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Electronic Audio Recorded Lectures (EARL) and Students' Listening Comprehension Skills

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ABSTRACT

Listening is fundamental to the development of English language learners' comprehension, serving as a key process through which learners construct meaning from spoken language. Hence, in the advent of blended learning, the researcher's pre-assessment performed utilizing Radio-Based Instruction (RBI), 60% of the student participants had their listening comprehension abilities rated as inadequate. Thus, this study explored on the effectiveness of Electronic Audio Recorded Lectures (EARL) on students' listening Comprehension skills in terms of content, relevance, instructional quality, acceptability, and technicalities of Grade 11 Humanities and Social Sciences students of Virginia F. Griño National High School for the school year 2022–2023. The audio resource consists of pre-listening activities, listening tasks, post-listening activities, and homework/assignment or practice employed in experimental group who have a problem in their listening skills. To provide substantial analysis, true experimental research design (TERD) was applied employing the Pretest-Posttest design. They were divided into two groups (control and experimental) using a simple random sampling technique. The main instrument used was a researcher-made instructional material for the subject English for Academic and Professional Purposes (EAPP), particularly lessons covered in the second quarter. A designed Table of Specification, instrument validation, and pilot testing were conducted to determine the reliability of the test instrument. Furthermore, data were analyzed using mean, T-test and Pearson-Product Moment Correlation. Findings of the study conveyed that the utilization of EARL was highly effective in enhancing the listening comprehension of students. The findings indicate that the developed listening instructional material positively influences students' language learning, particularly their listening comprehension. These findings support its potential use as a supplementary resource in English language instruction.

Keywords: Electronic Audio Recorded Lectures, radio-based instruction, listening

I. INTRODUCTION

Background of the Study

Listening has been an important conduit in developing the language proficiency of English language learners. It is considered as a receptive skill that activates the learners' awareness for better understanding and making sense of the

spoken language. Despite numerous contributions to language learning, listening skill remains to be less explored and undervalue in the furtherance of pedagogical breakthroughs notwithstanding the intervention of technology.

A research conducted in the Philippines found that the listening comprehension performance of Filipino students is only passing (Tendero, 2008). Likewise, according to Hopkin's research, Filipino graduates are comparable to fifth- or sixth-graders in the first world countries (Pama, et. al, 2020). Considering the apparent findings, these suggest that teachers have a key role in both learning of language and improving students' listening comprehension skills (Cordova et. al, 2018). Simply put, students' use of language is greatly and directly influenced by the way teachers choose to present their thoughts or lessons (Navarro, 2018).

Hence, it's crucial to conduct studies related to listening to help students improve their grasp of English for higher education (Friedland, et. al., 2017). Unfortunately, based on literature review, the researcher observed that majority of studies conducted mainly focused on surveys of the listening comprehension issues (Lynch, 2012; Hamuda, 2013; Luu, et. al. 2021) and challenges (Brown, 2004; Canpulat et. al., 2015; Richard, 2018) that students experienced. More so, there has not been a unique study that conceptualized a particular intervention to improve students' listening comprehension abilities. Thus, there is a paucity of study conducted on listening and associated instructional strategies.

The Virginia F. Griño National High School (VFGNHS) is composed of Junior and Senior high school programs. Out of 140 student participants, 84 (60%) received an unsatisfactory evaluation for their listening comprehension skills based on the researcher's pre-assessment conducted using Radio-Based Instruction (RBI). These aforementioned findings were presented and discussed with other language teachers in one of their School Learning Action Cell (SLAC) sessions during the fourth quarter of SY 2021–2022.

Thus, this study is conducted to address the issue faced by students in English language learning at VFGNHS through the utilization of Electronic- Audio Recorded Lectures (EARL) as an instructional material in teaching of English Academic and Professional Purposes (EAPP). Also, the results of this study will be beneficial to VFGNHS to address the students' poor listening performance in English. Attentive listening is one of the qualities required for successful learning in the 21st century. The researcher also is optimistic that the study's findings would support DepEd programs that emphasize language acquisition for global education.

Statement of the Problem

Generally, the study aimed to test and determine the effectiveness of Electronic Audio Recorded Lectures (EARL) in enhancing the listening comprehension skills of Grade 11-HUMSS students at Virginia F. Griño National High School-Senior High School department, during the Second Quarter, School Year 2022-2023.

Specifically, it sought answers to the following questions:

1. What is the level of evaluation of the validators of EARL as an instructional material for enhancing the students' listening comprehension skills in terms of:
    1.1. Content;
    1.2. Relevance;
    1.3. Instructional quality;
    1.4. Acceptability; and
    1.5. Technicalities?
2. What is the level of evaluation of the students of EARL as an instructional material for enhancing the students' listening comprehension skills in terms of:

2.1. Content;
2.2. Relevance;
2.3. Instructional quality;
2.4. Acceptability; and
2.5. Technicalities?

3. What is the level of listening comprehension skills of the students in pre-test and post-test in the control and experimental groups?
4. Is there a significant difference between the pre-test and post-test scores of the control and experimental groups?
5. Is there a significant relationship between the evaluation of EARL and students listening comprehension skills?

