



**MEKELLE UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCES AND LANGUAGES**

**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

**(GRADUATE PROGRAMME)**

**EFFECTS OF LISTENING AUDIO-STORIES ON EFL STUDENTS'  
VOCABULARY ACHIEVEMENT: THE CASE OF GRADE 11 STUDENTS  
OF ADIGUDOM SECONDARY SCHOOL**

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**Effects of Listening Audio-Stories on EFL Students' Vocabulary  
Achievement: The Case of Grade 11 Students of Adigudom Secondary School**

**By**

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**(GRADUATE PROGRAMME)**

This is to certify that the thesis is prepared by G/Egziabher Hadera, entitled: **“Effects of Listening Audio Stories on EFL Students’ Vocabulary Achievement: The Case of Grade 11 Students of Adigudom Secondary School”** and submitted in partial fulfillment of the requirement for the degree of master of arts in teaching English as a foreign language (TEFL) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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## **List of Abbreviations/Acronyms**

**CG:** control/comparison group

**CLT:** communicative language teaching

**EFL:** English as a foreign language

**EG:** experimental group

**SPSS** = statistical package for social sciences

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## Abstract

*The purpose of this study was to investigate the effect of listening to audio stories on grade 11 EFL students' vocabulary achievement and their perceptions. To examine the effect of listening to audio stories on grade 11 EFL students' vocabulary achievement and their perceptions, quasi-experimental research design with non-equivalent groups was utilized. The treatment was conducted for 16 teaching periods having 40 minutes twice a week. Pretest and posttest design were implemented. So as to achieve objectives of the study, vocabulary achievement test were designed and administered to both experimental and control group. Besides, questionnaire and open-ended interview were developed and administered to the experimental group students to investigate their perceptions towards audio story on enhancing their vocabulary knowledge. Both of the data collected through test and questionnaire were analyzed using SPSS software version 24. The result from the posttest showed that the experimental group brought statistically significant change in vocabulary achievement as compared to the comparison group. Moreover, the result of the posttreatment questionnaire and interview indicated that the students have encouraging perceptions towards audio stories lessons. Therefore, the researcher concluded that listening audio stories came up with rewarding effects on improving EFL students' vocabulary achievement. Finally, recommendations were forwarded to stakeholders. Of these, the researcher recommended that English teachers should put special emphasis on listening audio stories in order to enhance their students' vocabulary skills. Besides, it was recommended that other interested researchers should conduct further investigations depending on the scopes and limitations of this study.*

**Key Words:** Audio Stories, Vocabulary Achievement, Perceptions

## **CHAPTER ONE: INTRODUCTION**

This chapter deals with the overall justification of the introduction part of the study. It articulates about background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, organization of the study and operational definitions of key terms and expressions.

### **1.1 Background of the Study**

In the era of the traditional approach, there was no systematic way of choosing and teaching vocabulary items. They were taught through bilingual word lists, dictionary study, memorization, and their translation equivalents. Little attention was paid to the context in which they were used and the examples and sentences chosen to practice them bore no relation to the language of real communication. Having learned new words, the learner was expected to practice it through translation exercises from the native language into the foreign language or vice versa, using, when necessary, word lists or dictionaries (Richards, 2006).

The main emphasis was on the recognition of written words and the production of written translations. Resistances towards Grammar Translation Method complemented with increased opportunities for communication laid the foundation for the development of new ways of language teaching (Richards & Rodgers, 2003). Among these, communicative language teaching created a great deal of interest and anticipation when it first appeared as a new approach to language teaching in the 1970s and 1980s, and language teachers and teaching institutions all around the world soon began to rethink their teaching, syllabuses, and classroom materials Richards (2006). In communicative approach, planning language courses using grammar was no longer the starting point.

Celce-Murcia (2001) claimed that all over the 20<sup>th</sup> century, there have been many issues surrounding the teaching and learning of vocabulary. A brief look at the history of foreign language teaching and learning in the century will help us see the major issues in vocabulary teaching and learning and in research perspectives. The period also marked the beginnings of what came to be known as the "Vocabulary Control Movement". The movement was fundamentally a pedagogically stimulated research effort intended to determine the lexical

content of English language course books. This renewal of interest in vocabulary was inspired by a number of important developments in the theory and practice of foreign language teaching.

Modern language instructions rely on the use of technology in order to convey ideas and messages with the help of sounds, symbols, and images. The use of authentic audio stories should be the basis of in class activities. Listening to the audio-taped materials can be enjoyable for students and can provide them with authentic practice to native speakers' speech (Celce-Murcia, 2001). Thus, the students find them motivating when they can extract information from such digital stories (Nunan, 1997).

Audio stories are recognized as the most suitable mode for a typically new type of student in the 21<sup>st</sup> century. Hence, several countries have realized the importance of these approaches worldwide. Accordingly, they have enhanced review of their education system to ensure early identification of their students' performances (Keefe & Jenkins, 1997). In addition to the activities in their syllabus, students participate inside and outside the school are the multiple situations that can have effects on performance. However, the teaching learning process in the school which was selected for conducting this study is mostly book-based and teacher-centered, and unfortunately the learning environments using technologies is not common. As English is a foreign language in Ethiopia, the students hesitate to use English both inside and outside the classroom. Thus, using audio stories might motivate and create a good ground to use the language in both contexts.

The current study outlined the existing theoretical knowledge on using audio stories worldwide and developed logic for employing this to the teaching approach to ensure a meaningful teaching and learning aimed at supporting EFL students' vocabulary skills endeavors. Vocabulary is one of the most prominent and the foundation of communicative language teaching (CLT). Many researches have been carried out to find out ways to improve students' communicative skills, how students can use English efficiently and naturally and how to help students express themselves accurately and fluently. One of these ways proposed by educators is utilizing audio stories in language lessons (Dreon, Kerper, & Landis, 2011). Therefore, this study was tried to investigate the effect of listening to audio stories on grade 11 EFL students' vocabulary achievement, Adigudom Secondary School in focus.

## 1.2 Statement of the Problem

Vocabulary is a crucial language aspect necessary for both teaching and learning a foreign language (De Wilde *et al.*, 2019). According to (Hampp *et al.*, 2021), vocabulary is one of the most important components for effective language learning and communication. Lack of vocabulary is the most prevalent problem to all language skills. EFL students need to master the vocabulary in order to be proficient speakers of English. Moreover, lack of vocabulary might hinder EFL learners' competence to speak English and expanding vocabulary can help to enhance all language skills (Octaberlina & Muslimin, 2020; Octaberlina & Rofiki, 2021). Vocabulary is the students' main tool when learning to use English effectively (Richards, 2006). When interacting with a native English speaker, consuming media without subtitles, enjoying their favorite English song, reading texts, writing letters to friends, students constantly rely on their mastery of words (Abrams & Walsh, 2014). Thus, learning words is the foundation for developing other language skills, such as listening comprehension, reading comprehension, speaking and writing skills.

As it is believed that vocabularies are the backbones of EFL students' language competence, teachers have to introduce appropriate pedagogies of teaching vocabulary. Among these, audio storytelling is an innovative pedagogical approach used to teaching vocabulary. Thus, audio story telling is an oral activity to grab audience's attention by using multi-sensory inspiring emotion of an event in a story (Stanley & Dillingham, 2009). Besides, Gibson (2003) claimed that telling a story is an active process that encourages students to reconstruct the text. It also allows for interaction between the teacher and students. Generally, audio storytelling consists of more than just storytelling, but as part of vocabulary teaching activities in the class, storytelling creates an effective teaching tool that enables students to focus on not only story structure but also in the effective communication skills through the use of appropriate word formation.

Taking this statement into account, the use of audio storytelling to vocabulary building has recently become researchers' interest area. More recently, a number of researchers have become interested in vocabulary instruction. They have come to realize that vocabulary is an important area, and worthy of effort and investigation. It has, consequently, gained popularity in the general field of English language learning and teaching (Richards & Renandya, 2002). There is now general agreement among vocabulary specialists that it is at the heart of communicative competence. Accordingly, the following researchers tried to study on vocabulary. For instance, Bal-Gezegina (2014) conducted a study on the title "An investigation of Using Video Vs Audio for Teaching Vocabulary" the result demonstrated that use of video lead better vocabulary learning in language classrooms as compared to the use of audio material only. Other researchers called Masuram and Lizy (2023) investigated into the enhancement of vocabulary knowledge using the YouTube stories of undergraduate English language learners, and found the experimental group had a significantly higher word performance post-test score than the control group. Furthermore, Baiomy (2024) conducted a study on Enhancing EFL Vocabulary Learning among Primary School Pupils via a Storytelling Strategy, and the finding of the study revealed that EFL vocabulary learning was significantly developed due to the use of the storytelling-based strategy.

Even though there are evidences on the benefit of teaching through audio stories on EFL students' vocabulary comprehensions, it probably seems no local research work was carried out to investigate if teaching vocabulary through audio storytelling has effect on EFL students' vocabulary achievement and their perceptions in the study area. Besides, as far as the experience of the researcher is concerned, it was realized that students face different challenges when learning a second language, but one of the most difficult aspects is the knowledge of vocabulary. Consequently, the researcher considered the implementation of effective teaching methodology that allows students to acquire vocabulary effectively. Therefore, with all the various scholars' insights about the importance of teaching vocabulary through audio stories, the current researcher found it tremendously essential to investigate the effect of listening to audio stories on EFL students' vocabulary achievement of Adigudom Secondary School in 2024 academic year.

## **1.3 Objectives of the Study**

### **1.3.1 General Objective of the Study**

The principal objective of this study was to investigate the effect of listening to audio stories on grade 11 EFL students' vocabulary achievement and their perceptions.

### **1.3.2 Specific Objectives of this Study**

This study focused on the following specific objectives:

1. to examine the effect of listening to audio stories on EFL students' vocabulary achievement;
2. to determine which aspect of vocabulary most improved due to the listening to audio stories;
3. to find out the EFL students' perceptions and preferences for learning vocabulary with audio stories.

## **1.4 Research Questions**

This study tried to answer the following basic research questions:

1. To what extent audio stories have effect on the EFL students' vocabulary achievement?
2. Which aspects of aspect of vocabulary most improved due to the listening to audio stories?
3. What are students' perceptions and preferences for learning vocabulary through audio stories?

## **1.5 Significance of the Study**

The result of this study may be anticipated to have the following theoretical and practical significances. Theoretically, this study is expected that it can be used as insistence to determine the use of audio stories to enhance the students' vocabulary achievement. As to the practical significance, this study may give opportunities for English teachers to perceive the advantages of audio stories in supporting teaching vocabulary. As a result, teachers may choose various audio

stories in their teaching of EFL classes. Along with these, the study may use as a springboard for other interested researchers in related areas.

### **1.6 Scope of the Study**

This study is geographically, theoretically, and methodologically delimited. Geographically, the study was delimited to Adigudom Secondary School, which is located in South East Zone of Tigray Regional State. Particularly, it was conducted in two selected sections of grade 11 students of this particular school. Involving other secondary schools might be unmanageable. Theoretically, it was delimited to the investigation of the effect of listening to audio stories on EFL students' vocabulary achievement and their perceptions. Although audio stories may be useful to all language skills, in this study, audio stories were instigated in relation to the students' vocabulary achievement. Besides, the study was methodologically delimited to the quasi-experimental study which was held in two intact selected sections.

### **1.7 Limitation of the study**

As a matter of fact, any research project had certain limitations. What matters the effectiveness of the study is recognizing limitations of the study that can lead to future researches. Accordingly, the following limitations were the threats of this study. At first place, the generalizability of the study outputs needs to be interpreted with caution based on the number of participants' involved in this study. The researcher supposed that this study could be more generalizable if other schools were also comparably part of the study. Moreover, the effect of the other factors such as; age, gender, and other psychological characteristics were not considered in this study. Above all, there were few students who did not fully engaged in the treatment periods. Due to these threatened limitations, caution might rise in generalizing the findings of the study.

### **1.8 Organization of the Study**

The researcher could logically structure this thesis in five chapters. The first chapter is the introduction part of the study. The second chapter deals with the review of related literatures of the study. The third chapter elaborates methodology of the study. The fourth chapter articulates findings and discussion of the study. The last chapter also insists on conclusions and recommendations of the study.

## **1.9 Operational Definitions of Key Terms**

**Effect:** comparable results that are observed in the dependent variables after a certain intervention is held.

**Audio Stories:** are forms of communication that use speech, music, and sound effects to create immersive narratives. They can be found in a variety of mediums, including radio, podcasts, documentaries, and audiobooks.

**Vocabulary Achievement:** the level of vocabulary knowledge that a student has acquired.

**Perceptions:** : an individual treatment process that is giving a response, meaning, description, or interpretation of what is seen, heard, or felt by the senses in the form of perceptions, opinions, and behavior.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

The second part of the study reviewed the related literature on the definition of vocabulary, the importance of teaching and learning vocabulary, types of vocabulary teachers and students should focus on, the teaching of vocabulary in a meaningful way, and the practice of communicative vocabulary teaching, and effect of teaching through audio-stories in English classrooms on EFL students' vocabulary achievement.

### **2.1 The Definition of Vocabulary**

Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, and the way individual words do (Clouston, 2014). Besides, Neuman and Dwyer (2009), defined vocabulary as words we must know to communicate effectively, that is, words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). In addition, Burns (1972) explained vocabulary as the stock of words which is used by a person, class or profession.

The definitions of the scholars stated that vocabulary is the total number of words that are needed to exchange ideas and expresses between the speaker and the listener meaningfully. Due to this reason, it is vital to teach and learn vocabulary in the way people use them in the real world.

### **2.2 The Importance of Learning Vocabulary**

Vocabulary is one of the most important components of any language classroom which helps learners understand languages and express their meaning, and then it is vocabulary that provides the vital organs and flesh (Shakuori, 2014 et al cited in Harmer 1993:153). This confirms that vocabulary knowledge is pivotal to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.

The famous British linguist, Wilkins says people could explain few things without grammar, but they could express nothing without vocabulary (Wilkins 1976 cited in Mattisson, 2011). Similarly, Lewis elucidates this as "lexis is the core or heart of language" (Lewis 1993 cited in Clouston, 2013). This asserts acquiring much more words or vocabulary is a bridge for the students' later communicative competence and knowledge of the basic aspects of vocabulary.

