

## **IMPROVING LISTENING COMPREHENSION AMONG PRIMARY SCHOOL STUDENTS USING DIGITAL STORIES (2022)**

Mrs. Nithya. V.<sup>1</sup> and Dr. Jahitha Begum A.<sup>2</sup>

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### **Abstract**

*English has assumed greater significance in the context of globalization. Competence in self-communication, LSRW skills, speaking, and listening is needed in students' personal lives. The main objective of this research is to design digital stories for improving listening comprehension. The technology needs listening comprehension as essential to improving the communication skills of primary students. This study includes thirty-third Grade students from a primary school. The study employed asses' questionnaire to collect the data. The independent variable in this study is digital teaching of listening comprehension; the dependent variable is listening skills. The findings revealed that primary children understand the importance of listening skills to gain proficiency and fluency in learning the English language. The strategies included video clips, smart classrooms, and digital stories used by the researcher proved to be effective from the scores secured by the students from pre-test to post-test.*

**Keywords:** *English language, listening comprehension, listening Comprehension strategies and communication skills.*

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### **INTRODUCTION**

Education is extremely important in our lives. Language is the fundamental means of communication. It helps to express ideas, thoughts, opinions, and feelings. However, as an international language, English is important in many aspects of life, such as business, education, and technology, as well as in international relations as an important part of global communication. Listening skills is one of the obsessed in language knowledge. Although listening activities become the basis for interactive activities to improve student skills. However, phonemic awareness can improve listening skills by improving weak words and pronouncing the correct sounds; however, this phonemic assessment still needs to develop skills for providing efficient and evidence-based care. Students encountered difficulties while learning English and were fearful of using the language. Most students think that English is

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<sup>1</sup> Ph.D. Research Scholar (Full time), Department of Education, Gandhigram Rural Institute (DU), Dindigul (Dt.), Tamilnadu.

<sup>2</sup> Professor & Head of the Department, Department of Education, Gandhigram Rural Institute (DU), Gandhigram, Dindigul (Dt.), Tamilnadu.

very difficult to study. We must assist them in resolving this issue if we are to achieve success in teaching and learning English (Kirbas, 2017; Marley and Szabo, 2010). English as a language has four skills: listening, reading, writing, and speaking. But listening is the skill that is acquired and mastered first, and the other skills follow afterward. Listening makes sense to students and people, and it is an important skill for children to learn. The listening skills, which are characterized as multidimensional language skills, start with knowledge of sounds and images, concentrating on sounds and images (Latifi, Mobile, & Mohammedi, 2011); continue with recognition and recollection of audio-visual stimuli; and end with an understanding of meaning. Story telling is an effective method and useful listening materials to build children's listening comprehension skills and literacy both in their first and second language (Zevenbergenn & Whitehurst, 2003). This study seeks to explore how Web-based technology, especially digital stories, may promote second language learning by fourth-grade students' listening to English.

### **RATIONALE FOR SELECTING THE PROBLEM**

The students pay attention to the English language, but countenance a lot of problems. Students have difficulties in listening understanding, understanding writing, reading, and vocabulary. Listening is a very important part of the many course books, and most teachers' impart skills in their classes use two languages, when students cannot understand in the content, pronunciation, and fluency of words. But they don't develop their listening skills to interact with and motivate their children. Teachers maintain eye contact with the speaker but do not listen face-to-face. Then don't be attentive; keep an open mind. The biggest problem with listening comprehension is that listeners are not able to control how quickly speakers talk. The message is delivered to the listener and the physical environment by the speaker. Listener, speaker, medium, and environmental factors are the main components that affect listening comprehension. First, we listen and learn the English language. It is then easy to speak and write.

