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An Experimental Study on the Use of Assisted Audio Learning to Improve Language Fluency in Secondary School Students

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Abstract

Language fluency is an essential dimension of effective communication and academic achievement at the secondary school level. Traditional classroom practices often prioritize reading and writing skills, leaving listening and speaking comparatively underdeveloped. Assisted audio learning, which incorporates structured audio input supported by teacher facilitation and learner interaction, has the potential to bridge this gap by providing meaningful auditory exposure and reinforcing natural language acquisition processes. The present experimental study examines the effectiveness of assisted audio learning in enhancing language fluency among the secondary school students. An authentic experimental design utilizing a pre-test and post-test was implemented. The sample comprised 64 secondary school pupils selected via random sampling, with 32 allocated to the experimental group and 32 to the control group. Gender and school management style were considered background variables to ensure group equivalence. The experimental group had six weeks of teaching using assisted audio learning, whilst the control group was educated using traditional instructional methods. A standardized language proficiency assessment was conducted prior to and following the intervention. Statistical analysis employing descriptive statistics and the t-test indicated a substantial enhancement in the language fluency of pupils subjected to assisted audio learning relative to those instructed by conventional methods. The findings suggest that assisted audio learning enhances pronunciation, vocabulary use, coherence of speech, and learner confidence. The study highlights the pedagogical relevance of integrating audio-assisted strategies into secondary school language instruction and underscores their potential to improve overall communicative competence.

Keywords: Keywords:Assisted audio learning, language fluency, secondary school students.

INTRODUCTION

Language fluency enables learners to communicate ideas clearly, participate actively in academic discussions, and function effectively in social contexts (Brown, 2007; Ur, 2012). Fluency links readers to characters, meanings, emotions, and expressions in addition to words. Additionally, this is the point at which reading truly begins to promote happiness. Fluency in language acquisition is particularly difficult for children belonging to lower socioeconomic backgrounds and those with low literacy levels. With just a couple of hours a week, language instruction should concentrate on useful communication techniques that give pupils real, instant advantages(Ortega,2019). In many classroom contexts, however, students experience persistent difficulties in attaining oral fluency due to limited exposure to authentic spoken language and the predominance of traditional, text-centered instructional practices.

Assisted audio learning, which blends recorded audio materials with guided instructional support, offers learners authentic language exposure and opportunities for meaningful practice. The researcher must train students to communicate orally, make them identify where to make a pause, when to decline in their pitch, when to be more expressive and where to be more watchful of their words during a practice conversation. He or she should also ensure that students remain motivated, involved, and better equipped to employ the language in meaningful ways by matching instruction to real-world communication demands.

Fluency encourages students to analyze their already existing language resource to express more freely and be more competent in communication. Despite this expectation, many learners experience persistent difficulties in achieving fluency due to limited exposure to spoken language in classroom settings (Rost, 2011; Buck, 2001). Students who are engaged in continuous reading activities demonstrate long term retention in real world communication (Nation,P,2007). Traditional language instruction approaches primarily emphasize grammar, reading comprehension, and written tasks often neglecting the systematic development of oral skills (Richards, 2008; Underwood, 1989). Consequently, students may possess theoretical knowledge of language structures without the proficiency in employing the language adeptly in practical contexts (Nunan, 2004; Scrivener, 2011). Taking this into consideration, the purpose of the current study is to explore the effect that assisted audio learning has on the language fluency of students who are enrolled in secondary schools(Foster & Hunter,2016). Given that language fluency is multifaceted and involves cognitive, linguistic, and social factors, evaluating it in pupils is intrinsically difficult. It encompasses real-time processing, coherence, and communicative efficiency in addition to grammar and vocabulary. But the researcher has made an attempt to train students to master the skill and evaluate them by administering practice sessions on word pronunciation, vocabulary usage, dialogue delivery and interactive discussion.

Literature Review

Listening has been acknowledged as an essential element of language learning and communicative proficiency (Rost, 2011; Buck, 2001). Theoretical frameworks regarding second language acquisition underscore the necessity of exposure to relevant and intelligible input for achieving fluency (Krashen, 1985; Field, 2008). Empirical research has consistently supported the role of listening activities in improving speaking ability. Vandergrift (2007) reported that structured listening instruction enhances learners' ability to process spoken language effectively. Nation and Newton (2009) discovered that frequent exposure to authentic audio materials contributes significantly to improved pronunciation, rhythm, and speech rate. Similarly, Goh and Aryadoust (2014) emphasized that listening fluency contributes significantly to overall oral competence and learner confidence. Assisted audio learning, which is founded on theories of second language acquisition, in particular the idea of understandable information, has the potential to play a substantial role in the improvement of fluency (Krashen, 1985; Field, 2008). Rost (2011) emphasized that audio-supported instruction increases learner confidence and motivation, while Harmer (2015) highlighted the pedagogical value of integrating audio resources into language classrooms. Making fluency a priority guarantees that language learning stays applicable to their contemporary demands and promotes their sense of advancement, both of which are essential for long-term motivation.