II. METHODOLOGY

Research Design

This study utilized true experimental research design (TERD) and employed the Pretest and Posttest. The experimental group utilized EARL as an instructional material designed by the researchers and evaluated by the panel of validators. On the other hand, the control group underwent the explicit type of their class in EAPP subject using the DepEd issued textbook.

Respondents of the Study

The respondents were the Grade 11 – Humanities and Social Sciences (HUMSS Strand) students of Virginia F. Griño National High School – Senior High School Department who are currently enrolled in the School Year 2022-2023. The researcher selected sixty (60) students who were previously enrolled in School Year 2021-2022 as they were the same batch of students who received RBI and undergone its assessment.

Moreover, there were three (3) validators who evaluated the Electronic Audio Recorded Lectures, researcher-made questionnaires for the listening test both pretest and posttest, and the modified tool for the evaluation of the instructional material following the inclusion criteria.

Sampling Technique

This study used a simple random sampling technique to identify the 60 respondents who participated in the conduct of study. The two sections of Grade 11-HUMSS was arranged according to the criteria set. From the total One Hundred Eight (108) enrolled students at VFGNHS- HUMSS strand during the School Year 2022-2023 and as reflected in the DepEd's Learner Information Sheet (LIS), there were thirty (30) participants who served as a control group, and thirty (30) participants as an experimental group. Students were selected through lottery method to avoid unbiased representation of the group and each member of the control and experimental groups.

Data Gathering Instrument

The The instruments employed in this study were the EARL, questionnaire for pre-test and post-test in listening comprehension skills, adopted score sheets and adopted validating tool for validators.

Prior to the development of EARL, the researchers ensured that the instructional material is anchored to Research and Development (R&D) procedural steps on blended learning model as cited by Kristanto, et al. (2017). Also, the researchers-made Electronic-Audio Recorded Lectures (EARL) aimed to develop the listening comprehension skills as it is pivotal in language learning of the learners. Thus, it covered different topics anchored in the Curriculum Guide in Grade 11-HUMSS English for Academic and Professional Purposes with competencies that focused on the second quarter. Furthermore, the material contained pre-listening activities, listening tasks, post-listening activities, and homework/assignment or practice. The audio

material lasted for 10-15-minute lectures to consider the following situations of the learners a) data/internet capacity, and b) phone storage or Read-only Memory (ROM). To validate the content of the EARL, the validators used the following criteria: content; relevance; instructional quality; acceptability; and technicalities adapted from Evaluation and Selection of Learning Resources: A Guide (2008). Moreover, the criteria for content validity were adopted from the study of Nikolopoulo (2022) and used to validate the researcher-made 50-item questionnaire for pretest and posttest. The questionnaire was designed based on Table of Specifications as per DepEd, Order 55, s. 2016. Also, a modified score sheet was adopted from the study of Rubin (2018) and lifted from Phi-IRI to determine the listening comprehension skills of the participants. Additionally, a 5-point Likert scale was patterned after Herrera (2012) and was used in the evaluation of the EARL by validators and the participants of the EARL.

Data Gathering Procedure

This study followed the standard operating procedure in conducting the research during the time of post-pandemic. After securing the approval of the Dean of the Graduate School to conduct the study, the researcher prepared and executed the following: A permission letter was sent to the office of the Schools Division Superintendent (SDS), upon the approval of the SDS, the researchers sent a communication letter to the school principal, assistant to the school principal for senior high school, academic coordinator and the adviser of HUMSS strand. A prettest was then conducted to both groups, control and experimental. Then, a treatment utilizing the EARL was given to the experimental group. The utilization of EARL was executed as part of his regular class schedule. The details of the data reflected on the matrix that can be found in the class schedule. This was conducted for four months during the School Year 2022-2023. The researchers utilized the EARL as an instructional material to enhance the listening comprehension skills of the students. After the utilization of EARL, a post test was administered to both control and experimental groups.

Data Scope and Limitations of the Study

The study focused on enhancing the Grade 11-HUMSS students' listening comprehension skills through the use of EARL. The researchers delimited the participants to 60 (sixty) respondents. This study was conducted at Virginia F. Griño National High School, Brgy. Griño, Tacurong City during the second quarter, School Year 2022-2023.

Further, the 60 respondents were selected utilizing the Pretest and Posttest Design, in which, 30 of them received a treatment using EARL. Meanwhile, the remaining 30 respondents underwent the explicit way of learning the EAPP as applied subject in the Senior High School curriculum.

III. RESULTS AND DISCUSSIONS

The findings indicate that EARL was highly appropriate as an instructional material across the dimensions of content, relevance, and acceptability, which obtained mean scores of 4.27, 4.20, and 4.27, respectively. In contrast, instructional quality and technical quality obtained mean scores of 3.83 and 3.70, respectively, both interpreted as high. These results suggest that EARL is well aligned with the Department of Education's language curriculum, responsive to learners' needs, and appropriate for individual use. The evaluation further indicates that its content and concepts are suitably contextualized and that the material supports active learning. Although the technical dimension received a comparatively lower rating, its high descriptive interpretation indicates that the audio quality and other technical features

were sufficiently appropriate for instructional use. Overall, the results demonstrate that EARL possesses the essential content, pedagogical, and technical characteristics expected of a contextualized listening instructional material.