### **REVIEW OF LITERATURE**

The technology is used frequently for reading and writing rather than listening and speaking. Listening comprehension is a complex process. Authentic video materials are useful and playing important role in developing students' use of non-verbal communication to supplement the verbal communication and interactions. Sitti Nurpahmi's (2015) findings indicated that listening comprehension is the skill in which students feel they can achieve

success. Suzanne Graham (2006) aimed that listening comprehension is one of the skills that students take most seriously in school. The study objective is to find out the factors that created problems for the listeners during the listening process in the classroom (Butt et al.,). Rouhollah Rahmatian (2011) identified the effectiveness of audio and video documents in developing listening comprehension skills in a foreign language. Results showed that a video document increases the accuracy of listening comprehension. Hossein Bozorgian's (2012) study indicated that metacognitive instruction assisted listeners in considering the process of listening input and listening comprehension ability. George Varghese (2013) found the Preparation and testing of instructional material to develop listening comprehension at the school level in improving the English language-teaching scenario. Rouhollah Rahmatian (2011) identified the effectiveness of audio and video documents in developing listening comprehension skills in a foreign language. Results showed that a video document increases the accuracy of listening comprehension. The widespread availability of technology supports language learners in enhancing their listening skills. Fatimah Bano (2018) conducted a pedagogic exploration into listening comprehension skills among intermediate and advanced English second language learners. Two types of data were collected, one from the classroom situations and the second from interview-based data. The results of the studies were conducted concerning reception listening skills and reflective listening skills.

### **OBJECTIVES OF THE STUDY**

1. To identify the innovative strategies to be improve Listening skills.
2. To utilize digital strategies to improve listening skills among primary school students.
3. To find out the effectiveness of digital stories in improving listening comprehension skills among primary school students.

### **RESEARCH METHODOLOGY**

According to Gay (2006:233) "experimental research is the only type of research that can test hypothesis to establish a cause-effect relationship. It represents the strongest chain of reasoning about the links between variables. According to Y.K. Singh (2006), the single individual or one-group experiment is the most basic and least exact design. It consists of comparing the growth of a single group under two different sets of conditions-that is, subjecting the group successively to an experimental and a controlling factor for equivalent periods, and then comparing the outcomes. In the present study, 30 students from an

experimental group and a control group were selected. The sampling technique selected for the study is simple random sampling.

## **INTERVENTION OF STRATEGIES TO IMPROVE LISTENING COMPREHENSION**

### **1. Rhymes**

The investigator played rhymes in English with the help of a laptop with audio and video pictures. She sings rhymes again and is later followed by every child.

### **2. Storytelling**

The investigator used to improve the listening skills with audio, and video. They listened to the stories by asking questions related to the story.

### **3. Musical statue**

The investigator plays rhymes and makes the students listen to the rhymes and dance. After stopping the music, they will form like a statue.

### **4. Guess who?**

The investigator used the audio recording to be finding out the student's voice. The voice of students listened and the students to find out the voice of their classmates and their names there.

### **5. My school**

The investigator records the student's opinion about 'My School' of their view.

The investigator used the achievement test as a tool in pre-test and post-test to find the achievements of the III standard students in listening skills in English.

Table 1. Cores of Pre-Post Test with Gain Scores

Sl.	Pre-Test (In Percentage)	Post-Test (In Percentage)	Gain Scores
1	20	48	28
2	36	60	24
3	12	76	64
4	50	80	30

5	38	76	38
6	42	92	50
7	40	76	36
8	58	98	40
9	42	72	30
10	18	72	54
11	46	80	34
12	38	72	34
13	6	60	54
14	34	68	34
15	38	72	34
16	32	56	24
17	40	70	30
18	30	68	38
19	20	56	36
20	48	78	38
21	36	64	28
22	46	88	42
23	8	68	60
24	38	84	46
25	62	98	36
26	46	76	30
27	36	75	39
28	26	70	44
29	36	84	48

30	8	88	80
Average	34.33	74.17	40.1

The mean score of the pre-test is 34.33%, the post-test is 74.17, and the gain score in the mean value is 40.1. In the pre-test, 11 students failed, and 40–50% was scored by 19 students out of 30, whereas in the post-test, all the students had scored above 40% and there was no failure.