During the secondary education phase, pupils are anticipated to demonstrate an increased level of competence in listening and speaking, which serve as the foundation for advanced language learning (Ellis, 2008). Studies conducted in diverse educational settings, including India, have demonstrated positive outcomes of audio-assisted learning on students' oral proficiency (Nunan, 2004; Richards, & Burns, 2012). However, there is a need for rigorously designed experimental studies at the secondary school level

to validate these findings and examine the role of background variables, which the present study seeks to address. The learning practices in the classroom have always been the priority to enhance communication which depends upon the individual ability,parental inheritance and type of school management (Schoonen & Hulstijn, 2012). Ortega (2019) found that L2 learners who engaged in spontaneous speech activities without excessive grammatical correction demonstrated greater long-term retention and confidence in their speaking abilities. Research by Horwitz, Horwitz, and Cope (1986) on Foreign Language Anxiety found that learners who feel pressured to produce grammatically perfect speech often develop communication apprehension, leading to reluctance in speaking.

Objectives

- To find out the significant difference in the language fluency between the experimental and the control group at the pre-test stage.
- To find out the significant difference in the language fluency between the experimental and the control group at the post-test stage.
- To find out the significant difference between the experimental and control groups with respect to gender and type of school management.

Hypothesis

- There is no significant difference in language fluency between the experiemental and the control groups at the pre-test stage.
- There is no significant difference in the language fluency between the experimental group and control group at the post-test level.
- There is no significant difference between the experimental and control groups with respect to gender and type of school management.

Methodology

This study used an experimental design with pre-test and post-test conducted among the students in the control group and the experimental group. The population comprised secondary school students studying in English medium schools. A total sample of 64 students including students from both the gender in government and private schools were selected through random sampling and divided into an experimental group and a control group, with each group comprising 32 students. Assisted audio learning served as the independent variable, while language fluency was the dependent variable. Gender and type of school management were identified as background variables to ensure comparability between the two groups (Creswell, 2014).

Experimental Procedure

The experimental group received instruction through assisted audio learning for a period of six weeks. The instructional materials included recorded dialogues, short narratives, conversational exchanges, and pronunciation exercises, all supported by teacher guidance and interactive speaking activities (Nation Newton, 2009; Lynch & Mendelsohn, 2013). Both the groups were administered a pre-test before the intervention and the control group was taught utilizing traditional techniques including teacher explanations and textbook-based training. Both groups were given a post-test at the conclusion of the treatment period.

Tool Used

The Data were collected using a Language Fluency Test developed by the investigator. The tool consists of 32 items where each aspect consisting of 8 items each of language fluency like students' pronunciation, vocabulary usage, sentence construction, and overall coherence of speech (Brown, 2007; Buck, 2001) were assessed. The tool underwent validation by subject matter experts and Pilot study was conducted

outside the study participants of the same school for establishing the reliability, and was found to 0.73 through the test–retest method. The investigator employed descriptive statistics and t-test to analyze the proficiency of language fluency among the control and the experimental group.

Analysis of Background Variables

Table 1: Distribution of Students According to Gender

Gender	Experimental Group	Control Group	Total
Male	16	15	31
Female	16	17	33
Total	32	32	64

The data indicate that the experimental and control groups were almost equally distributed with respect to gender, thereby ensuring equivalence.

Table 2: Distribution of Students According to Type of School Management

School Management	Experimental Group	Control Group	Total
Government	18	17	35
Private	14	15	29
Total	32	32	64

The table shows that students from government and private schools were proportionately represented in both groups.

Table 3: Comparison of Pre-test Language Fluency Scores of Experimental and Control Groups

Group	N	Mean	Standard Deviation	t-value	Level of Significance
Experimental Group	32	42.38	6.21	0.47	Not Significant
Control Group	32	41.91	6.08		

Interpretation: The table shows that the mean pre-test language fluency scores of the experimental group ($M = 42.38$) and the control group ($M = 41.91$) are nearly identical. The calculated t value (0.47) is less than the critical value at the 0.05 level of significance. This indicates that there is no significant difference between the two groups at the pre-test stage, confirming that the groups were equivalent before the experimental treatment.

Table 4: Comparison of Post-test Language Fluency Scores of Experimental and Control Groups

Group	N	Mean	Standard Deviation	t-value	Level of Significance
Experimental Group	32	63.72	5.84	5.96	Significant at 0.05 level
Control Group	32	52.41	6.12		

Interpretation: The table reveals that the post-test mean score of the experimental group ($M = 63.72$) is considerably higher than that of the control group ($M = 52.41$). The obtained t value (5.96) exceeds the critical value at the 0.05 level of significance. This indicates a statistically significant difference between the two groups after the intervention. Hence, assisted audio learning was found to be effective in improving language fluency among secondary school students.

Table 5: Comparison of Experimental and Control Groups with Respect to Gender

Gender	Group	N	Mean	SD	t-value
Male	Experimental	16	45.62	4.18	0.41
	Control	15	45.10	4.26	
Female	Experimental	16	45.88	4.02	0.36
	Control	17	45.45	4.11	

df = 30 for males, df = 31 for females; $p > 0.05$ Interpretation: The calculated t-values for both male and female students are lower than the table value at the 0.05 level of significance. This indicates that there is no statistically significant difference between the experimental and control groups with respect to gender. Hence, the groups are comparable in terms of gender.