Emphasizing the importance of vocabulary acquisition, Schmitt (2000) also emphasized that lexical knowledge is fundamental to communicative competence and to the acquisition of a second language. Besides, Nation (2001) explained the relationship between vocabulary knowledge and language use as complementary, that is, knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out the school.

Researchers such as Read (2000), GU (2003), and Nation (2011) have realized that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation, 2011).

The above-mentioned scholars work shows the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, nobody will be able to use the structures and functions. This displays that, vocabulary is necessary ingredient for all communication and needed for overall language success.

### **2.3 Teaching Vocabulary**

Berne and Blachowicz (2008) indicated in their study that teaching vocabulary may be challenging because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word knowledge improvement.

According to Thornbury (2002) teaching vocabulary is a crucial aspect in learning a language as languages are centered on words. It is almost impossible to learn a language without words; even communication between human beings is based on words. Walters (2004) claimed that both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language. Hence, teaching vocabulary is one of the most necessary parts of teaching English as a foreign language.

During the vocabulary teaching and learning process, problems would appear to the teachers. They have problems of how to teach students in order to get rewarding results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. Therefore, an effective teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.

## **2.4 Types of Vocabulary**

A number of scholars have discussed and divided vocabulary into various types. For instance, Gruenberg and Sykes (1991) identified two types of vocabulary. The first type of vocabulary, active vocabulary refers to the one that the students had been taught and that they were expected to be able to use. Whereas, the second type of vocabulary, passive vocabulary refers to the words which the students would recognize when they met them, but they would probably not be able to speak.

On the other hand, most prominent researchers in the field indicated other two kinds of vocabulary, namely receptive vocabulary and productive vocabulary (Nation, 2001; Read, 2000, Schmitt, 2014 cited in Maskor, 2016). Receptive vocabulary means words that learners recognize and understand when they are used in context (reading or listening) the text, but which they cannot produce. These are vocabulary types that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Maskor, 2016; nation, 2001 and Stuart, 2008).

In contrast productive vocabularies are the words that the learners understand and are able to pronounce and spell correctly and use constructively in speaking and writing. It also includes produce the word to express its proper meaning and correctly use the word in an original sentences (Nation, 2001). It consists of what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart, 2008 and Webb, 2005 cited in Maskor, 2016).

Vocabulary is indispensable to be grasped by the learner in order to understand the various constituents of language. Vocabulary mastery is vital so as to express our ideas and to be able to understand other people's sayings. From these descriptions, mastery means complete knowledge or great skill that makes someone a master in a certain aspect. Vocabulary mastery refers then to the great skill in processing words of a language (Susanto & Fazlinda, 2016).

Even though vocabulary mastery is an individual's great skill in using words of a language which is acquired based on their own interest needs and motivation, it also pursues teachers' appropriate vocabulary teaching techniques.

## **2.5 Teaching Vocabulary Communicatively**

In this part, the researcher is going to look into the theories and approach to language teaching and learning that are relevant to the teaching of vocabulary communicatively. Accordingly, the main focus will be on task based learning and teaching, teaching vocabulary, and oral communication which helps teachers to practice teaching vocabulary in a communicative way (Richards 2001).

Richards (2001) claimed that in the field of second or foreign language teaching methods, task-based learning and teaching (TBLT) is seen as a subset of the Communicative Language Teaching approach (Richards 2001). CLT arose in the late 1970s and became the influential framework of methodology of English language teaching in the late 21st century (Sara, 2015 & Ndulila & Msuya, 2017). According to these scholars the belief behind the CLT methodology is a move from teaching linguistic competence to communicative competence in the sense those grammatically correct sentences alone are not enough; learners also need to know how to use real-life language in a variety of settings and contexts, with different speakers. Communicating content and meaning are the focus and goal of learning activities based on CLT, instead of linguistic forms.

Richards (2001:161) presented these four points as characteristics of the communicative view of language:

- ✚ Language is a system for the expression of meaning.

- ✚ The primary function of language is to allow interaction and communication.
- ✚ The structure of language reflects its functional and communicative uses.
- ✚ The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

As for language teaching activities reflecting these characteristics, Richards mentions the following ones as examples (Richards, 2001:223).

- activities that involve real communication are essential for language learning
- activities in which language is used for carrying out meaningful tasks promote learning
- language that is meaningful to the learner supports the learning process

Typical learning activities representing the communicative view of language teaching would be e.g. role-plays, information-gap and problem-solving tasks: anything creating a need for learners to communicate something meaningful (Richards, 2006).

Howat (2014) points out that there are two versions of CLT to be recognized: a strong version and a weak one. The strong form suggests that language is learned by using it for a specific communicative purpose, whereas the weak form proposes the view that learners first learn the language and then use it for meaningful communication. The latter, unlike the former, would then involve some linguistically focused activities preceding the actual communicative use of language. However, both versions require the teacher to be a creator and organizer of communicative activities, which presents challenging roles for teachers and learners, but the weak version, adopts a more familiar overall framework through its recognition of controlled and analytic learning. The weak version is also the one that has been governing English language teaching in the West for reasons of practicality and simplicity of producing and marketing teaching materials to be used with it (Littlewood, 2013).

Task-based learning, however, can be seen as developing from the strong view of CLT, where language is acquired through use (Freeman, 2011). Some of the features characterizing task-based instruction can be summarized as follow (Richards 2001: 224):

- ✓ the focus is on process rather than product

- ✓ basic elements are purposeful activities and tasks that emphasize communication and learning
- ✓ learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks
- ✓ activities and tasks are those that learners might need to achieve in real life, or those that have a pedagogical purpose specific to the classroom.

As a result TBLT enables learners to develop strategies for managing new vocabulary while also maintaining a communicative focus. These strategies include guessing with the use of context cues, negotiating meaning with others, and the means to attend to new items under communicative pressure. Such an approach necessitates careful management by the teacher to prevent point and counterpoint the struggle with new words surpassing other important goals such as fluency or content-learning (Newton, 2001)

Nunan (2004:4) defined a TBLT task in a concise but useful way for it has a clear pedagogic tone:

*A communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.*

Here are some types of TBLT tasks, classified by type of interaction (Richards, 2006:19)

- a. Jigsaw tasks:** combining pieces of information to form a whole, such as piecing together a story.
- b. Information-gap tasks:** students need to negotiate to find out missing information from each other.
- c. Problem-solving tasks:** students are provided with information to solve a problem through negotiation and discussion.
- d. Decision-making tasks:** students must choose and agree on a solution for a problem through negotiation and discussion.

- e. Opinion exchange tasks:* Learners discuss and exchange ideas without the need of reaching agreement.

Therefore, this study focuses on how the teachers of the study area practice teaching vocabulary items based on the above scholars suggestion of teaching vocabulary in the communicative approach. Besides, it will deal with overcoming the challenges of teaching vocabulary in a meaningful way.

## **2.6 Teaching and learning vocabulary**

Learning a second language basically means learning its vocabulary as vocabulary skills make a significant contribution to almost all aspects of second language proficiency (Gass, 1999). When talking about teaching and learning vocabulary in the L2 or EFL language classroom teaching context, one normally refers to the acquisition of a versatile of words from diverse walks of life, in order to improve learners' overall language ability ((Kukkonen, 2017). This is done as part of the general process of learning a new language, along with many other goals and activities such as learning sentence structure, writing, listening, and pronunciation and so on. Vocabulary is formed gradually, starting with high-frequency words useful in everyday communication. As learners study various input material such as texts in schoolbooks, they come across with new vocabulary which they are expected to learn, either through conscious effort or implicitly. Thus picking up vocabulary is a rather slow, collective process.

In this part of the study, the researcher is going to look into some of the research in the field of vocabulary teaching and learning, with the aim of defining the most useful method for the teaching and learning of vocabulary with regard to the of teaching vocabulary communicatively.

### **2.6.1 Choosing target vocabulary**

When designing teaching vocabulary on a standard course of English, one needs to start with deciding and narrowing down what words to focus on. Nation (2008) bases these decisions on the frequency of words (high or low; how often the word occurs in the language) and range (how widely it occurs; how many different language use situations it is used in). According to him, low-frequency words, which are also often of limited range, do not deserve active classroom

teaching time: they can be learned through for example inferring from context. High-frequency words on the other hand do deserve attention and deliberate teaching.

The next section discusses the various dimensions of teaching vocabulary i.e. implicitly and explicitly. According to Celce-Murcia (2001), vocabulary knowledge can be gained and represented either implicitly or explicitly and both contribute to language learning. There exists a central debate emerging from the studies dealt with whether effective vocabulary learning should give attention to explicit or implicit vocabulary learning.

### **2.6.2 Implicit learning of vocabulary**

The implicit vocabulary learning theory supports that the meaning of a new word is acquired totally unintentionally as a result of abstraction from repeated exposures in a range of activated contexts. This strong implicit position is usually identified with Krashen's Input Hypothesis which assumes that vocabulary acquisition takes place so long as there is comprehensible input as the essential environmental ingredient. Krashen asserts that "language is subconsciously acquired - while you are acquiring, you don't know you are acquiring; your conscious focus is on the message, not form" (Krashen 1989 cited in Dukan, 2000).

This kind of vocabulary learning takes place in all areas of life and it is therefore reasonable to assume that it takes place in the field of vocabulary learning as well (Gass, 1999 cited in Dukan, 2000). The students engage in activities that focus attention on vocabulary and it is learning without conscious attention or awareness; such as an understanding of a text or using language for communication purposes.

Due to the fact that, Communicative language teaching emphasized implicit (or incidental) learning of words: students were supposed to infer the meaning of new words using context as a clue and to avoid the use of bilingual dictionaries (Sökmen, 1997). The implicit vocabulary learning occurs when the mind is concentrated elsewhere, such as on comprehending a written text or understanding spoken material. One of the premises of implicit vocabulary learning is that new words should not be presented in isolation and should not be learnt by mere rote memorization. It follows that new vocabulary items should be presented in contexts

rich enough to provide clues to meaning and that learners should be given multiple exposure to items they are supposed to teach (Nation, 2001).

Hulstijn (1993) who found out in his study that while students with good inferring skills learned words efficiently, so did those without them: they used other strategies just as efficiently. For this reason using inferring should not be imposed on everyone, but be presented as an option for it can frustrate especially those with lower target language proficiency. Finally, Sökmen (1997) states that even if the meaning of a word is guessed correctly from context, this does not necessarily result in long-term retention of that word. This is, of course, a grave shortcoming for any type of learning or teaching.

Nation (2001), although a strong advocate of using inferring as a learning strategy, stresses that learning from content and direct intentional learning should not be seen as opposing each other but as complementary activities. He says that incidental learning is an important source of vocabulary for L1 learners, and should be for L2 learners as well. Therefore, in this study as Mattisson (2011) explained implicit vocabulary teaching in TBLT refers to a teaching approach that target words are embedded in a task, so that students will meet and use them incidentally, for instance reading and listening.

### **2.6.3 Explicit teaching of vocabulary**

Contrary to the implicit position represented by Krashen (1989), an explicit vocabulary learning theory holds that a certain amount of consciousness must be involved in vocabulary acquisition, from the learner noticing text vocabulary, selectively attending to it, and using a variety of strategies to trying to infer its meaning from the context (Gass, 1999; and Schmidt, 1990). This maintains that there are benefits from applying cognitive strategies to consolidate a newly encountered word by note taking, dictionary consulting and by associational learning strategies such as a semantic approach and various mnemonic techniques. This method of vocabulary learning engages learners in activities that focus attention primarily on vocabulary. Several key principles which can help guide teachers in deciding basic questions of what to teach and how to teach include integrating new vocabulary with old, facilitating imaging, using a variety of techniques, providing a number of encounters with a word, encouraging independent learning strategies, and promoting a deep level of processing (Kamalian &Marzban, 2013).

Proponents of this theory argued that once learners are equipped with the basic vocabulary, the context can serve as a useful source and medium of vocabulary learning. Nation (2008) verifies this as research has shown that deliberate learning of words easily beats incidental learning both when it comes to time spent and amount learned, and furthermore, that this type of learning promotes long-lasting retention of words. When it comes to classroom methodology, there is any number of ways of implementing this type of teaching. One particular technique of learning words deliberately and easily applicable is the use of word cards. Thornbury says that there is "probably no vocabulary learning technique more rewarding than the use of word cards" (2002: 145). Nation, after presenting a number of research findings, concludes that "direct learning from word cards is an efficient and highly effective practice" (Nation 2001: 298-9). According to him, large numbers of words can be learned in a very short time, and that they can be remembered for a long time (Nation 2008).

## **2.7 Challenges of teaching vocabulary communicatively**

There are various factors that hinder the teaching of vocabulary communicatively on EFL classrooms. According to Girma (2015:54) teachers' traditional method of teaching that mainly dominated by mastery of grammatical forms and teachers' presentation of dictionary definition of many new words at a time for the sake of saving time to complete the portion within the limited time are the common one.

Similarly, Newton (2015) also elaborate that encounters with unfamiliar vocabulary are among the obvious and inevitable challenges faced by language learners while using the target language in communication outside the classroom, whether for work, travel, or recreation, in the media, or in academic contexts. Besides, teaching and learning vocabulary is a challenge for learners, because of the size of the task and the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expressions (Richards, 2006). For instance, Richards (2006) and Nation (2001) listed the different things learners need to know about a word before we can say that they have learned it. These include:

- ✚ The meaning(s) of the word
- ✚ Its spoken and written forms

- ✚ What “word parts” it has (e.g., any prefix, suffix, and “root” form)
- ✚ Its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in)
- ✚ Its collocations
- ✚ Its register
- ✚ What associations it has (e.g., words that are similar or opposite in meaning)
- ✚ What connotations it has
- ✚ Its frequency

From these aspects of a vocabulary, it could be concluded that the teaching and learning of vocabulary is a challenging aspect of teaching English as a foreign language, particularly it is tough to teach vocabulary in a communicative approach. This is due to managing of a foreign languages vocabulary seeks several aspects of a single word.

