. Rekha.K

The given suggestions are following:

1. To construct simple sentences.
2. To add some sentences that can be used in daily usage.

3. To add pronunciation patterns.
4. Before recording the stories, the researcher is expected to get vocal training.

4.2.4 STAGE 4 : RECORDING STORIES WITH EXERCISE IN AUDIO FORMAT:

After selecting stories and adding exercise, it was recorded using a microphone and edited using sony sound forge software. Before recording the story researcher got some vocal training and practised pronunciation properly. Then the recorded stories are transferred into a microSD card for further audio device development.

4.2.5 STAGE 5 : DEVELOPMENT OF AUDIO DEVICE:

A readymade speaker was purchased by the researcher, which has following components:

- Stainless steel metal body
- Speaker socket
- Battery-Dc-12 volt
- 12012 transformer with AC card-1(220 volt)
- Audio board-40 watt
- Outer speaker
- In/out switch
- Bluetooth/FM/USB/MicroSD panel
- Sensor board
- On/Off switch
- Volume adjust switch
- LED light for indication
- USB
- Wire

The recorded stories in the MicroSD card is inserted inside the speaker in such a way it cannot be copied into another device.

4.3 VALIDATION OF THE PRODUCT:

To validate the developed product researcher, made a short study consisting of a total of 50 students and 4 teachers of sixth grade in PPG Matric Hr. Sec. School. The product acts as a treatment to influence the dependent variable and finally a survey is conducted about the product with individual student review, peer review, and teachers.

4.3.1 DESCRIPTIVE ANALYSIS:

TABLE-1

DISTRIBUTION OF SAMPLES BASED ON VARIABLES

S.NO	VARIABLES	SUBGROUPS	NUMBER	TOTAL
1.	DEVELOPS LISTENING SKILLS	Individual	50	102
		Peer review	50	
		Teachers	2	
2.	VOCABULARY ENRICHMENT	Individual	50	102
		Peer review	50	
		Teachers	2	
3.	CONFIDENCE TO USE ENGLISH LANGUAGE FOR COMMUNICATION	Individual	50	102
		Peer review	50	
		Teachers	2	

4.3.2 DIFFERENTIAL ANALYSIS

Under differential analysis, the investigator tried to find out whether there is a significant difference in the perception of the following variables.

1. Listening Skills
2. Vocabulary Enrichment
3. Confidence To Use English Language for Communication

TABLE-II

**ANALYSIS BASED ON PROGRESS OF LISTENING SKILLS THROUGH
AUDIO-STORIES**

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
Individual	50	899	17.98	1.897551		
Peer review	50	837	16.74	3.461633		
Teachers	2	35	17.5	4.5		
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	38.47843	2	19.23922	7.13097	0.001279	3.08824
Within Groups	267.1	99	2.69798			
Total	305.5784	101				

From the above table, the *p-value* is $< .00127$. This shows that there is no significance between the progress in listening skill through audio stories. Hence, the null-hypothesis is rejected.

Although the null hypothesis is rejected but majority of the students, 45 out of 50 students stated that their listening skills has been increased in respect to understanding and comprehending English language. Teachers too state that they could significantly identify the difference in listening ability of a student.

TABLE-III
ANALYSIS BASED ON PROGRESS VOCABULARY ENRICHMENT
THROUGH AUDIO-STORIES

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>	
Individual	50	638	12.76	1.369795918	
Peer review	50	690	13.8	1.183673469	
Teachers	2	25	12.5	4.5	
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>
Between Groups	28.23294	2	14.11647	10.78175118	0.000058
Within Groups	129.62	99	1.309293		
Total	157.8529	101			

From the above table, the *p*-value is **< 0.000058**. This shows that there is no significance between the progress in Vocabulary Enrichment through audio stories. Hence, the null-hypothesis is rejected.

Although the null hypothesis is rejected but the majority of the students, 40 out of 50 students stated that their vocabulary has been enriched. Teachers too state that they could significantly identify the difference usage of words while speaking with peers and teachers.

TABLE-III

ANALYSIS BASED ON PROGRESS CONFIDENCE TO USE ENGLISH LANGUAGE FOR COMMUNICATION THROUGH AUDIO-STORIES

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>	
Individual	50	671	13.42	1.473061	
Peer review	50	694	13.88	1.16898	
Teachers	2	30	15	0	
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>
Between Groups	8.863529	2	4.431765	3.389037	0.037701
Within Groups	129.46	99	1.307677		
Total	138.3235	101			

From the above table, the ***p*-value is < 0.037701**. This shows that there is no significance between the progress in Confidence to use English Language for Communication through audio stories. Hence, the null-hypothesis is rejected.

Although the null hypothesis is rejected but the majority of the students, 35 out of 50 students stated that their confidence to communicate in English has increased as they learned the usage of new words and its meaning. Teachers too state that they could significantly identify the difference between students' way of communicating with teachers in English language.