Table 2. Percentage Analyses of Post-test Scores

Sl.	Range	Score obtained of Students in Pre-test (%)	Score obtained of Students in Post-test (%)
1	91-100	0	3 (10)
2	81-90	0	4 (13.3)
3	71-80	0	12 (40)
4	61-70	1(3.3)	6 (20)
5	51-60	1(3.3)	4 (13.3)
6	41-50	7 (23.3)	1(3.3)
7	31-40	12 (40)	0
8	21-30	2 (6.7)	0
9	11-20	4 (13.3)	0
10	0-10	3 (10)	0

This table indicates that most of the students scored below 50% in the pre-test of PSLS awareness. The maximum score range of this pre-test is 31–40. The maximum number of students who scored above 60% in the post-test in awareness of PSLS was reached. The minimum score range for this post-test is 41–50.

**B-Index**

Brown. J. D (2003) the B-index is defined as the item facility on the particular item for the students who passed the test minus the item facility for the students who failed. In other words

the B-index shows how well each item is contributing to the pass/fail decisions that often made with CRTs.

B-index= IF pass – IF fail (IF=Item facility)

Where the item facility is the proportion of students who answered a particular item correctly.

***Difference Index***

The difference index is defined as the item facility on the particular item for the test minus the item facility for the same item on the pre- test. In other words, the difference index shows the gain, or difference in performance, on each item between the pre-test and post- test. The difference index (DI) tells us how the students are improving between the pre-test and post-test on each item.

Difference Index (ID) = IF post-test- IF pre-test

I have calculated the B- Index and difference index for the 20 questions asked both in pre and post test scores.

Table: 3 B-Index of Pre-test

Question no.	IF Pass	IF Fail	B-index (IF Pass- IF Fail)
1	0.43	0.57	-0.14
2	0.46	0.54	-0.08
3	0.86	0.14	0.72
4	0.34	0.66	-0.32
5	0.4	0.6	-0.2
6	0.34	0.66	-0.32
7	0.26	0.74	-0.48
8	0.26	0.74	-0.48
9	0.34	0.66	-0.32
10	0.74	0.26	0.48

11	0.2	0.8	-0.6
12	0.4	0.6	-0.2
13	0.94	0.6	0.88
14	0.46	0.54	-0.08
15	0.4	0.6	-0.2
16	0.46	0.54	-0.08
17	0.34	0.66	-0.32
18	0.53	0.47	0.06
19	0.66	0.34	0.32
20	0.33	0.67	-0.34

Table 4B. Index of Post-test

Question No.	IF Pass	IF Fail	B-index (IF Pass - IF Fail)
1	0.57	0.43	0.14
2	0.54	0.46	0.08
3	0.87	0.13	0.74
4	0.73	0.27	0.49
5	0.66	0.34	0.32
6	0.87	0.13	0.74
7	0.94	0.06	0.88
8	0.8	0.2	0.6
9	0.6	0.4	0.2
10	0.66	0.34	0.32
11	1	0	1
12	0.34	0.66	-0.32



13	0.47	0.53	-0.06
14	0.34	0.66	-0.32
15	0.2	0.8	-0.6
16	0.87	0.13	0.74
17	0.94	0.06	0.34
18	0.66	0.34	0.32
19	0.6	0.4	0.2
20	0.26	0.74	-0.48

### INTERPRETATION

The table indicates that most of the students failed the pre-test, but after giving awareness, the maximum number of students passed the post-test. The B-index in the post-test shows that the maximum number of students passed the post-test.

Table 5. Comparison of Pre and Post Test Means

Subject	Mean Pre-test%	Mean Post-test%	Mean Gain
PSLC (Primary Students Listening Comprehension)	34.33	74.17	40.1