## **2.8 Aspects of Vocabulary**

According to Lado (2012) there are five aspects of vocabulary which are needed to be learned by the students. These are: meaning, spelling, pronunciation, word classes and word use. Those aspects will be explained as follows.

**1) Meaning:** Meaning one of the essential aspects that should be learned by the students. Meaning refers to how the word gives its meaning to the language users. A word may have more than one meaning when it is used in different context.

**2) Spelling:** when students get a word for the first time, they need to know how to spell that word. Spelling refers to what a look like. Through knowing the spelling of a word, the students will know how to write a word correctly in written form. Thus, it is really important for the students to know the spelling of the word.

**3) Pronunciation:** When the students learn vocabulary, they need to know what a word sound like. It will help the students to understand what the other means to say. If a word sound incorrectly, it will be difficult for someone to understand it. Therefore, it is really essential to the students to know how to pronounce a word correctly.

**4) Word Classes:** Word classes are defined as categories of words. It is an important feature in semantic analysis. Words can be categorized as noun, verb, adverb, adjective and preposition. The classification of word helps students to know their functions in a language communication.

**5) Word Use:** Word use refers to how a word is used in a language. Word use may also involve grammar and thus be the subject of profound analysis.

Thus, this study would consider the effect of listening to audio stories on EFL students' knowledge of each of these components of vocabulary.

## **2.9 Concept of Audio Storytelling**

### **2.9.1 Brief History of Audio Storytelling**

Bonini (2015) calls audio storytelling “the second age” of podcasting. The successful independent narrative formats informed by the editorial values and production expertise of public service media, and produced increasingly by breakaway former United States public radio producers, funded through a mixture of sponsorship, listener donations and crowdfunding. It is this role area of podcasting, the crafted or narrative audio storytelling genre, with which this research is concerned. The genre has its origins long before the beginning of podcasting. Indeed the first ‘radio features’ emerged at the British Broadcasting Corporation (BBC) in the 1920s and 1930s. These were imaginative audio works that blended ‘actuality’ (ambient sound, recorded outside the studio) with narrated information usually delivered by actors, so that Madsen (2013) points out as they often sounded more like radio drama than what we today consider “documentary”.

It was rare to hear spontaneous voices or more than illustrative actuality before the early 1960s'. In the United States, CBS's Columbia Workshop, begun in 1936, launched Norman Corwin's long career as a leading exponent of radio works that ‘combined elements of documentary realism with poetry, drama, soaring music and hortatory address to great effect and widespread popularity’ (Hilmes 2013). It was after this period of time that digital storytelling has become as a technological apparatus of English language teaching and learning.

### **2.9.2 Definition of Storytelling**

Storytelling has been used as a means of communication since earliest times. Stories create magic and a sense of wonder at the world. Stories teach us about life, about ourselves, and others. Storytelling is a unique way for students to increase an understanding, respect, and appreciation for other culture. Wilson explains that, “storytelling is an activity that can be defined very simply as that which is done by storytellers. As human being, people usually tell their story to other. They tell other about their feeling, opinion, ideas, or even anything happened in their lives. It is very simple to tell story to other, as simple as expressing what is on mind” (2005, p.4).

Moreover, Champion (2012) defined that story telling is an oral activity where language and gestures are used. Colorful way to create scene in sequence however, storytelling consists of more than just storytelling. As a part of speaking activities in the class, storytelling also an effective teaching tool that enables students to focus on story structure. In another side Rahimi (2019) defines that audio storytelling is one of media that emphasis computer technology, it is not new in practice.

To sum up, Storytelling is a procedure that enables a child to play a large role in reconstructing stories. It underlines both social and academic development. When they tell a story, they use language for an extended period of time. They construct the story. This activity increases their language development. When narrating stories, the speaker uses the language for an extended period of time. This active participation with stories results in increased vocabulary development.

### **2.9.3 Definition of Audio storytelling**

According to Normann (2011), audio storytelling is the combination of spoken narrative, a number of visual, soundtrack, and new technology to share the story. A audio storytelling is considered as the suitable medium for the 21st century students which have different characteristics and needs from 20th century students. An audio storytelling is considered as a powerful teaching and learning medium that engages the students and the teacher over the last few years (Robin, 2008). An audio storytelling comes to fulfill the storytellers’ dreams which are

utilizing technical tools to live personal tales using images and soundtrack (Garcia & Rossiter, 2010).

According to Robin (2008), there are seven elements of audio storytelling which can be considered as the power of the audio storytelling. They are point of view which underlines the perspective of the author, a dramatic question which is kept on the audience's attention, the emotional content which connects the story to the audience, the storyteller's voice which is considered as the way to personalize the story to help the audiences understand the story. The power of soundtrack gives a life to the story. The economy aspect presents an enough content to be told to the audience without overloading the view. The last element is pacing which controls the how slowly or quickly it progresses.

Generally speaking, audio storytelling is a modern technology that can be used as media in teaching English specially for empowering vocabulary knowledge of students. As audio storytelling is regarded as a contemporary method of utilizing many different media sources to express ideas using stories, it facilitates the ability of students to enhance their vocabulary skills. As a whole, a audio storytelling facilitates the teacher to use a unique way to present complicated materials without taking a long time to make the students understand them. Audio storytelling helps the teacher easily integrate different media into the telling stories.

#### **2.9.4 The Importance audio storytelling for Vocabulary Leaching**

Now days, it is not a new concept of to use digital storytelling in English class. Novelty of this activity has raised popularity with the divergence of different media and technology which can use to classroom instructions. Audio storytelling has significance in language teaching and learning process (Hartsell, 2017). It is a way to express ideas, beliefs and topics to listeners towards the use of technology and multimedia. In addition, audio stories promote storytellers acquire some integrated language skills. More importantly, the storyteller learns to create stories using their voice and interpretation to be shared with others community. And then, self-expression can be encouraged and developed by the creativity of audio stories.

Digital storytelling is a type of storytelling that gives learners the chance to speak up even when language barriers prevent them from performing effectively (Bernajean, 2006). Students can use

their multi-literacy skills, think critically, theorize creativity, and reflect on their creative process through the use of digital storytelling utilizing digital components such as photos, sound and videos (Benmayor, 2008; Bull & Kajder, 2004).

More significantly, Pedagogic storytelling projects have shown to be effective in fostering interactions among students, lowering behavioral problems, increasing motivation, and assisting students with managing lifetime's significant events (Gentry, 2019). Besides, students can improve their vocabulary and output to increase their oral fluency through storytelling (Kim, 2014). Moreover, teachers can be really useful and aid students with understanding concepts when they are allowed to construct stories using audio story based on their own ideas (Robin, 2008).

## **2.9.5 Advantages and Disadvantages of the use of audio storytelling in class**

### **2.9.5.1 Advantages of the use of audio storytelling in class**

According to Tomlinson (2007), stories have special pedagogical values for foreign language learning because stories are interesting material that deal with life experiences and invite active meaning-making since stories involve people in actions and emotions. The materials should expose the learners to language in authentic use, help learners to pay attention to features of authentic input, provide the learners with opportunities to use the target language to achieve communicative purposes, achieve impact in the sense that they arouse and sustain the learners' curiosity and attention and stimulate intellectual, aesthetic and emotional involvement.

Furthermore, Miller (2009) explains that the use of audio storytelling does not only help the students connect high-tech development and low-tech educational system nowadays, but also gives many benefits that cannot be achieved by the use of traditional storytelling. At first place, it increasing students' motivation and making a new ideal strategy of telling personal stories, it encourages students' to grasp organize and express their ideas and knowledge in meaningful ways, and it provides students' with the ability to achieve the 21<sup>st</sup> century language skills.

To sum up, audio stories become a powerful strategy because students receive meaningful input from listening and reading and they provide learners with opportunities to develop pronunciation and abilities to understand spoken language, thinking skills and enriching experiences. Using

audio stories and imitation exposes the learners to patterns, intonation, expressions, different accents, dialects, and pronunciation. The exposure to a variety of speech patterns increases students' oral fluency and students can have a multisensory approach that helps them with pronunciation, vocabulary, literacy development, comprehension and communication.

#### **2.9.5.2 Disadvantages of the use of audio storytelling in class**

Miller (2009) explains that there are some troubles or disadvantages of used audio storytelling in teaching English, such as, the students that cannot understand how to use the technological will find it difficult to make some storytelling media, the students will also hard to understand what the story is talking about, the student who could not adjust the narration, and the students are hard to draw picture and think sentences structure in the same times. Generally, listening audio stories may be hard especially when they listen for their first time.

### **2.10 Empirical Studies on Audio Stories on Vocabulary Improvement**

Related empirical studies were reviewed that were conducted in several settings. For instance, Bal-Gezegina (2014) conducted a study on the tittle “An investigation of Using Video Vs Audio for Teaching Vocabulary Turkish university students at Amasya University.” The result demonstrated that use of video lead better vocabulary learning in language classrooms as compared to the use of audio material only. Other researchers called Masuram and Lizy (2023) investigated into the enhancement of vocabulary knowledge using the YouTube stories of undergraduate English language learners, and found the experimental group had a significantly higher word performance post-test score than the control group. Similarly, a very recent study conducted by Baiomy (2024) on Enhancing EFL Vocabulary Learning among Primary School Pupils via a Storytelling Strategy, and the finding of the study revealed that EFL vocabulary learning was significantly developed due to the use of the storytelling- based strategy.

Other studies related to investigating the improvement of vocabulary skills were conducted. Chang (2011) investigate the effect of reading while listening to audiobooks on listening fluency and vocabulary gain, and found that the reading while listening group outperformed the control group in both vocabulary gain and the listening scores after the intervention. Brown, Waring, and Donkaewbua (2008) compared learning vocabulary through three modes on their studies;

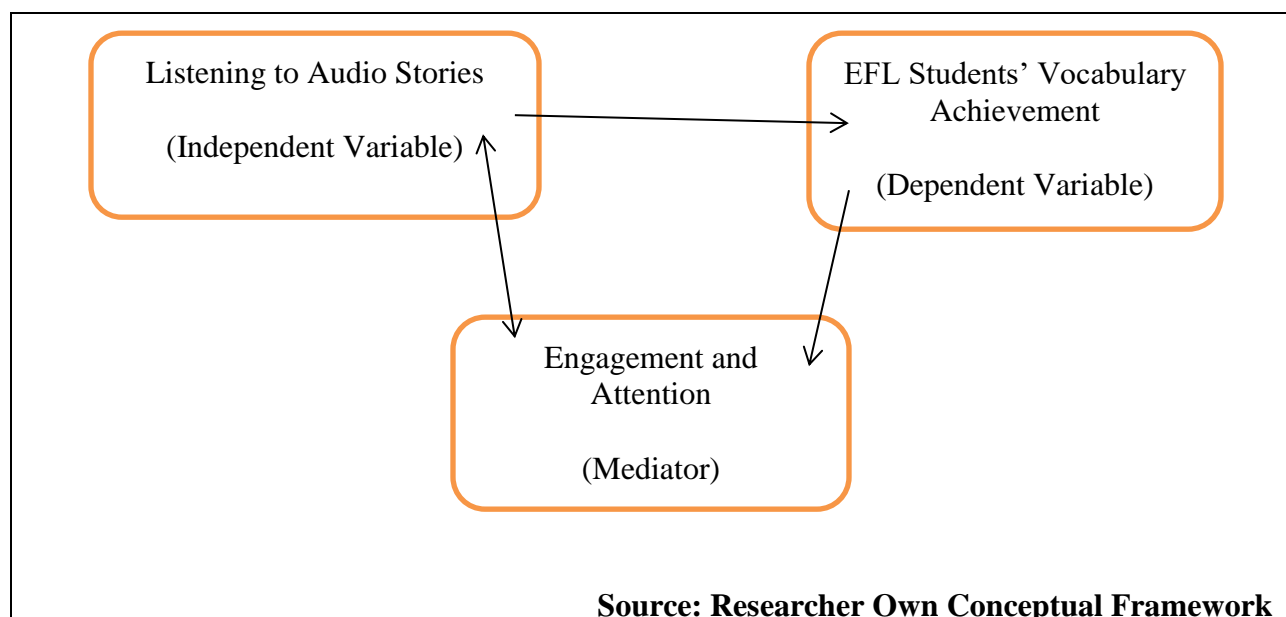
reading, reading while listening, and listening only, with 35 Japanese college students studying three graded readers. It was found that students learned most words in the reading while listening, followed by reading only and then listening only. In addition, students found most comfortable the story presented in the while listening mode, in which more students responded that the story was easy and interesting, they knew most words and understood the story. A case study was conducted by Febriliyana (2021) on the title “Improving the Students’ Vocabulary by Using Audiobooks at Fourth Grade.” the result showed that the students have achieved and exceeded the Minimum Standard Value of vocabulary. In addition, students were enthusiastic and comfortable with the Audiobooks application in the learning process.

In general speaking, these research findings indicated that they revealed encouraging results on students’ vocabulary developments. Thus, the current study tried to investigate the effect of audio stories on EFL students’ vocabulary achievement in the Ethiopia context Adigudom secondary school in focus.

## 2.11 Conceptual Framework of the Study

The following diagram shows the relationships among the independent, dependent and mediating variables. The direct relationship among the variables is displayed in diagram1.

**Diagram 1: Conceptual Framework of the Study**



As it is displayed on diagram 1, the listening to audio stories was an innovative instructional strategy which has direct effect on EFL students' vocabulary achievement which is dependent variable with the mediating variables engagement and attention, that is, listening to engaging stories might influence vocabulary acquisition positively.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

This chapter deals with the overall plan of the study proposed by the researcher so as to achieve the objective of the study. Particularly, it justifies the design of the study, sample and sampling techniques, data collecting tools, methods of data analysis, and ethical considerations.

### **3.1 Design of the Study**

Quasi- experimental design was used to examine the effect of audio stories on EFL students' vocabulary achievement. In governmental institutions, creating artificial classes (groups) is not allowed. In such situations, the quasi-experimental design is preferable to use (Creswell, 2012, p. 309). That is, the experiment was carried out within the real classrooms of Adigudom Secondary School eleven grader students in focus.