4.4 CONCLUSION

From the above inferences, the researcher comes to a conclusion that with the intervention of the product- Audio stories, there is a significant improvement in sixth grade students' listening skill, vocabulary enrichment and the confidence to communicate in English language.

CONCLUSION

CHAPTER V

SUMMARY AND CONCLUSION

5.1 INTRODUCTION

The summary and conclusion section is the widely used part of the research report because it reviews all the information that has been presented in its previous section. This chapter contains an overview of its conclusions based on findings, recommendations and suggestions for further research in this field. For the present study the investigator selected 50 students studying sixth grade and 2 teachers of sixth-grade in PPG Matric Hr. Sec. School.

5.2 RESTATEMENT OF THE STUDY

Communication skill in English language is lower among sixth grade students due to lack of listening skill and passive participation in class. So to withhold this, audio stories with practical exercises can be introduced.

5.3 MAJOR FINDINGS OF THE STUDY

1. There is no significance between the progress in Listening skills of sixth-grade students through audio-stories with the p-value is $< .00127$
2. There is no significance between the progress in Vocabulary Enrichment of sixth-grade students through audio-stories with the p-value $< .0.000058$.
3. There is no significance between the progress in Confidence To Use English Language for Communication of sixth-grade students through audio-stories with the p-value is $< .0.03770$.

Though the null-hypothesis is rejected, here are some findings based on the testimonials of the students and teachers:

Students Review:

1. Listening skills are developed with audio-stories as a result understanding and comprehension ability is increased.
2. Learning and usage of new words in English has increased.

3. Confidence to communicate in English is developed by learning and using new words in casual communication with peers and teachers.

Teachers Review:

1. While teaching in class, they could notice that their students could easily understand content taught than previously.
2. Teachers could find their students using newly learned words in their day-to-day conversation.
3. After the intervention of the product, teachers could notice their children often communicating in English rather than in their mother tongue.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

The present study has been focused on **‘DEVELOPMENT OF COMMUNICATION SKILLS THROUGH AUDIO STORIES AMONG SIXTH GRADE STUDENTS’**. The present investigation has directed to the following suggestions for further research.

- The study can be extended by increasing the sample size and geographical area.
- The study can be conducted in different boards of schools.
- The study can be conducted separately for school teachers to get to know their views about the audio-tutorial system and its effectiveness for school students to teach grammatical concepts.
- The investigator used only story-telling concepts to record in an audio device. (the investigator can use other subject concepts like poem to record in audio device)
- To get better reliability, a standardized tool can be used for collecting data.

5.5 CONCLUSION

Therefore, through audio-stories communication skills of the students are developed in respective to vocabulary enrichment, confidence to communicate in english and the ability to understand and comprehend is enriched by listening to

audio-stories. The audio-tutorial system is worthy of continuing research and development as a means of bringing harmony to education.

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APPENDICES

PERSONAL DATA SHEET

1. Name of the student :

2. Gender : Male/Female

3. Name of the school :

4. Do you use you tube/Online videos for listening to stories: Yes/No

Please read the following statements about the “**Development of Communication Skills Through Audio Stories Among Sixth Grade Students**”. Indicate your response by a tick mark.

(SA-Strongly Agree, A- Agree, N-Neutral, D-Disagree, SD-Strongly Disagree)

STATEMENTS	SA	A	N	D	SD
<ol style="list-style-type: none"> 1. Listening to audio stories is interesting 2. Exercise at the end of story help to learn new words. 3. It helps to learn the usuage of the new words in sentences. 4. Language style is easy to follow 5. It encourages to learn English language 6. Clarity of audio in stories. 7. Level of confidence to communicate in English. 8. Familiarity of new words by the classmates. 9. Helps in developing listening skills. 10. Given exercises are easy to follow 					

Feedback: _____

PERSONAL DATA SHEET

1. Name of the Teacher : _____
2. Gender : Male/Female/Transgender
3. Name of the school : _____
4. Nature of school : Boys/Girls/Co-Education

Please read the following statements about the “**Development of Communication Skills Through Audio Stories Among Sixth Grade Students**”. Indicate your response by a tick mark.

(SA-Strongly Agree, A- Agree, N-Neutral, D-Disagree, SD-Strongly Disagree)

STATEMENTS	SA	A	N	D	SD
<ol style="list-style-type: none"> 1. Audio via learning has more impact than lecture via learning. 2. Develops listening skills of students. 3. Language style of the students had changed. 4. Students use new vocabulary, when they speak. 5. Level of confidence increase to speak in English. 6. It motivated students to speak in English. 7. Students create their own story stories. 8. It provides chances for students to practice certain words 9. It helps students to learn proper spellings of the word. 10.It helps students to create simple sentences on their own. 					

FEEDBACK: _____
