

Audio recorded-assisted teaching for improve instructional retention during integrated reading in ESP

Minerva Gonzales Paler¹

¹Department of Education, Dapitan City National High School, Philippines. palerminerva8@gmail.com.

 <https://orcid.org/0000-0001-8366-4328>

*Corresponding author

Abstract: The purpose of this analysis, which is in keeping with the theme of the study, is to determine the motivating effects of the instructional vocabulary on the ninth-grade students' recall of the tasks taught using Chomsky's primary principle of repetition. This study was conducted using a descriptive survey design. For this study, the pre-test and post-test arrangements constituted a single group. The participants in this sample were thirty (30) ninth-grade students from Dapitan City National High School. In this study, the purposeful testing technique was employed. The evaluation of the respondents with regard to the particular measure is illustrated by the objective analysis. The data shows that they were exposed to a lecture technique during the pre-intervention period. During the post-intervention method, researchers deliver identical material to students via audio-recorded conversation; however, the students must listen to the audio three times (3x) in addition to the self-learning module in the face-to-face environment. The results indicate that the retention rates of students differ dramatically from the lecture method. Therefore, it is obvious that audio-recorded information promotes retention among ninth-grade students since they can hear it repeatedly. Therefore, there is a demand for courses and tutorials on creating captivating audio recordings. Additionally, boost expenditure on educational technologies to improve instruction and literacy for students.

Keywords: Audio-Assisted Teaching, Instructional Retention and Repetition

Introduction

Students struggling academically and have developmental issues may benefit significantly from using audio-recorded reading as an educational technique. Listening to a multilingual audio recording (Morphs, 2017) and following along with what is said are required for the operation. Compared to traditional teaching methods, audio-recorded reading is more helpful in helping students in junior high school who struggle with reading improve their instructional vocabulary retention scores and attitudes about reading (Kaplanis, 2013).

Several goals may be accomplished via teaching reading. However, the most important ones are to excite students about reading, to stimulate their interest in the content they are studying, and to provide them with a compelling reason to read for leisure on their own. Reading instruction effective at the beginning level should provide students with a wide variety of reading-related activities, as this will help ensure that the program's goals are met with every student. Jay Samuel suggests that individuals who have difficulty reading should prioritize practicing their reading skills through repeated reading. In order to get their minds ready for reading, this strategy has the students listen to short audiobooks that range from 50 to 200 words. Listening to audiobooks requires the same cognitive abilities as reading print books, according to the National Literacy Trust (2017), which makes it easier to comprehend and remember the information. Utilizing read-along book

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collections and audio CD collections can allow them to reap the benefits of the connection between writing and speaking. In addition, the child's listening abilities will improve as a result of listening to audiobooks, which will positively impact their academic success.

It may be challenging for a language instructor to teach literacy, particularly instructional vocabulary retention, especially if they are not native speakers of the target language. Students' interest in learning English terms or vocabulary relies on the sources of information and enjoyment they are exposed to, claims Chomsky (Chomsky, 1976). According to some, the most effective and motivating design approach for reading is the repeated hypothesis. Reading instruction must provide kids with a broad range of experiences at the beginning of reading that leads to several crucial features of reading in order to accomplish these goals for all pupils (Owen, 2017) The researcher uses repetition theory in this study to examine how audio-recorded teaching can increase instructional retention during integrated reading in ESP.

Literature review

Reading, in particular, is a skill that can be learned across various subject areas, not only in language classes. Nevertheless, before introducing instructional vocabulary, it is essential to understand the critical grammatical concepts that EL students need to be aware of. First, they need to be aware that there will be as many distinct grammatical errors as there are students. Thirdly, instructors must possess enough awareness of variations and inconsistencies and appropriate knowledge of scientific terminology. Second, they must be aware of the first language phonetic system's entrance (Kelly, 2000). Teachers will be able to include instructional vocabulary examples in their lesson plans and aid their students in acquiring the necessary instructional vocabulary for effective and meaningful communication after they have realized the reality behind these aspects of instructional vocabulary (Griffiths, 2011). Teachers will also "enable students to attain the threshold level so that their speech ability will not interfere with their instructional vocabulary" (Murcia et al., 1996: 8).