### **3.2 The Setting of the Study**

The study was conducted at Adigudom Secondary School, which is located in South East Zone of Tigray Regional State in the first semester of 2017/2024 academic year.

### **3.3 Population, Sampling Technique and Sample Size**

The population of the study were all the grade 11 students of Adigudom Secondary School, From these, the two sections were selected purposively which was taught by the same teacher, and lottery method was used so as to decide which had to be the experimental (EG) and control group (CG); Accordingly, the 63 of the participant students were assigned as experimental group (section B) and the remaining 65 students as control group (section C).whereas, comprehensive sampling technique was utilized to select participants in the EG for the questionnaire. That is, all students in the experimental group were selected to fill out the perception questionnaires. Simple random sampling (lottery method) was also used to select for interview from the experimental group to triangulate the data collected through questionnaires.

### **3.4 Selection of the school**

The researcher selected the school as the study area since he was the staff member of the school. For this reason, the study area was found to be convenient for the researcher to gather all the

necessary data for the study in the given time.

### **3.5 Selection of Grade level**

The grade 11 students were selected for three reasons. Firstly, they were expected as they were at the level of critical time of vocabulary development needed to own for their higher institutions preparations. Secondly, these grade level students were expected more mature to be involved in word comprehension skills as compare to grade 9 and 10 students. Thirdly, grade 11 students had sufficient time than grade12 students. Grade12 students need to devote more of their time preparing for their national examinations. Accordingly, grade 11 students were selected as appropriate grade for conducting this study.

### **3.6 Materials Used For the Study**

The researcher used downloadable audio stories to train the EG students which were compiled with several interesting short stories as supplementary materials to the grade 11 English textbook. The audios stories were standardized and prepared for international EFL students' vocabulary enhancing materials. Teachers training materials were prepared on how to implement the audio stories in the classroom and used as standardizing material for this study. Besides, pre-posttest design of vocabulary tests were prepared and used in this study. Perceptual and preference questionnaire and interview questions were prepared as well.

### **3.7 Data Collecting Tools**

Based on the objectives of the study, test was the principal data collecting tool. The tests were with the pretest and posttest design in order to examine the effect of the audio stories on EFL students' vocabulary achievement. Besides, a five- scale Likert questionnaire was used to gather data from the experimental group so as to get pertinent information in relation to the students' perceptions towards the use of audio stories on enhancing their vocabulary achievement. The questionnaire was slightly adapted from Bal-Gezegina (2014) which had eighteen items. Interview was also be held on the EG students to triangulate the data about the students perceptions collected through the questionnaire.

### **3.8 Testing Validity and Reliability of the data collecting tools**

Examining the validity and reliability is an important aspect of instrument construction in research projects. As the data collection instruments were developed, different procedures were being employed to get evidences of the validity and reliability of instruments utilized during the data collecting processes. In this section, evidences of these vital aspects were obtained from the validation experts before the actual study. Besides, the reliability results were computed. To do so, the following procedures were operated to warranty the validity and reliability of instruments.

#### **3.8.1 Validity Testing**

As far as possible, the tests, questionnaires, and interview were adapted from earlier similar studies. Additionally, these tools were given to experienced secondary school English teachers for validation matters. Ahead of this, all materials were consulted to advisors. Finally, the researcher confirmed that the tools could be possibly used for the study.

#### **3.8.2 Reliability Testing**

As mentioned earlier, the data collecting tools were as far as possible slightly adapted; however, testing their reliability was also needed. Therefore, the internal consistencies of the items of the questionnaire were verified through the SPSS software. The Cronbach's alpha for deciding the reliability measure ranges from zero to 1.00, with values close to 1.00 indicating high consistency. It is desirable to have a reliability coefficient of .70 or higher for a classroom exam as well as inter-items of the questionnaire (Dornyei, 2007). As the result, the Cronbach's alpha result of vocabulary achievement test was  $r = .71$  and the questionnaire  $r = .73$  which were all good reliability.

### **3.9 Procedure of the Study**

First of all, the researcher trained to the teacher who would teach the EG and CG students by preparing training manual. Then the researcher provided a pretest for both groups to assess each group vocabulary achievement baseline. Thereafter, the teacher taught the experimental group using audio stories during the vocabulary lessons, whereas, for the control group the same teacher carried on teaching vocabulary through the conventional teaching in the same academic semester 2017/2024. The duration of the experiment took eight weeks with two treatment periods

in a week, that is, total of sixteen lessons were taught. Then, each group provided with the posttest at the end of the time which was allocated for the experimentation. In addition to this, the students in the experimental group were allowed to fill in the questionnaires regarding their perceptions towards the use of audio stories in their English lessons on improving their vocabulary achievement.

### **3.10 Procedure of Data Analysis**

Basically, the SPSS software Version 26 was operated to analyze majority of the data collected for this study. The results of the pre-test and post-test were statistically analyzed, compared, and interpreted using paired-samples t-test and independent-samples t-test in order to examine if there was any significant difference between the pretest and posttest with in group as well as between the scores of the two groups. According to Pallant (2005), paired-samples t-test is used to compare the mean scores of the same group, that is, to compare the pretest and posttest of either the experimental group or the control group only. On the other hand, independent-samples t-test is used to compare the mean scores of the two groups, that is, between the experimental group and the control group.

Similarly, the perceptual questionnaires were computed in frequency, percentage, aggregate mean, standard deviation result of the SPSS software. Moreover, thematic analyses technique was utilized for interpretation of the data generated during the interviews. Thus, both descriptive and inferential statistics were used to interpret the result of the study.

### **3.11 Ethical Considerations**

A researcher who involves human sample participants in his/her research has certain responsibilities towards them (Singh, 2006). As the activities of the sample participants are often closely associated with data collection process, it is suitable to consider ethical consideration. Accordingly, the researcher primarily got legal permission from the administration of the school and assured the participants volunteerism for their involvement as participants of the study. In the process of data collection, the researcher was able to consider the confidentiality of the participants. That is, for confidentiality reasons, the real names or any information that might reveal the identity of the participants were coded as far as possible.

## CHAPTER- FOUR: DATA ANALYSIS, INTERPRETATIONS AND DISCUSSIONS

This chapter presents analysis, interpretations, and discussions of the study based on the information obtained through the test and the questionnaire to achieve the objectives of the study. Specifically, it deals with the issues related to the effect of audio stories on EFL students' vocabulary achievement, the aspects of vocabulary which more enhanced due to listening to the audio stories, and the assessment of the students' attitude and preferences towards the use of audio stories. Accordingly, the results of the test and the questionnaire were computed using SPSS software, and reported based on the order of the specific objectives of the study.

### 4.1 Effects of Listening Audio Stories on Students' Vocabulary Achievement

The first objective of the study dealt with examining the effect of listening to audio stories on EFL students' vocabulary achievement. . Henceforth, the output of the SPSS software revealed different statistical information which supported the researcher to examine the effect of the intervention carried on during the experiment as compared to the conventional instruction.

**Table 1: Independent samples t –test results for pre-test scores of CG and EG group**

		N	Mean	Std.	Mean Difference	Df	Sig. (2-tailed)
pre-test	CG	65	14.86	3.20	-.30	126	.63
	EG	63	15.16	3.65			

$\bar{x}$  = mean    SD = standard deviation    p = probability value

Table 1 revealed that independent-sample t-test was utilized to compare whether the audio stories had effect on students' vocabulary achievement as compared to the conventional instruction. That was to examine the results of experimental and control groups before special treatment had been provided. Consequently, the result indicated that there was no significant difference in scores of the pretest between experimental group [ $\bar{x}$ =15.16, SD=3.65); and control group ( $\bar{x}$ =14.86, SD=3.20; t (126) =-.30, p>.05)]. Therefore, it was indicated that there was no significant difference in vocabulary achievement between the two groups before the treatment was carried out. Thus, the researcher could understand that the two groups were similar in

achievement before the treatment and helped to carry on his study to evaluate the change after the treatment.

**Table 2: Independent-samples t-test Results of Post Tests**

	Groups	N	Mean( $\bar{x}$ )	SD	T	t-test for Equality of Means		
						Df	Mean Difference	Sig. (2-tailed)
<b>Post test</b>	Experimental	63	18.71	3.38	6.28	126	3.42	.000
	Control	65	15.29	2.75	6.26			

*SD= standard deviation     $\bar{x}$ = mean    p= probability value*

Table 2 displayed that independent-sample t-test was used to compare the effect of the audio stories on students' vocabulary achievement for experimental group and the conventional teaching of vocabulary for the control group. Table 2 showed that there was statistically significant increase in scores of posttest of control group [ $(\bar{x}=15.29, SD=2.75)$ ]; to post test of experimental group ( $\bar{x}=18.71, SD=3.38$ )  $t(126) = 6.28, p < 0.05$ ]. Therefore, the increase in statistics indicated that listening to audio stories had effect on students' vocabulary achievement as compared to the conventional teaching vocabulary.

#### **4.2 Effect of Audio Stories on each Aspect of Vocabulary**

The second specific objective of this study was to examine which aspects vocabulary promoted due to listening to audio stories. Thus, Table 3 displays that which aspect of vocabulary showed improvement due to teaching vocabulary through audio stories.

**Table 3: Paired samples t- test comparing pretest and posttest scores of the EC on each aspect of vocabulary**

Aspects of Vocabulary	Pretest/Posttest	N	Mean( $\bar{x}$ )	SD	Mean Difference	Sig(2tailed)
Meaning	Pretest	63	2.83	.959	.73	.000
	Posttest	63	3.56	.963		
Spelling	Pretest	63	4.35	.986	.254	.025
	Posttest	63	4.60	.959		
Pronunciation	Pretest	63	2.81	.820	.984	.000
	Posttest	63	3.79	.744		
Word Class	Pretest	63	2.13	.772	.857	.05
	Posttest	63	2.98	.852		
Word Use	Pretest	63	3.05	.941	.730	.000
	Posttest	63	3.78	.958		

Key:  $\bar{x}$  = mean    SD = standard deviation     $p$  = probability value

As it is presented in Table 3, it was found out that the students' score in almost all aspects of the vocabulary were significantly improved after the listening to audio stories was applied. Specifically, in terms of word meaning, the result of the students' was calculated  $\bar{x}$  = 2.83 in the pre-test and  $\bar{x}$  = 3.56 in the post-test at  $p < .05$  with a mean difference of .73. This statistical data indicated that there was statistically significant improvement in terms of one of the vocabulary aspect called word meaning after the experiment was employed.

Besides, the data in Table 3 showed that the students brought certain improvements in the other four feature of vocabulary. In terms of word spelling, there was a statistically significant increase in the test scores from pre-test [ $(\bar{x} = 4.35, SD = .97)$ ] to post-test [ $(\bar{x} = 4.60, SD = .96, p < .05)$ ] after interventions. Similarly, there was a statistically significant increase in the students' pronunciation from pre-test [ $(\bar{x} = 2.81, SD = .82)$ ] to post-test [ $(\bar{x} = 3.79, SD = .744, p < .05)$ ] after they received the intervention. Likewise, it was tried to examine the difference that occurred in students' word class knowledge; thus, the results of pre-test [ $(\bar{x} = 2.13, SD = .86)$ ] to post-test [ $(\bar{x} = 2.98, SD = .85, p = .05)$ ]. Last but not list, audio stories helped to enhance EFL students' on how to

use words in several contexts as the students' test result revealed an increase from pre-test [ $\bar{x}$ = 3.05, SD= .94 to post-test ( $\bar{x}$ = 3.78, SD=.96,  $p < .05$ )].

On the whole, the statistical data in Table 3 revealed that experimental group brought certain improvements in terms of knowledge of word meaning, spelling, pronunciation, word class as well as word use. As the result of the intervention, the students brought encouraging result in the five mentioned components of vocabulary knowledge.

### **4.3. Students' Perceptions on the use of Audio Stories to Vocabulary**

The third specific objective of this study was intended to explore the EFL students' perceptions towards listening to audio stories on promoting their vocabulary skills. Accordingly, the items in Table (4-7) were helpful to rate the degree of the students' perceptions towards benefits, motivations, limitations and suggestions of listening to the audio stories with special regard to vocabulary teaching and learning.

To do this, questionnaire was administered and filled by 63 participants those were involved in the experiment. The response of the students' questionnaire was then analyzed using SPSS software in terms of frequency, percentage and mean values as shown in Tables (4-7).

**Table 4: Description of students' perception towards the benefits of listening audio stories**

A	Statements		Options					SD	Mean( $\bar{x}$ )	Level of agreement
			1	2	3	4	5			
1	Listening audio stories helped me comprehend more English language words	F	1	4	-	38	20	0.84	4.14	Agree
		%	1.6	6.3	-	60.3	31.7			
2	Listening audio stories helped me to listen to naturally pronounced words, expressions and intonations	F	2	4	1	39	17	0.91	4.03	Agree
		%	3.2	6.3	1.6	61.9	27			
3	Listening variety of audio stories have improved my vocabulary tackling skills	F	2	9	4	37	11	1.02	3.73	Agree
		%	3.2	14.3	6.3	58.7	17.5			
4	Listening audio stories helped me to study how to spell that word	F	8	19	10	15	11	1.33	3.03	Can't decide
		%	12.7	30.2	15.9	23.8	17.5			
5	Listening audio stories helped me know English word categories( such as: noun, verb, adverb, adjective and preposition)	F	3	13	2	38	7	1.09	3.52	Agree
		%	4.8	20.6	3.2	60.3	11.1			
6	Listening audio stories supported me know a word may have more than one meaning when it is used in different context	F	5	12	2	27	17	1.29	3.62	Agree
		%	7.9	19	3.2	42.9	27			
7	Listening audio stories maximize my communication opportunities in and out of classroom	F	2	10	2	39	10	1.02	3.71	Agree
		%	3.2	15.9	3.2	61.9	15.9			
<b>Grand Mean</b>								<b>3.68</b>	<b>Agree</b>	

*1= strongly disagree, 2= disagree, 3= can't decide, 4= agree, 5= strongly agree, SD= standard deviation  $\bar{x}$ = mean*

As it is illustrated in Table 4, the overall result indicates that the participants' perceptions to the benefits of listening audio stories was positive as the grand mean level of agreement disclosed "Agree" ( $\bar{x}$ = 3.68), specifically, for item 1 in Table 4, in which the students were asked if listening audio stories helped them comprehend more English language words, so 20(31.7%) and 38 (60.3%) of the participants replied "Strongly agree" and "Agree" respectively. likewise, for item 2 in Table 4, the participants replied 39(61.9%) "Strongly agree" and 17(27%) "Agree" for the statement that "listening audio stories helped me to listen to naturally pronounced words, expressions and intonations."