Table 6: Comparison of Experimental and Control Groups with Respect to Gender

Gender	Group	N	Mean	SD	t-value
Male	Experimental	16	45.62	4.18	0.41
	Control	15	45.10	4.26	
Female	Experimental	16	45.88	4.02	0.36
	Control	17	45.45	4.11	

df = 33 for government schools, df = 27 for private schools; $p > 0.05$ Interpretation: The calculated t-values for students from government and private schools are not significant at the 0.05 level. This shows that there is no significant difference between the experimental and control groups with respect to type of school management. Thus, both groups are equivalent in terms of this background variable.

Analysis and Interpretation of Data

The results of the statistical analysis showed that the experimental group's post-test mean score was significantly higher than the score of the control group. The fact that the t-value that was produced was higher than the crucial value at the 0.05 level of significance indicates that there is a difference that may be considered statistically significant between the two groups. Consequently, the null hypothesis was rejected, confirming the effectiveness of assisted audio learning in improving language fluency (Vandergrift, 2007; Goh & Aryadoust, 2014).

Results and Discussion

The analysis of pre-test scores revealed that there was no statistically significant difference between the experimental group and the control group at the initial stage. The mean scores of both groups were found to be nearly equal, and the calculated t-value did not reach the level of statistical significance. This finding indicates that the two groups were equivalent in terms of language fluency prior to the implementation of the experimental treatment, thereby ensuring the internal validity of the study.

The analysis of post-test scores showed a statistically significant difference between the experimental and control groups after the intervention. The experimental group, which received instruction through assisted audio learning, obtained a substantially higher mean score than the control group taught through conventional teaching methods. The obtained t-value exceeded the critical value at the 0.05 level of significance, demonstrating that assisted audio learning had a significant positive effect on the language fluency of secondary school students (Rost, 2011; Field, 2008).

With respect to gender, the comparison of male and female students in both the experimental and control groups revealed no significant difference in language fluency scores. The calculated t-values for both genders were found to be insignificant, indicating that gender did not influence the effectiveness of assisted audio learning. This suggests that the instructional strategy was equally effective for both male and female students.

The analysis based on the type of school management showed no statistically significant difference between students from government and private schools. The experimental and control groups were found to be comparable in terms of school management, confirming that this variable did not affect the outcome of the intervention. Overall, the findings of the study establishes that assisted audio learning significantly enhances language fluency among secondary school students.

Implications for Education

The findings of the study suggest that assisted audio learning can be effectively incorporated into secondary school language classrooms to enhance students' fluency. Language competency is now essential in all spheres of life in this era of globalization (Stein-Smith, 2018). Language teachers are encouraged

to integrate audio materials to provide authentic listening experiences and promote active oral participation (Harmer, 2015; Scrivener, 2011). Curriculum developers and policymakers may consider embedding audio-assisted strategies within language syllabus to strengthen communicative competence (Richards & Burns, 2012). Communication fluency enhances the confidence in the learners as they are able to express their ideas freely without any hesitation resulting in meaningful interactions. As Teachers must have communication skills to teach pedagogical knowledge,participate in discussions,present their ideas,provide feedback for improvement so as to evaluate their own teaching and students learning. Assisted audio learning fosters a deeper understanding of identifying key syllables,exclamations, noticing pronunciation and sounds, giving a pause between sentences and syntax of the statement. In academic settings, regular practice using visual aids reinforces students interest,identifying errors and providing feedback encourages learning and using language learning tools are strategies for developing effective communication skills.

Conclusion

The present experimental study clearly establishes that assisted audio learning is an effective instructional approach for developing language fluency among secondary school students. If the researcher is very proficient in developing the multiple aspects of language fluency may introduce students to a wider spectrum of vocabulary and linguistic structures thereby creating an optimal learning environment to advance. By offering meaningful auditory input and guided practice, the shortcomings of conventional language teaching techniques can be overcome. The study highlights the necessity of creative, technology-assisted teaching strategies to enhance secondary language learning outcomes (Ur, 2012; Field, 2008). The results of the study predicts that audio-learning promotes spoken proficiency and language competency among the secondary school students which is considered essential to sustain in the present scenario. Hence fluency will not be effective if sufficient reading skills are not addressed properly. In professional contexts, fluency is essential as it increases credibility and makes communication simple and precise for securing employment. Also,consistent feedback reinforces students to monitor their own spoken and writing abilities from the assisted audio resources provided by the researcher to engage them in improvisational learning. Without consistent use, language abilities might erode, resulting in frustration and a decline in drive. Hence continued practice reduces frequent pauses while speaking, progress in speech rate, courage to initiate discussions, develops stronger involvement in authentic language use and greater enthusiasm to communicate in public speaking as well. It can be noted that fluency is not an end itself but a critical gateway to advance further.

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