Students should be taught instructional vocabulary and phonology, the two components of instructional vocabulary analysis, at the early stages of learning new words during ESP lessons (Kelly, 2000). While phonology "is concerned with how sounds operate in the language in contrast to each other," the examination of word definitions is related to instructional vocabulary (Forel & Puskás, 2015: 3). When learning instructional vocabulary, students may be able to hear mistakes and fix them on their own via word understanding.

Thus, audio recorded approach boosts students' attention, increasing their interaction when magnified adequately. In other words, better hearing enables children to acquire and remember more information. Students who use classroom amplification devices may hear more clearly and retain more information. Additionally, it promotes the development of fluency abilities, including appropriate expression and phrasing. Students' ability to recognize sight words is improved. It improves understanding. Due to this, students can hear the tone and tempo of an expert reader.

Methodology

The research is an exhibit of action research process. Action research is a methodology that conforms to a quasi-experimental approach to tackling problems in an incremental manner (McNiff, 2017). However, the most significant difference between the experimental group (15 students) and the control group (15 students) in the post-intervention process was that the experimental group students were forced to listen to the radio three times in addition to completing the self-learning module. It was repeated many times.

Selection criteria and sources of data and information

The respondents were ninth-grade students which later be applied with instructional retention activity utilizing audio-recorded teaching. This study's sample consisted of thirty distinct participants' responses. Purposive sampling is used to select participants for the investigation. In this strategy, respondents are picked depending

on whether or not they meet the study's predetermined criteria. Students from Dapitan City National High School are the responses' major target audience. The participants will first listen to the audio, and then be given a twenty-item instructional vocabulary exam to determine whether they are motivated to acquire new words during the ESP teaching session, specifically instructional vocabulary, and whether they can recall those terms.

Data analysis

The collected data was analyzed and interpreted using descriptive and inferential statistics, specifically: (1) descriptive analysis and (2) dependent or paired T-test.

Result and discussion

1. What is the retention level of the students with and without using audio-assisted teaching in learning vocabulary?

Table 1. Descriptive analysis of retention score with and without using audio-assisted teaching in learning vocabulary

Descriptive Analysis	<i>WITHOUT</i>	<i>WITH</i>
Mean	6.4	14
Median	6	14
Mode	6	14
Standard Deviation (SD)	1.846761034	1.835325871
Minimum	3	11
Maximum	10	18

Table 1 shows that students in the control group scored lower which implies low retention level with a mean of 6.4, while the experimental group who have received the intervention scored higher which implies a high level of retention with a mean of 14. Thus, the SD of 1.846761034 in the control group, and 1.835325871 in the experimental group shows that the data scores varies or dispersed. Furthermore, in the analysis of the minimum, the control group of students scored 3 out of 20 items, while the experimental group got a minimum score of 11 out 20 items, and the maximum scores in the control group scored 10 out of 20, while the experimental group scored 18 out of 20. Based on the data, the students applied with intervention scored higher in the vocabulary retention test.

Result and discussion

2. Is there a significant difference in the retention level of the respondents with and without the audio-assisted instruction learning vocabulary?

Table 2. Testing significant difference in the retention level of the students

t-Test: Paired Two Sample for Means

	<i>With</i>	<i>Without</i>
Mean	6.4	14.00
Variance	2.552380952	2.495238095
Observations	15	15
Pearson Correlation	0.060381228	
Hypothesized Mean Difference	0	
df	14	
t Stat	18.13951953	

P(T<=t) one-tail	2.01123
t Critical one-tail	1.761310136
P(T<=t) two-tail	4.02245
t Critical two-tail	2.144786688

The levels of retention that the students achieved after learning vocabulary with and without the use of audio-assisted teaching are compared in Table 3. According to the findings of the test, there is a discernible gap in the level of vocabulary retention shown by the students who used audio-assisted instruction and those who did not make use of such instruction.

Conclusion

This research examined the efficacy of the content of audio recordings in terms of their ability to motivate students who are in the ninth grade to improve the amount of vocabulary they know through the use of new words. Both of these students believed that the reading activities in ESP that they participated in were more enjoyable and informative if they were accompanied by audio recorded content that they listened to (replay/repetition) multiple times throughout the course of the activity, which was found to be effective. This is because they listened to the content multiple times during the course of the activity, which was found to be effective. This idea came from the educational principles of the 21st century, especially existentialism, which stresses how important it is for students to learn by doing.

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