As to item 3 in Table 4, regarding the idea listening variety of audio stories have improved the students vocabulary tackling skills, it was clearly shown that 11(17.5%) and 37(58.7%) of the participants said "Strongly agree" and "Agreed" respectively. However, depending on the data displayed in Table 4 item 4, the participants cannot decide that whether listening audio stories helped them to study how to spell that word or not as the level of agreement showed  $\bar{x}$ =3.03 and 19(30.2%) replied an "Undecided" and several participants response dispersed from strongly disagree to strongly agree.

As to the statement that declare listening audio stories helped students know English word categories (such as: noun, verb, adverb, adjective and preposition) in Table 4 item 5, 38 (60.3%) the participant students of them responded "Agreed" and the level of agreement also showed  $\bar{x}$ =3.52. Likewise, item 6 of Table 4, displays that 17(27%) of the participants strongly agreed and 27 (42.9%) of them agreed for the idea that listening audio stories supported students know a word that may have more than one meaning when it is used in different context. Similarly, the last item in Table 4 stated that listening audio stories maximize students' communication opportunities in and out of classroom using the target vocabularies. As a result, 39(70%) of the respondents agreed that listening audio stories maximize students' communication opportunities in and out of classroom using the target vocabularies.

To sum up, the responses of the students in each item showed that they were benefited from the audio story lessons on their vocabulary empowerment.

Next to the analysis of students' perceptions towards the benefits of listening audio stories on improving their vocabulary, the students' perceptions towards motivations and interests of listening audio stories on improve their vocabulary was analyzed in Table 5.

**Table 5: Description of students' perception towards motivations on audio stories**

B	Motivations and interests in audio story lessons		Options					SD	Mean( $\bar{x}$ )	Level of agreement
			1	2	3	4	5			
8	Audio story lessons aroused my interest and motivation to listen English language	F	-	2	-	43	18	0.61	4.22	Agree
		%	-	3.2	-	68.3	28.6			
9	The audio story lessons helped me feel more relaxed in class of English vocabulary learning	F	3	13	2	38	7	1.09	3.52	Agree
		%	4.8	20.6	3.2	60.3	11.1			
10	The audio story lessons helped me enjoy learning new word tackling approach	F	-	17	37	4	5	0.98	3.48	Can't decide
		%	-	27	58.7	6.3	7.9			
11	The audio story lessons created on me a sense of achievement in learning vocabularies of English language	F	2	4	1	39	17	0.91	4.03	Agree
		%	3.2	6.3	1.6	61.9	27			
<b>Grand Mean</b>								<b>3.81</b>	<b>Agree</b>	

*1= strongly disagree, 2= disagree, 3= can't decide, 4= agree, 5= strongly agree, SD= standard deviation,  $\bar{x}$ = mean*

As it can be seen from Table 5, it can be pointed out that the overall perceptions of the participants towards the motivations and interests in listening audio stories so as to improve vocabulary skills was positive as the grand mean level of agreement was calculated to be "Agree" ( $\bar{x}$ = 3.81). And particularly, the data in Table 5 item 8, illustrated that 18 (28.6%) of the participants replied "Strongly Agree" and 43(68.3%) of the participants replied "Agree" for the statement "Listening audio stories aroused my interest and motivation to listen English language new vocabularies. Similarly, in Table 5 item 9, 7 (11.1%) of the participants strongly agreed and 38(60.3%) of them agreed that the audio story lessons helped them feel more relaxed in class of

English vocabulary learning. Moreover, item 11 in Table 5, 39(70%) and 17(27%) of the participants replied “Agree” and “Strongly Agree” respectively for statement “Listening audio story lessons created on me a sense of achievement in learning vocabularies of English language.” However, item 10 of Table 5 revealed that 37(58.7) respondents cannot decide whether the audio story lessons helped them enjoy learning new word tackling approach or not.

All over, with regard to the data presented in Table 5 items 8-11 but not item 10, participants seemed that they were motivated and interested in listening to audio stories.

On the other hand, limitations in listening audio stories on vocabulary teaching and learning were reported in this study as shown in Table 6.

**Table 6: Description of students’ perception towards limitations of listening audio stories**

C	Limitations in listening audio story lessons		Options					SD	Mean( $\bar{x}$ )	Level of agreement
			1	2	3	4	5			
12	It is difficult to understand the audio stories if I do not see the text itself	F	12	47	-	4	-	0.67	1.94	Disagree
		%	19	74.6	-	6.3	-			
13	While I am listening to the audio stories, I am trying to visualize the setting and people and then I realize that I have already stopped listening. I feel I am losing my attention	F	9	50	2	2	-	0.55	1.95	Disagree
		%	14.3	79.4	3.2	3.2	-			
14	The audio stories speak really fast and they sound different than our English teachers here	F	-	7	2	43	11	0.81	3.92	Agree
		%	-	11.1	3.2	68.3	17.5			
15	Large class size was an obstacle to listen the audio stories	F	13	47	3	-	-	0.48	1.84	Disagree
		%	20.6	74.6	4.8	-	-			
<b>Grand Mean</b>								<b>2.41</b>	<b>Disagree</b>	

*1= strongly disagree, 2= disagree, 3= can't decide, 4= agree, 5= strongly agree, SD= standard deviation  $\bar{x}$ = mean*

Based on the statistics illustrated in Table 6, it can be seen that the limitations expected in listening audio story lessons to improve vocabulary skills were not factors as the level of agreement grand mean was calculated to be  $\bar{x}=2.41$ , which showed disagreement. The participant students witnessed that It was not difficult to understand the audio stories if they do not see the text itself as 12(19%) and 47(74.6%) of them replied “Strongly disagree” and “Disagree” respectively. Likewise, in Table 6 item 13, 9 (14.3%) strongly disagreed and 50 (79.4%) disagreed for the statement “While I am listening to the audio stories, I am trying to visualize the setting and people and then I realize that I have already stopped listening. I feel I am losing my attention.” Besides, based on Table 6 item 15, large class size was not an obstacle to listen the audio stories as 13(20.6%) and 47(74.6%) of the respondents answered “Strongly disagree” and “Disagree” respectively. However, item 13 of Table 6, 43(68.3%) and 11(17.5%) of the participants replied “Agree” and “Strongly Agree” respectively that the participants showed a sense of agreement on the statement “The audio stories speak really fast and they sound different than our English teachers here.”

Generally speaking, based on the statistical data displayed in Table 6, most of the expected limitations in listening audio story lessons were not that much factors to hinder vocabulary improvements.

A head of the limitations expected in listening audio story lessons, the students’ suggestions on listening audio stories were displayed in Table 7 below.

**Table 7: students' perception towards suggestions on listening audio stories**

D	Suggestions on learning listening the audio stories		Options					SD	Mean( $\bar{x}$ )	Level of agreement
			1	2	3	4	5			
16	The vocabulary activities in the audio stories are well-designed for improving communication	F	-	7	2	43	11	0.81	3.92	Agree
		%	-	11.1	3.2	68.3	17.5			
17	I like listening to the audio stories but I wish they could speak more slowly	F	2	10	2	39	10	1.02	3.71	Agree
		%	3.2	15.9	3.2	61.9	15.9			
18	More than two hours a week should be devoted to listening audio stories	F	-	2	-	43	18	0.61	4.22	Agree
		%	-	3.2	-	68.3	28.6			
<b>Grand Mean</b>								<b>3.95</b>	<b>Agree</b>	

*1= strongly disagree, 2= disagree, 3= can't decide, 4= agree, 5= strongly agree, SD= standard deviation  $\bar{x}$ = mean*

As illustrated in Table 7, on the whole suggestions of participants' on students' perception towards suggestions on listening audio stories were presented. Specifically, from Table 7 item 16, the vocabulary activities in the audio stories are well- designed for improving communication as 43 (68.3%) and 11(17.5%) of the participants replied “Agree” and “Strongly Agree.” Similarly, item 17 of Table 7, 39 (62%) and 10 (16%) of them replied “Agree” and “Strongly Agree” respectively for the statement “I like listening to the audio stories but I wish they could speak more slowly.” Last but not list item 18 of Table 7 was about the suggestion that more than two hours a week should be devoted to listening audio stories. Accordingly, 43 (68.3%) and 18 (26.8%) of the participants responded “Agree” and ‘Strongly Agree” respectively.

The overall perceptions of the participants towards the suggestions on listening audio stories in enhancing their vocabulary was encouraging as the level of agreement grand mean was

calculated to  $\bar{x}=3.95$ . Following the questionnaire result analysis, interview results were analyzed so as to triangulate the students' perceptions to audio story lessons.

#### **4.3.1 Interview Result Analysis**

The responses of the students' interviews revealed that the students have improved their power of vocabulary as compared with the beginning of vocabulary lessons as they were asked to what extent, , they replied "a lot" 3 students, "somewhat" 2 students, and "a little" 1 student. When they were also asked if they improved their vocabulary power after listening to audio story in English lessons, majority attribute vocabulary improvement due to listening to audio stories. Besides, they were asked what vocabulary aspects they have enriched due to listening to the audio stories. They labelled the vocabulary aspects, such as, pronunciation (4 students), word meaning (3 students), and word usage (2 students) were more improved.

When asked in what way listening audio stories helped them improve their vocabulary knowledge, they argued that learning new words in context (4 students), improved listening skills (3 students), and repetition aiding memory of the new words (2 students). However, uniquely, student-5 articulated that "It made learning vocabularies fun and less stressful."

Finally, the students were asked for suggestions on to the audio story lessons. Hence, they suggested that the audio story lessons were more favorable if they use more engaging stories (2 students), include subtitles or transcripts (2 students), and extend lesson time (1 student). Besides, a vital suggestion was forwarded that the audio story lessons were encouraging if they were supported with some quizzes after few story lessons.

Overall, the interviews results highlighted positive perceptions that the majority found audio stories highly beneficial for vocabulary improvement. Amongst the vocabulary aspects, pronunciation, word meanings and word use were the most improved areas. A head of these, contextual learning and repetition were the primary ways that helped the students enhanced their vocabulary.

#### **4.4 Discussions of the Major Findings**

This section concerns with the discussion of the major findings of the study with related previous studies. Specifically, this section discusses the findings related to the proposed research objectives that are concerning the effect of listening audio stories on improving EFL students' vocabulary achievement, and the students' perception towards listening audio stories on vocabulary enhancement.

Accordingly, the result of this study based on the result of the independent-samples t-test showed that the posttest score of the experimental group was significantly higher than the control group ( $p < 0.05$ ). Besides, as the result of the paired-samples t-test displayed that the posttest score was significantly higher than the pretest score of the experimental group ( $p < 0.05$ ). Regarding this, there were previous studies which went in line with findings of this study. Among these, Masuram and Lizy (2023) investigated into the enhancement of vocabulary knowledge using the YouTube stories of undergraduate English language learners, and found the experimental group had a significantly higher word performance post-test score than the control group. Similarly, a very recent study conducted by Baiomy (2024) on Enhancing EFL Vocabulary Learning among Primary School Pupils via a Storytelling Strategy, and the finding of the study revealed that EFL vocabulary learning was significantly developed due to the use of the storytelling.

Similarly, the statistical data in this study revealed that experimental group brought certain improvements in terms of knowledge of word meaning, spelling, pronunciation, word class as well as word use. As the result of the intervention, the students brought encouraging result in the five mentioned components of vocabulary knowledge. In similar fashion, Goklani and Pourgharib (2013) conducted an experimental study on the title "The effect of listening audio story on Iranian EFL learners' English pronunciation. Accordingly, to see the level of pronunciation proficiency in two groups a pretest was given then the issue of pronunciation for control group was taught through traditional method of imitation after the teacher, and the experimental group was treated through audio story technique. At the end of the experiment a posttest was administered to see the changes. The results strongly indicated that the listening audio story technique significantly promotes intermediate Iranian EFL learners' pronunciation.

Depending on the findings of the perception of the EFL students' towards listening audio stories, it was clearly revealed that audio story lessons helped the students to arouse their interest and motivation of learning vocabulary. in line with this finding, Febriliyana (2021) conducted a case study on the title "Improving the Students' Vocabulary by Using Audiobooks at Fourth Grade." the result of this study revealed that the EFL students were enthusiastic and comfortable with the audiobooks application in the vocabulary learning process.

## **CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS**

This is the final chapter of this thesis, and it deals with the conclusions drawn from the major findings, and the anticipated recommendations forwarded on the basis of the findings of the study.

### **5.1 Conclusions**

Based on the data analysis and discussions of this study, it was clearly noticed that the listening to audio stories incorporated in EFL teaching and learning improved EFL students' vocabulary comprehensions as it was indicated by the posttest score of the experimental group which was significantly higher than the posttest result of the control group.

It could also be concluded from the findings of the questionnaire as well as interview that EFL students' perceived that teaching and learning audio stories was beneficial so as to improve their vocabulary knowledge. Besides, the students were more motivated and interested in learning listening to audio stories for vocabulary enhancement. The overall implication of the EFL students towards listening audio stories for teaching and learning vocabulary skills has come up with an encouraging effect.

### **5.2 Recommendations**

In light of the findings of this study, it was possible to forward several recommendations to teachers, curriculum designers and researchers. Firstly, teachers should put special emphasis on audio stories while planning their English lessons, particularly for vocabulary teaching and learning. While doing this, EFL teachers ought to pay attention to ensure that these audio stories have to be standardized, and go in line with the syllabus designed to the EFL students' grade level.