These findings are consistent with Hamouda (2013) and Rost (2002), who emphasize that listening comprehension involves an active process of constructing meaning through the interaction of linguistic input, prior knowledge, and contextual information. The favorable evaluation of EARL therefore suggests that the contextualization and integration of instructional materials may provide learners with meaningful listening input that supports active comprehension. However, the findings should be interpreted in light of Alave et al. (2018), who demonstrated that the validity and appropriateness of listening materials may vary across contexts. This consideration highlights the importance of contextual alignment when developing and evaluating listening resources. In the present study, EARL's favorable ratings across the evaluated dimensions provide evidence that the material is appropriately designed for its intended instructional context and learner population.

Further analysis of the students' evaluation indicates that EARL was perceived as effective as a learning resource. Instructional quality obtained the highest mean score of 4.05 and was interpreted as highly effective, while content and acceptability obtained mean scores of 4.03 and were likewise interpreted as effective. Relevance received a mean score of 3.97, also interpreted as effective. The consistently favorable ratings across these dimensions indicate that students viewed EARL as a useful and appropriate resource for supporting their listening learning experience. The relatively small variation among the mean scores further suggests that the material was perceived positively not only in terms of its instructional design but also in relation to its content, relevance, and acceptability.

The students' favorable evaluation is consistent with Rosdiana (2018), who found that well-designed instructional materials can stimulate learners' interest, provide meaningful learning benefits, and encourage positive learning behaviors. In the present study, the contextualized nature of EARL appears to have contributed to its perceived instructional value by connecting listening activities with learners' needs and the intended curriculum outcomes. Thus, the findings support the pedagogical value of contextualized and multimedia-assisted materials in listening instruction. Taken together, the results suggest that EARL is not merely aligned with curricular and instructional requirements but is also perceived by its intended users as an effective and relevant learning resource. Its potential value lies in providing contextualized listening input within a structured instructional framework, thereby offering a practical resource for strengthening learners' listening comprehension while maintaining alignment with curriculum objectives.Furthermore, results indicate that the experimental group achieved higher mean with 38.90 compared to the control group who experienced conventional teaching. This implies that the use of EARL is helpful in developing the students' comprehension skills. The increase in the mean indicates an increased level of learning.

The findings of the present study are consistent with Khasanah's (2019) assertion that computer-assisted tools and multimedia-based instruction can provide an effective foundation for developing learners' broader language abilities. In particular, the integration of multimedia and instructional materials appears to provide learners with richer and more accessible listening input, thereby supporting the development of listening comprehension. These findings

further suggest that technology-mediated listening instruction can enhance learners' engagement with and understanding of authentic or contextualized language input.

Taken together, the results indicate that EARL can serve as a promising instructional tool for supporting the development of learners' listening comprehension skills. Its integration into listening instruction provides a structured and technology-enhanced learning environment that may facilitate learners' processing and comprehension of spoken language. Thus, the present findings reinforce the value of appropriately designed multimedia-assisted instruction in listening pedagogy and provide empirical support for considering EARL as a useful resource for strengthening listening comprehension in language learning contexts.

Conclusion

The findings of the study indicate that Electronic-Audio Recorded Lectures (**EARL**) is a promising contextualized instructional material for Grade 11 learners. Its alignment with the competencies and learning outcomes prescribed in the Grade 11 curriculum, together with the favorable evaluations from both validators and target users, demonstrates its potential as a supplementary resource for listening and language instruction. The consistent positive ratings across the evaluated dimensions suggest that EARL is appropriately designed to meet curricular requirements and the instructional needs of its intended learners.

From the validators' perspective, EARL met the established standards in terms of content, relevance, instructional quality, acceptability, and technical quality, indicating that the material possesses the essential characteristics of a sound instructional resource. Similarly, the favorable evaluation of the target users affirms its perceived usefulness and appropriateness for classroom-based learning. As an innovation derived from the principles of Radio-Based Instruction, EARL extends the potential of audio-mediated pedagogy through a more structured and accessible instructional format.

Overall, the findings support the use of EARL as a curriculum-aligned and contextually appropriate instructional innovation, particularly as a supplementary learning resource for Grade 11 language instruction.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Further development and evaluation of EARL can be undertaken, particularly with respect to instructional quality and technical quality to enhance the usability of EARL and provide learners with a more coherent and engaging listening-learning experience.
2. The content and pedagogical design of EARL may be further strengthened based on the needs and characteristics of its target users to address potential difficulties associated with audio-mediated instruction.
3. Future development of EARL shall consider the integration of complementary multimedia and online learning resources to determine whether it improves learners' engagement, motivation, and listening comprehension beyond audio-based instruction alone.
4. Future research may employ more rigorous and longitudinal designs to establish the instructional effects of EARL and determine whether the use of EARL produces sustained improvements

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Declaration AI Tools Utilization

I do hereby declare the use AI tools, such as Perplexity, Quilbot and Grammarly for grammar checking and sentence organization purposes only.

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