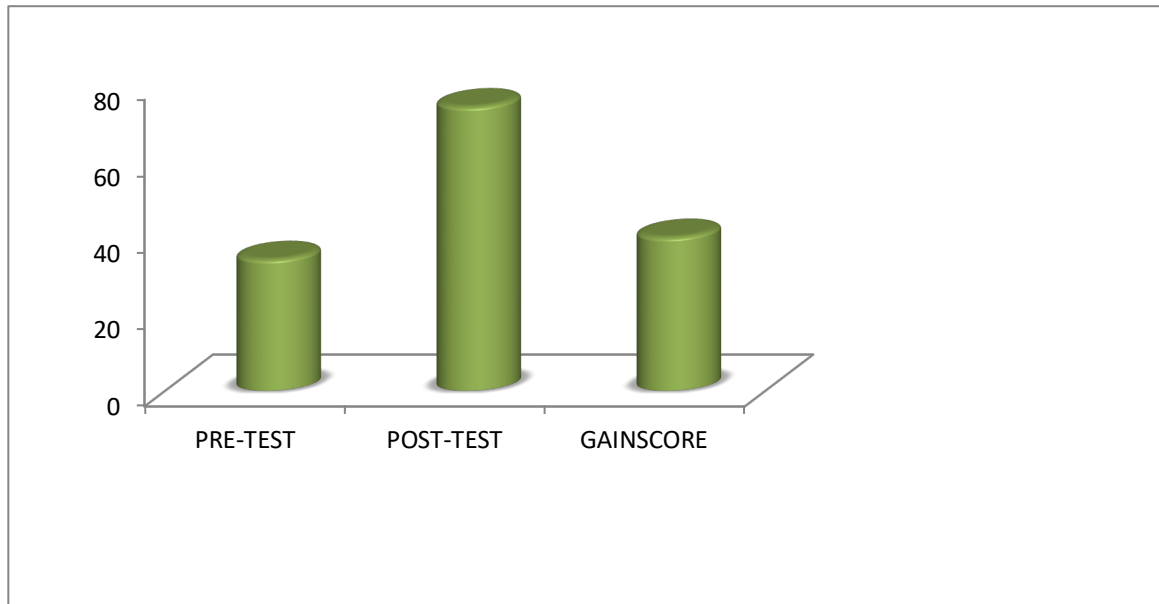


Figure 1. Comparison of Pre-test and Post-test Means (PSLC)

This figure indicates that the mean value for the pre-test is 34.33 and for the post-test are 74.17. When comparing the pre-test and post-test, the mean value of the post-test is increased. Finally, the gain score of PSLC (Primary Students' Listening comprehension) is 40.1.

### FINDINGS AND DISCUSSION

This study enabled the primary children to understand the importance of listening comprehension to get proficiency in language learning. The strategies (video clips, smart classroom teaching, some things) used by the researcher proved to be effective from the gain score secured by the students from pre-test to post-test. The mean score of the pre-test is 34.33%, the post-test is 74.17, and the gain score in the mean value is 40.1. In the pre-test, 11 students failed, and 40–50% was scored by 19 students out of 30, whereas in the post-test, all the students had scored above 40% and there was no failure. Table 2 indicates that most of the students scored below 50% in the pre-test of PSLC scores. The maximum score range of this pre-test is 31–40. The maximum number of students who scored above 60% in the post-test in the pre-test of Primary student listening comprehension (PSLC) scores. The maximum score range of this pre-test is 31–40. The maximum number of students who scored above 60% in the post-test in PSLS was reached. The minimum score range for this post-test is 41–50. Table 4 indicates that most of the students failed the pre-test, but after giving awareness, the maximum number of students passed the post-test. The B-index is the post-test that shows that

the maximum number of students passed the post-test. Figure 1 indicates that the mean value for the pre-test is 34.33 and for the post-test 74.17. When comparing the pre-test and post-test, the mean value of the post-test is increased. Finally, the gain score of PSLC (Primary Students' Listening Comprehension Skill) is 40.1.

## CONCLUSION

The researcher conducted the study to develop listening comprehension among primary children. The investigator concludes that the development of listening comprehension is essential for primary children. The teacher should concentrate on the communicative skills of the children. Teachers should motivate the children to communicate in English daily in the classroom to discuss with the teacher. The teacher must use role play, games, dialogue, puppet shows, and digital stories (to teach smart classrooms) to improve the listening comprehension skills of primary school students. The study demonstrates the use of Digital stores to improve students' listening comprehension. The study reveals that visuals in language teaching develop listening comprehension. The study reveals that teachers should use projectors to teach digital stories to improve listening comprehension. The study reveals that teachers should create tasks to improve listening comprehension.

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