Furthermore, curriculum designers have to include audio stories as a strategy of teaching and learning vocabulary skills. A head of this, they have to set up appropriate method on how to apply audio stories instructions so that the materials would be utilized in the accurate line of attack of vocabulary comprehensions.

As this study used small number of participants and intact selected classes, the particular learning situations, and the limited access audio story materials, the interpretations of the results might be limited. Additionally, the participants may not accurately reflect the feelings of the entire population of EFL students. Therefore, further researches should be done in a broader sense so as to make the findings of the study more valid and trustworthy.

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## APPENDICES

### APPENDIX I: PRE-TREATMENT VOCBULARY ACHIEVEMENT TEST QUESTIONS

School name: \_\_\_\_\_

Time allotted: 30 minutes

Students' Code: \_\_\_\_\_

Total Mark: 30%

Grade& Section: \_\_\_\_\_

Sex: \_\_\_\_\_

#### General Direction:

This is a vocabulary test consisting of five parts. Read the instructions given to each part carefully, and attempt to answer all the questions that follow. Write the letters of your answers in capital letters on the spaces provided.

#### PART I. WORD MEANING QUESTIONS

**Direction:** choose one word or phrase that best keeps the meaning of the given sentence if substitute for the understand word or phrase.

\_\_\_ 1. The kids were quite **disappointed** to hear that their grandparents would not be able to make it out for Christmas this year.

A, invited            B, suspended    C, excited        D, feeling sad

\_\_\_ 2. We were **held up** by heavy traffic yesterday.

A, accused            B, delayed        C, trapped        D, kicked

\_\_\_ 3. Why do you always like **to pick holes** in all that I say?

A, forget            B, confuse        C, criticize        D, forgive

\_\_\_ 4. I was told your cousin is **in hot water** over that speech.

A, in her bathroom    B, being wet      C, patient        D, in trouble

\_\_\_ 5. Abera must **make up his mind** to marry one of his colleagues.

A, plan                B, decide        C, limit            D, judge

\_\_\_ 6. This is **potable** water; you need not boil it.

A, durable            B, spoiled        C, packed        D, safe to drink

## PART II. WORD SPELLING QUESTIONS

**Direction:** Which one of the following is correctly spelt?

- \_\_\_7. A, Beleive B, decive C, perceive D recieve
- \_\_\_8. A, Restuarant B, Concieve C, Relieve D. receipt
- \_\_\_9. A, perusasive B, narrative C, expositery D, discriptive
- \_\_\_10. A, Delightful B, helpfull C, dismissal D, hiden
- \_\_\_11. A, Condemnd B, Parlament C, Ceiling D, Buscuit
- \_\_\_12. A, farewell B, wellcome C, greatfull D, beleif

## PART III. PRONUNCIATION QUESTIONS

**Direction:** Which one of the following is word has a silent consonant(s)?

- \_\_\_13. A, hour B, car C, stove D, marriage
- \_\_\_14. A, beautiful B, where C, wear D reluctant
- \_\_\_15. A, high B, low C, middle D, curve
- \_\_\_16. A, took B, cool C, talk D, book
- \_\_\_17. A, bridge B, bring C, bye D, being
- \_\_\_18. A, wander B, Wednesday C, warm D, weak

## PART IV. WORD CLASSES QUESTIONS

**Directions:** Choose the best alternative.

- \_\_\_19. The teacher was \_\_\_\_\_ when nobody did the homework.
- A, annoyed B, annoying C, annoy D, annoys
- \_\_\_20. The policeman spoke to my sister and me. He told \_\_\_\_\_ about the bridge.
- A, us B, he C, I D, we
- \_\_\_21. An adjective + ness become \_\_\_\_\_.
- A, an adverb B, a verb C, a noun D, a preposition
- \_\_\_22. A verb + (-tion) become \_\_\_\_\_.

A, an adverb      B, an adjective      C, a noun      D, a preposition

\_\_\_23. She often goes swimming. The underlined word in the sentence is \_\_\_\_\_.

A, an adverb      B, an adjective      C, a noun      D, a preposition

\_\_\_24. Which on the correct order of these words: “suggest that you take I a vacation”

A, I suggest that you take a vacation.      C, I suggest that take you a vacation.

B, you take a vacation that I suggest.      D, that you I suggest a vacation take.

### **PART V. WORD USE QUESTIONS**

**Directions:** The following questions are incomplete sentences. Choose the one that best completes each sentence.

\_\_\_25. The man was so \_\_\_\_\_ to fix my computer and he really did it.

A, confident      B, confidential      C, confidence      D, confidentiality

\_\_\_26. Must we be subjected to your \_\_\_\_\_ complaints all day long?

A, tiresome      B, fearsome      C, awesome      D, wholesome

\_\_\_27. Even though the pilot promised it was safe, Hewan was \_\_\_\_\_ to fly during a snowstorm.

A, habitual      B, confident      C, reluctant      D, amazed

\_\_\_28. There should be an international law against \_\_\_\_\_.

A, afforestation      B, deforestation      C, reforestation      D, forestry

\_\_\_29. Currently most rivers are polluted by the \_\_\_\_\_ material from the factories.

A, wastage      B, waste      C, wasteful      D, waist

\_\_\_30. If someone looks me straight in the eye without \_\_\_\_\_ I tend to think they are honest.

A, yawning      B, sighing      C, blinking      D, sniffing

## Appendix II: POST-TREATMENT VOCBULARY ACHIEVEMENT TEST QUESTIONS

School name: \_\_\_\_\_

Time allotted: 30 minutes

Students' Code: \_\_\_\_\_

Total Mark: 30%

Grade & Section: \_\_\_\_\_

Sex: \_\_\_\_\_

### General Direction:

This is a vocabulary test consisting of five parts. Read the instructions given to each part carefully, and attempt to answer all the questions that follow. Write the letters of your answers in capital letters on the spaces provided.

### PART I. WORD MEANING QUESTIONS

**Direction:** choose one word or phrase that best keeps the meaning of the given sentence if substitute for the understand word or phrase.

\_\_\_1. He has done an **exemplary** work; he really deserves the prize.

A, organized    B, appropriate    C, interesting    D, outstanding

\_\_\_2. The success of a really good meal is that not only must test good but it should also look good, and thus, **appeal** to your eye.

A, attract    B, repel    C, fed up    D, bored

\_\_\_3. When do you expect to **finish** revising your lessons?

A, get over    B, get out    C, get through    D, get down

\_\_\_4. Columbus was **convinced** that the earth was round.

A, reluctant    B, happy    C, hesitant    D, assured

\_\_\_5. The reference she made to her friend, the poet, was interesting but too **obscure** for anyone to appreciate.

A, Delightful    B, helpful    C, dismissal    D, hidden

\_\_\_6. As a teacher, the most **heartening** thing to you is your students' satisfaction, forget the other things.

A, Regretting      B, saddening      C, encouraging      D, disappointing

## B. WORD SPELLING QUESTIONS

**Direction:** Which one of the following is not correctly spelt?

\_\_\_7. A, stationary      B, beleive      C, stationery      D, wear

\_\_\_8. A, knowledge      B, psychiatry      C, foriegn      D, knight

\_\_\_9. A, calf      B, wrough      C, knife      D, palm

\_\_\_10. A, light      B, knite      C, school      D, guest

\_\_\_11. A, Biscut      B, Bristle      C, hackle      D, hire

\_\_\_12. A, begger      B, digger      C, dealer      D, deeper

## C. PRONUNCIATION QUESTIONS

**Direction:** Which one of the following is word has a silent consonant(s)?

\_\_\_13. A, vehicle      B, car      C, stove      D, marriage

\_\_\_14. A, dark      B, receipt      C, tower      D, lower

\_\_\_15. A, knowledge      B, beggar      C, water      D, warm

\_\_\_16. A, tall      B, should      C, care      D, rare

\_\_\_17. A, cook      B, corridor      C, clip      D, climb

\_\_\_18. A, wear      B, wrong      C, bring      D, dog

## D. WORD CLASSES QUESTIONS

**Directions:** Choose the best alternative.

\_\_\_19. They were here, but they have gone back to \_\_\_\_\_ apartment.

A, they're      B, theirs      C, hers      D, their

\_\_\_20. He is very honest. He is \_\_\_\_\_ than David.

A, honest      B, more honestly      C, more honest      D, honestly

\_\_\_21. Which on the correct order of these words: "went I to a party week last"

A, I went to a party last week.      C, last week I went a party to.

B, I went a party to last week. D, I went to last week a party.

\_\_\_22. A verb + (-ing) become\_\_\_\_\_.

A, an adverb B, an adjective C, a noun D, a preposition

\_\_\_23. She often goes swimming.

A, an adverb B, a verb C, a noun D, a preposition

\_\_\_24. An adjective + (-ly) become \_\_\_\_\_.

A, an adverb B, a verb C, a noun D, a preposition

### E. WORD USE QUESTIONS

**Directions:** The following questions are incomplete sentences. Choose the one that best completes each sentence.

\_\_\_25. **Mena:** Have you heard the \_\_\_\_\_news about Hana and Teddy?

**Bruk:** You mean about their getting married.

A, frustrated B, surprising C, bored D, fascinated

\_\_\_26. You must \_\_\_\_\_ your application by the end of the week.

A, submit B, subject C, subscribe D, subcontract

\_\_\_27. For many brilliant people, job \_\_\_\_\_ is more important than a high salary.

A, satisfaction B, expectation C, achievement D, acceptance

\_\_\_28. Unfortunately there is still a lot of \_\_\_\_\_ against HIV victim people in the workplace.

A, distraction B, discrimination C, discretion D, distortion

\_\_\_29. Don't worry, there is no need to answer\_\_\_\_\_, I'm not in a hurry.

A, quickly B, fairly C, immediately D, easily

\_\_\_30. The following programs are all \_\_\_\_\_ as far as I am concerned.

A, boring B, bored C, horribly D, horrified

**Appendix III: Students' Questionnaire**

**MEKELLE UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCES AND LANGUAGES**

**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

**Questionnaire to be filled in by EFL students**

**Purpose:** The purpose of this questionnaire is to explore the perception of the students to the use of audio stories for teaching and learning vocabulary. It is only used for the purpose of fulfillment a thesis submitted to the post graduate program. Hence, I would be indebted if you honestly answer all questions with in the questionnaire.

Thank you in advance!

**PART One: personal information**

1. School name:\_\_\_\_\_
2. Students' Code:\_\_\_\_\_
3. Grade:\_\_\_\_\_
4. Sex:\_\_\_\_\_
5. PART –TWO:
6. Put (√) sign to the option that you more agree with ideas stated from items (1-18)
7. 1= strongly disagree, 2= disagree, 3= can't decide, 4= agree, and 5= strongly agree

	Statements	Options				
		1	2	3	4	5
<b>A</b>	<b>Benefits of listening audio stories for improving English vocabulary comprehension</b>					
1	Listening audio stories helped me comprehend more English language words					
2	Listening audio stories helped me to listen to naturally pronounced words, expressions and intonations					
3	Listening variety of audio stories have improved my vocabulary tackling skills					
4	Listening audio stories helped me to study how to spell that word					
5	Listening audio stories helped me know English word categories( such as: noun, verb, adverb, adjective and preposition)					
6	Listening audio stories supported me know a word may have more than one meaning when it is used in different context					

7	Listening audio stories maximize my communication opportunities in and out of classroom					
<b>B</b>	<b>Motivations and interests in audio story lessons</b>					
8	Audio story lessons aroused my interest and motivation to listen English language					
9	The audio story lessons helped me feel more relaxed in class of English vocabulary learning					
10	The audio story lessons helped me enjoy learning new word tackling approach					
11	The audio story lessons created on me a sense of achievement in learning vocabularies of English language					
<b>C</b>	<b>Limitations in listening audio story lessons</b>					
12	It is difficult to understand the audio stories if I do not see the text itself					
13	While I am listening to the audio stories, I am trying to visualize the setting and people and then I realize that I have already stopped listening. I feel I am losing my attention					
14	The audio stories speak really fast and they sound different than our English teachers here					
15	Large class size was an obstacle to listen the audio stories					
<b>D</b>	<b>Suggestions on learning listening the audio stories</b>					
16	The vocabulary activities in the audio stories are well-designed for improving communication					
17	I like listening to the audio stories but I wish they could speak more slowly					
18	More than two hours a week should be devoted to listening audio stories					

*Slightly Adapted from Bal-Gezegina (2014)*

## **Appendix IV: Interview Guiding Questions**

**Mekelle University**

**College of Social Sciences and Languages**

**Department of Foreign Languages and Literature**

Questions Participant Code: \_\_\_\_\_

Interview Date: \_\_\_\_\_

### **Interview Guiding Questions**

1. Compared with the beginning of you English lessons, to what extent do you think you have improved your power of vocabulary? A. not at all B, a little C, somewhat D, a lot
2. Do you think you have improved your vocabulary power after you had been listening to audio story in English lessons?
3. If your answer is yes for question no, what vocabulary components do you have enriched due to listening to the audio stories?
4. What way do listening audio stories helped you improve your vocabulary knowledge?
5. Regarding to the audio story lessons, what general suggestions do you have?

**Thank you for your patience!!**

## **Appendix V: Transcript of Students Interview**

**Q1: Compared with the beginning of you English lessons, to what extent do you think you have improved your power of vocabulary? A. not at all B, a little C, somewhat D, a lot**

**Student 1:** *"Yes, I think I've improved... somewhat. Um..., it's still not perfect. Before, I do not know a lot of words, but now... I can kind of guess their meanings in context."*

**Student 2:** *"A lot. Yeah, since that time, I bring more confident with my vocabulary than, uh;;; before I... started."*

**Student 3:** *"I think a little. I have sometimes got a little bit better. I mean, I ... um...know new words now, but it's not um... a best improvement".*

**Student 4:** *"C. somewhat. I cannot say I've improved very well. um... a little easier now to understand and um... use some new words."*

**Student 5:** *"D. a lot. I feel I improve much now. I'm now better yeah... better in guessing new words from um...spoken ideas, and I'm also used my speaking and writing."*

**Student 6:** *"Um..., yeah, I can say to me somewhat. Yes, there is improvement in knowing words more... than before now"*

**Q2: Do you think you have improved your vocabulary power after you had been listening to audio story in English lessons?**

**Student 1:** *"Yes, Before, I didn't really want to focus in meaning of words but, after listening to the audio stories, um...it's helping me to to... know new words."*

**Student 2:** *"Yeah, I do. Before, I was really concentrating in words, but now I ....am more focusing on words in English like, ...grammar and and ...other lessons".*

**Student 3:** *"Yes, I think so. Because I was not good at vocabularies, but now I can guess some words in English more easily.*

**Student 4:** *"Um..., yeah, I'm sure the audio stories helped for me, uh, in terms of improving my vocabulary."*

**Student 5:** *"Um, I think repetition in the audio stories helped. You know,... hearing the same word in, like, different parts of the story made it focus on those words more."*

**Student 6:** *"Yes! The audio stories really, um, made a big difference for me from the previous times."*

**Q3: If your answer is yes for question no, what vocabulary components do you have enriched due to listening to the audio stories?**

**Student 1:** *"yeah, yes, because. I picked up a lot of words from the audio story lessons, um, sentence usage and word meanings. As you know, I used expressions that I hear in the audios?"*

**Student2:** *"Of course, I'm sure. I... think the audio stories worked for me, to gather and improving my vocabulary."*

**Student 3:** *"As I think... Uh, I imitate pronunciation. And, um,.. also some synonyms. And knowing different words in general."*

**Student 4:** *"Well, uh, I think I learned about antonyms and, um, how to use words in better speaking sentences."*

**Student 5:** *"Um.., yes, definitely. Listening to the stories helped me and expands my vocabulary."*

**Student 6:** *"Yes! The audio stories really, make gather different new words."*

**Q4: What way do listening audio stories helped you improve your vocabulary knowledge?**

**Student 1:** *"Yeah, just listening actively helped a lot. Like, I could, um... focus on how the words sounded and were used in sentences in the stories"*

**Student 2:** *"Uh, yeah, I think hearing new words in different situations really helped to to... um... understand their meanings."*

**Student 3:** *"Um, I think repetition helped. You know, hearing the same word in, like, different parts of the story made it important to me."*

**Student 4:** *"Good question!, I'm sure the audio stories helped for me in developing my vocabulary power in several ways."*

**Student 5:** *"Um.., yes, definitely. Listening to the stories helped me and expands my vocabulary."*

**Student 6:** *"Listening to how words are used in, like, conversations really helped. Um, it's easier to remember when, uh, you hear them in context."*

**Q5: Regarding to the audio story lessons, what general suggestions do you have?**

**Student 1:** *"I think, um...it is better if we make the lessons repeat several times. So we can hear more detailed about the stories."*

**Student 2:** *"We had better, uh, use the stories from different fields. Therefore, we can, um... explore more kinds of vocabulary."*

**Student 3:** *"My suggestion is, um, it was vital add quizzes at the end of some lessons. That is, to test what we learned from the stories."*

**Student 4:** *"Yeah... in my opinion, we use stories with simpler words. That means, that, um... easier to follow."*

**Student 5:** *"As to me, Um... include subtitles or, like, transcripts. That way, we can, um, check the words we don't catch when listening to the stories."*

**Student 6:** *"Yes, maybe good if add some daily use words, um... so become more interesting stories, something more engaging, you know, like this is necessary"*

**Appendix VI: Pretest and Posttest results of both EG and CG students'**

<b>Experimental Group</b>				<b>Control Group</b>			
Student Code	Sex	Pretest	Posttest	Student Code	Sex	Pretest	Posttest
1		15	19	1		14	16
2		19	23	2		18	17
3		17	19	3		18	17
4		14	19	4		13	14
5		12	17	5		15	16
6		13	18	6		15	17
7		18	17	7		17	16
8		19	19	8		16	19
9		14	13	9		18	20
10		18	19	10		17	18
11		11	15	11		13	15
12		10	13	12		13	14
13		09	14	13		12	15
14		17	24	14		15	14
15		11	19	15		10	14
16		11	16	16		07	11
17		13	19	17		11	09
18		15	21	18		16	14
19		12	20	19		14	15
20		19	19	20		18	17

21		20	21	21		17	15
22		16	18	22		12	11
23		18	19	23		21	19
24		14	19	24		20	17
25		12	17	25		17	18
26		15	23	26		17	16
27		09	17	27		13	15
28		19	19	28		12	13
29		17	21	29		16	16
30		23	25	30		19	18
31		21	20	31		18	20
32		17	24	32		20	21
33		20	26	33		21	22
34		15	19	34		18	19
35		21	23	35		18	18
36		12	14	36		13	14
37		18	23	37		16	17
38		12	14	38		13	15
39		14	14	39		13	16
40		18	20	40		17	16
41		10	15	41		12	13
42		12	17	42		10	12
43		12	14	43		20	18
44		08	14	44		10	12

45		19	26	45		16	16
46		15	21	46		13	14
47		16	21	47		13	12
48		22	24	48		18	19
49		23	24	49		14	15
50		15	18	50		15	16
51		16	15	51		10	11
52		10	12	52		17	18
53		11	17	53		15	15
54		19	19	54		13	14
55		18	19	55		10	11
56		12	16	56		11	11
57		14	16	57		12	13
58		15	18	58		13	14
59		15	20	59		13	14
60		14	21	60		13	13
61		13	19	61		17	15
62		12	15	62		19	18
63		16	19	63		11	12
64		-		64		11	12
65		-		65		19	12

**Appendix VII: EG students' Pretest and Posttest results on each aspect of vocabulary**

Code	Sex	Pretest Score						Posttest Score					
		M	S	P	WC	WU	Total	M	S	P	WC	WU	Total
1	M	2	5	3	2	3	<b>15</b>	3	4	5	3	4	<b>19</b>
2	M	4	5	4	3	3	<b>19</b>	5	6	4	3	5	<b>23</b>
3	M	3	5	4	2	3	<b>17</b>	4	5	4	2	4	<b>19</b>
4	F	2	5	3	1	3	<b>14</b>	5	3	4	3	4	<b>19</b>
5	F	3	4	2	1	2	<b>12</b>	4	3	4	3	3	<b>17</b>
6	F	3	4	2	1	3	<b>13</b>	3	3	4	3	5	<b>18</b>
7	M	3	5	2	4	4	<b>18</b>	3	5	5	1	3	<b>17</b>
8	M	4	6	4	1	4	<b>19</b>	3	5	4	3	4	<b>19</b>
9	M	3	3	2	3	3	<b>14</b>	2	3	3	2	3	<b>13</b>
10	F	3	5	4	3	3	<b>18</b>	4	5	4	3	3	<b>19</b>
11	F	2	4	2	1	2	<b>11</b>	3	4	3	2	3	<b>15</b>
12	F	1	3	3	1	2	<b>10</b>	2	3	3	2	3	<b>13</b>
13	M	1	3	2	1	2	<b>9</b>	3	4	4	1	2	<b>14</b>
14	F	4	4	3	2	4	<b>17</b>	5	5	5	4	5	<b>24</b>
15	M	2	3	2	1	3	<b>11</b>	4	4	4	3	4	<b>19</b>
16	M	3	2	1	2	3	<b>11</b>	3	3	3	3	4	<b>16</b>
17	F	2	4	2	2	3	<b>13</b>	4	5	3	3	4	<b>19</b>
18	M	3	4	3	2	3	<b>15</b>	5	5	4	3	4	<b>21</b>
19	F	2	3	2	2	3	<b>12</b>	3	4	4	4	5	<b>20</b>
20	M	4	5	4	2	4	<b>19</b>	3	5	4	3	4	<b>19</b>
21	M	4	6	3	3	4	<b>20</b>	4	5	4	3	5	<b>21</b>
22	M	3	4	3	2	4	<b>16</b>	3	4	4	3	4	<b>18</b>
23	M	4	5	3	2	4	<b>18</b>	3	5	3	4	4	<b>19</b>
24	M	2	4	3	2	3	<b>14</b>	3	4	4	4	4	<b>19</b>
25	M	3	3	3	1	2	<b>12</b>	4	4	3	2	4	<b>17</b>
26	F	3	4	3	2	3	<b>15</b>	5	5	5	4	4	<b>23</b>
27	F	1	3	2	1	2	<b>9</b>	3	4	4	3	3	<b>17</b>

28	F	4	5	3	3	4	<b>19</b>	4	5	3	4	3	<b>19</b>
29	F	3	4	4	3	3	<b>17</b>	3	5	4	4	5	<b>21</b>
30	F	5	6	4	3	5	<b>23</b>	5	6	4	4	6	<b>25</b>
31	F	4	6	4	3	4	<b>21</b>	4	4	4	4	4	<b>20</b>
32	M	3	5	3	2	4	<b>17</b>	5	6	5	4	4	<b>24</b>
33	F	4	5	4	3	4	<b>20</b>	6	6	5	5	4	<b>26</b>
34	F	3	4	3	2	3	<b>15</b>	4	5	4	4	2	<b>19</b>
35	F	4	5	4	4	4	<b>21</b>	5	6	4	4	4	<b>23</b>
36	F	2	4	2	2	2	<b>12</b>	3	3	3	2	3	<b>14</b>
37	F	4	5	3	2	4	<b>18</b>	4	5	5	4	5	<b>23</b>
38	F	2	4	2	2	2	<b>12</b>	2	3	3	3	3	<b>14</b>
39	F	3	4	2	2	3	<b>14</b>	3	3	3	2	3	<b>14</b>
40	M	4	5	3	2	4	<b>18</b>	4	5	4	3	4	<b>20</b>
41	F	1	3	2	2	2	<b>10</b>	3	4	3	2	3	<b>15</b>
42	M	2	3	3	2	2	<b>12</b>	3	6	3	2	3	<b>17</b>
43	F	2	4	2	2	2	<b>12</b>	3	4	3	2	2	<b>14</b>
44	F	1	3	2	1	1	<b>8</b>	3	4	3	2	2	<b>14</b>
45	F	3	5	4	3	4	<b>19</b>	5	6	5	4	6	<b>26</b>
46	F	2	6	3	2	2	<b>15</b>	3	6	4	3	5	<b>21</b>
47	M	3	5	2	3	3	<b>16</b>	4	5	4	3	5	<b>21</b>
48	M	4	6	4	3	5	<b>22</b>	5	6	5	4	4	<b>24</b>
49	F	4	6	5	3	5	<b>23</b>	4	6	5	4	5	<b>24</b>
50	F	3	4	3	2	3	<b>15</b>	4	4	4	3	3	<b>18</b>
51	F	3	4	3	3	3	<b>16</b>	3	4	3	2	3	<b>15</b>
52	F	1	4	2	1	2	<b>10</b>	1	4	2	2	3	<b>12</b>
53	F	2	4	2	2	1	<b>11</b>	4	4	3	3	3	<b>17</b>
54	F	3	6	3	3	4	<b>19</b>	3	5	4	3	4	<b>19</b>
55	F	4	5	3	2	4	<b>18</b>	3	5	4	3	4	<b>19</b>
56	F	2	4	2	2	2	<b>12</b>	3	5	3	3	2	<b>16</b>
57	F	3	3	2	2	4	<b>14</b>	2	4	4	3	3	<b>16</b>

58	M	3	5	2	2	3	<b>15</b>	4	5	3	3	3	<b>18</b>
59	M	3	5	2	3	2	<b>15</b>	4	6	3	2	5	<b>20</b>
60	M	3	4	3	2	2	<b>14</b>	3	5	4	4	5	<b>21</b>
61	M	2	4	3	2	2	<b>13</b>	3	5	5	2	4	<b>19</b>
62	F	3	3	2	1	3	<b>12</b>	2	4	3	3	3	<b>15</b>
63	F	2	5	3	3	3	<b>16</b>	4	6	3	2	4	<b>19</b>

Key: *M*= word meaning, *S*= Spelling, *P*= Pronunciation, *WC*= word class, *WU*= word use

**Appendix VIII:**  
**Teachers' Training Manual**  
**Teaching Vocabulary through Listening Audio Stories**

**Trainer**  
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**Trainee**  
**English Teachers of Adigudom Secondary Schools**

**September 2024**  
**Adigudom, Tigray, Ethiopia**

## Introduction

Teaching vocabulary through listening to audio stories is an effective and engaging approach that combines auditory learning with contextual comprehension. This method enhances students' listening skills while exposing them to new words in meaningful contexts.

Teaching vocabulary through listening audio stories fosters language acquisition in a dynamic and engaging way. By contextualizing new words within stories, students can better remember and use them. With consistent practice and creative activities, teachers can significantly enhance their students' vocabulary capturing skills. This manual provides a step-by-step guide for teachers to implement audio story lessons effectively. Accordingly, three day consecutive training is vital to the teacher who will teach audio stories to the experimental group students of Adigudom secondary school.

## Objectives

- Utilize the three stages of teaching audio stories to enhance vocabulary.
- Enhance vocabulary acquisition through contextual learning.
- Foster a love for storytelling and language learning.

## Three-Day Schedule

Day	Activity
Day 1	<b>Introduction and First Story</b> - Pre-listening: Introduce theme, activate prior knowledge, pre-teach key vocabulary. - During-listening: Play story twice (gist, vocabulary tasks). - Post-listening: Discuss story, vocabulary reinforcement, sentence creation.
Day 2	<b>Deep Dive and Creative Expression</b> - Review: Recap story, practice vocabulary. - During-listening: Third listening for details. - Post-listening: Creative tasks (retell, alternate ending, drawing).
Day 3	<b>New Story and Assessment</b> - Pre-listening: Introduce new story, pre-teach vocabulary. - During-listening: Play story twice (gist, comprehension tasks). - Post-listening: Compare stories, vocabulary quiz, write paragraph using vocabulary from both stories.

## Key Components of the Training Manual

### 1. Audio Story Selection

- Choose age-appropriate and level-appropriate stories.
- Ensure the story contains a mix of familiar and new vocabulary.
- Opt for engaging stories with clear narration and good audio quality.

### 2. Pre-Listening Activities

- **Set the Context:** Briefly introduce the story's setting, characters, and theme.
- **Activate Prior Knowledge:** Ask students to predict the story's content based on its title or a brief summary.
- **Pre-Teach Key Vocabulary:** Introduce a few critical words that appear in the story. Use visuals, gestures, or examples to explain their meanings.

### 3. During-Listening Activities

- **First Listening:** Play the audio story without interruptions to allow students to get the gist of the story.
- **Second Listening:** Encourage active listening by assigning specific tasks, such as:
  - Identifying new or unfamiliar words.
  - Noting down descriptive phrases or repetitive words.
  - Answering simple comprehension questions.

### 4. Post-Listening Activities

- **Discussion:** Facilitate a discussion about the story's plot, characters, and moral.
- **Vocabulary Reinforcement:**
  - Create word maps for new vocabulary.
  - Use the new words in sentences or short stories.
  - Play games like matching words to meanings or fill-in-the-blanks.
- **Creative Expression:** Ask students to:
  - Retell the story in their own words.
  - Write an alternate ending.
  - Draw scenes from the story and label them with relevant vocabulary

a

### **Tips for Using Audio Stories to Teach Vocabulary in EFL Classroom:**

- **Pre-Listening Activities:** Before playing the audio, introduce key vocabulary, have students make predictions, or discuss the themes of the story.
- **Post-Listening Activities:** After listening, discuss new words, ask comprehension questions, and encourage students to summarize the story using the new vocabulary.
- **Interactive Learning:** Encourage students to work in pairs or small groups to role-play scenes from the story, using newly learned words.
- **Repetition:** Play the story multiple times to reinforce vocabulary. The first time for general understanding, and subsequent times to focus on specific words.
- **Student Interaction:** Encourage students to discuss the words they hear in pairs or groups to deepen understanding and contextualize vocabulary.
- **Integration of Listening and Speaking:** Have students practice using the new vocabulary in short dialogues or role-plays based on the story.

### **The Audio Stories have to be:**

- **Social Issues:** Stories related to friendship, family, peer pressure, or growing up can be relatable and engaging for Grade 11 students.
- **Cultural Stories:** Choose stories that reflect different cultures or traditions. This will help expose students to diverse vocabulary and ideas.
- **Short Stories or Folktales:** Classic short stories, fairy tales, or folktales often have simple yet rich language and morals. Stories like "The Tortoise and the Hare" or "The Boy Who Cried Wolf" work well for this purpose.
- **Contemporary Issues:** Stories that deal with current events, such as climate change, technology, or global conflict, can spark interesting discussions and critical thinking.

## Sample Lesson Plan

### Lesson Topic: A Day at the Park (Beginner Level)

1. **Pre-Listening** (10 minutes)
  - Introduce the story: "Today's story is about a fun day at the park."
  - Show pictures of parks and ask students about their experiences.
  - Pre-teach words: "bench," "swing," "duck," and "picnic."
2. **During-Listening** (20 minutes)
  - First listening: Students listen to the story to understand the overall idea.
  - Second listening: Students list the activities mentioned in the story (e.g., feeding ducks, playing on swings).
3. **Post-Listening** (10 minutes)
  - Discussion: "What was your favorite part of the story? Why?"
  - Vocabulary activities: Match words to pictures of a park.
  - Creative task: Draw and label their ideal park.
4. **Homework**
  - Write a short paragraph using the new words.

### Assessment

- Monitor students' ability to use new vocabulary in speaking and writing.
- Conduct regular quizzes or vocabulary games.
- Evaluate listening comprehension through Q&A sessions about the stories.

## **Appendix IX: List of Audio Stories Utilized in the Experiment**

### **INTRODUCTION**

For teaching vocabulary to Grade 11 EFL students, audio stories can be highly effective in presenting new words in context and allowing students to practice listening and word comprehension skills. Here are some **audio story ideas**, along with **activities** and **strategies** for teaching and reinforcing **vocabulary**. These activities and stories will engage your Grade 11 EFL students and help them learn new vocabulary in context. Besides, we can make them easier for them to retain and use the words in their own writing and speaking.

#### **Lesson1. Social Media and Teenage Health**

**Theme:** algorithm, screen time, Cyberbullying and FOMO.

**Summary:** The audio story follows the life of a fictional teenager, Alex, navigating the challenges and opportunities of social media. The narrative highlights key moments in Alex's life, such as, positive, negative and turning point in life.

**Target Vocabulary:** algorithm, screen time, Cyberbullying, FOMO, hashtag and Influencer

#### **Activity:**

- **Pre-Listening:** Introduce the vocabulary words like "Cyberbullying" and "hashtag" by discussing whether students believe in the positive and negative to health. Use visuals or simple sentences to define the words.
- **Listening for Specifics:** Have students listen for these words as they appear in the story. Afterward, ask students to recall what happened each time a when social media addiction was made, using the vocabulary words.

**Post-Listening:** Have students prepared a Debate on the social media and teenager and what do they think could be the consequences of those?" Encourage them to use the vocabulary in their responses.

#### **Lesson2. The Adventures of Sherlock Holmes (by Sir Arthur Conan Doyle)**

**Theme:** Mystery, detective work, and logic

**Summary:** In these stories, Sherlock Holmes solves various complex mysteries using his sharp mind and powers of deduction. His adventures involve crime, investigation, and surprising twists.

**Target Vocabulary:** detective, clues, investigation, deduction, suspect, mystery, alibi

**Activity:**

- **Pre-Listening:** Introduce vocabulary by discussing detective stories and crime-solving with the class. Have students guess the meanings of new words like "suspect" and "clues" based on the context of the story.
- **Listening for Vocabulary:** Play a short excerpt from one of the stories. Pause after certain sentences that contain key vocabulary, and have students write down the words they hear.
- **Post-Listening:** Ask students to use the new vocabulary in sentences or to create a short detective story using some of the target words. For example, "The detective found a clue in the garden that led him to the suspect."

### **Lesson3. Overcoming Obstacles**

**Summary:** Students will improve learning new vocabulary, and discuss the theme of resilience.

Discussing with students what overcoming obstacles means and give examples.

**Target Vocabulary:** challenge, cope with, resilience, perseverance

**Pre-Listening:** Introduce vocabulary words like "resilience," "perseverance," and "challenge."

Have students guess their meanings and write them down.

**While Listening for General Understanding:** Play the audio story once. Ask general questions (e.g., what is the main problem in the story?). Play the story again and give students a worksheet with detailed questions.

**Post-Listening:** Discuss the themes of the story, focusing on how the character overcame their obstacle. Ask students if they've faced similar challenges. Assign a creative project, such as writing about a personal obstacle or creating a new ending for the story.

#### **Lesson4. The Tell-Tale Heart by Edgar Allan Poe**

**Theme:** Guilt, madness, and obsession

**Summary:** The narrator of this story describes the murder of an old man, which he justifies by the man's disturbing eye. Afterward, the narrator becomes obsessed with the sound of the old man's heartbeat, which grows louder and drives him mad.

**Target Vocabulary:** obsession, guilt, madness, confession, paranoia, heartbeat, shadow

**Activity:**

**Pre-Listening:** Discuss the concept of guilt and obsession. Introduce words like "paranoia" and "guilt" with definitions or images.

- **Listening for Context:** Play the audio and ask students to identify key vocabulary words in context. Afterward, give them a list of words (like "confession," "madness," etc.) and ask them to match the words with their definitions.
- **Post-Listening:** Have students write a diary entry from the perspective of the narrator, using the vocabulary words. For example, "I can't sleep... the sound of his heartbeat is driving me mad."

#### **Lesson5. The Gift of the Magi by O. Henry**

**Theme:** Selflessness, love, and sacrifice

**Summary:** This touching story features a young couple who, despite being poor, sacrifice their most prized possessions to buy a gift for each other. In the end, their sacrifices illustrate the theme of selfless love.

**Target Vocabulary:** sacrifice, precious, gift, selfless, humble, treasure, irony

**Activity:**

- **Pre-Listening:** Before listening, discuss the concept of "sacrifice" and ask students to come up with examples. Introduce words like "precious" and "humble" using pictures or simple definitions.
- **Listening for Vocabulary:** As students listen, have them underline or note down unfamiliar words. Pause after important vocabulary is used, and explain the word with examples or context.
- **Post-Listening:** Ask students to summarize the story using at least five vocabulary words. Then, have them discussed in pairs or small groups what they would sacrifice for someone they love.

## **Lesson 6. The Monkey's Paw by W.W. Jacobs**

**Theme:** Fate, greed, and the consequences of wishing

**Summary:** A family is given a magical monkey's paw that grants three wishes. Each wish, however, comes with unexpected and disastrous consequences, highlighting the dangers of meddling with fate.

**Target Vocabulary:** wish, curse, consequence, greed, fate, desire, sacrifice

**Activity:**

- **Pre-Listening:** Introduce the vocabulary words like "curse" and "fate" by discussing whether students believe in fate or wishes. Use visuals or simple sentences to define the words.
- **Listening for Specifics:** Have students listen for these words as they appear in the story. Afterward, ask students to recall what happened each time a wish was made, using the vocabulary words.
- **Post-Listening:** Have students write a paragraph answering the question, "If you could have three wishes, what would you wish for, and what do you think could be the consequences of those wishes?" Encourage them to use the vocabulary in their responses.

## **Lesson 7. The Lottery by Shirley Jackson**

**Theme:** Society, tradition, and blind obedience

**Summary:** In a small town, the residents participate in a yearly lottery where one person is

chosen to be stoned to death, as part of an old and unquestioned tradition.

**Target Vocabulary:** tradition, ritual, sacrifice, lottery, winner, consequence

**Activity:**

- **Pre-Listening:** Introduce the concept of rituals and traditions. Ask students to think of traditions in their own cultures. Discuss words like "ritual" and "sacrifice."
- **Listening for Details:** Play the audio and ask students to listen for the word "tradition" and any other vocabulary related to societal practices.
- **Post-Listening:** Have students discuss whether the tradition in the story could happen in real life and whether it is justified. Then, ask them to write a short essay about the impact of blindly following traditions.

## **Lesson8. The Open Window by Saki (H.H. Munro)**

**Theme:** Deception and irony

**Summary:** A man named Mr. Nuttel visits a country house to rest for his health. He meets a young girl, Vera, who spins a fictional tale about her aunt's tragic loss. The story turns out to be a fabrication when the "dead" men return.

**Target Vocabulary:** deception, irony, nervous, mischief, lie, return

**Activity:**

- **Pre-Listening:** Discuss deception and lies with students. Have them share times when they were deceived or tricked. Introduce vocabulary like "deception" and "mischief."
- **Listening for Vocabulary:** Have students identify words related to lying or deception as they listen to the story. Pause at key moments to explain the vocabulary.
- **Post-Listening:** Ask students to write a conversation between Mr. Nuttel and Vera where Vera tells another story. They should incorporate vocabulary from the lesson.

## **Lesson9. A Sound of Thunder by Ray Bradbury**

**Theme:** Time travel and cause and effect

**Summary:** In a future where time travel is possible, a man goes on a dinosaur hunt and accidentally kills a butterfly in the past. This small change drastically alters the future in

unpredictable ways.

**Target Vocabulary:** time travel, butterfly effect, paradox, dinosaur, consequence

**Activity:**

- **Pre-Listening:** Introduce the concept of time travel and ask students if they believe small actions can cause big consequences. Teach vocabulary like "butterfly effect" and "paradox."
- **Listening for Concepts:** Have students listen for examples of cause and effect in the story. As they listen, ask them to write down the consequences of the character's actions.
- **Post-Listening:** Discuss the story's message about the butterfly effect and time travel. Have students write a short story imagining what might happen if they could change one small event in history.

## **Lesson10. The Necklace by Guy de Maupassant**

**Theme:** Greed, pride, and the value of things

**Summary:** Madame Loisel, a woman dissatisfied with her life, borrows an expensive necklace to wear to a ball. After losing it, she and her husband work for years to repay the debt, only to find that the necklace was a cheap imitation.

**Target Vocabulary:** vanity, greed, debt, luxury, regret

**Activity:**

- **Pre-Listening:** Discuss the idea of materialism and the value of possessions. Introduce vocabulary like "luxury" and "regret."
- **Listening for Vocabulary:** As the story is played, ask students to listen for how the vocabulary words are used in context.

**Post-Listening:** Have students discuss whether material things are worth the sacrifices we make. Ask them to write about a time when they regretted a material decision.

## **Sample Lesson Plan for Vocabulary Teaching-1**

**Lesson Title:** The Influence of Social Media on Teen Health

**Grade Level:** 11

**Duration:** 45 minutes

### **Learning Objectives**

1. Define and use key vocabulary related to social media and health.
2. Analyze the positive and negative impacts of social media on teenagers.
3. Reflect on personal social media habits and their implications for health.

### **Materials Needed**

- Whiteboard/Smartboard
- Handouts with vocabulary definitions

### **Lesson Outline**

1. **Introduction (10 minutes)**
  - Begin with a group discussion: "What are some ways social media affects our daily lives?"
  - Write responses on the board, highlighting key vocabulary such as "algorithm," "screen time," and "FOMO."
2. **Activity 1: Vocabulary Matching (10 minutes)**
  - Distribute handouts with vocabulary terms and definitions.
  - Students work in pairs to match terms with their meanings.
  - Review answers as a class.
3. **Activity 2: Case Study Analysis (15 minutes)**
  - Present a case study on a teenager experiencing cyberbullying or excessive screen time.
  - Students work in small groups to discuss the case, using vocabulary words.

- Groups share their findings with the class.
4. **Reflection (10 minutes)**
- Ask students to write a short journal entry reflecting on their own social media use.
  - Prompt: "How does your screen time affect your mental health? What changes might you consider?"

### **Assessment**

- Participation in discussions and activities.
- Completion of vocabulary matching and reflection paper.

## **DECLARATION**

I, the undersigned, declare that this thesis entitled by “**Effects of Listening Audio Stories on EFL Students’ Vocabulary Achievement: The Case of Grade 11 Students of Adigudom Secondary School**” is my original work and has not been presented for a degree in any other university and that all sources of this material used for this thesis have been dully acknowledged.

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