



**DEVELOPING LISTENING SKILL THROUGH AUDIO-VISUAL  
 SHORT STORIES OF PANCHTANTRA**

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**Abstract**

*This study examines the development of listening skills in upper primary students of Gujarati medium schools in Vadodara district of Gujarat state-India, using audio-visual short stories from Panchatantra. In this research, listening is defined as an active and dynamic process, which is the process of interpreting sounds, understanding the meaning of the message and responding appropriately to verbal stimuli. Considering the increasing importance of communicative approach in language teaching and innovative experiments in second language acquisition research, this study examines how authentic audio-visual materials can improve listening comprehension. An activity package based on short stories from Panchatantra was implemented on 48 upper primary students. An experimental method was adopted, which included closed-ended items with pre-test and post-test to measure the progress of the students. The data were analyzed both qualitatively and quantitatively, with emphasis on frequency distribution and weighted average according to gender. The findings show that the students showed significant improvement in listening for specific purposes, comprehension accuracy and situational understanding. The activity package was found to be both challenging and interesting, which increased the students' engagement and provided meaningful experience in real language situations. Furthermore, the relevance and attractiveness of the video clips used in the activity package led to continuous motivation and development of situational language understanding among the students. The conclusion of the research is that the use of Panchatantra audio-visual short stories provides an effective educational approach to develop listening skills among upper primary students. It also highlights the potential for integrating authentic audio-visual materials into classroom curricula across Gujarat, so as to improve language learning outcomes. Recommendations for future research include increasing the sample size, incorporating diverse linguistic and cultural materials and analyzing the long-term maintenance effect of audio-visual strategies in language learning.*

**Keywords:** Receptive skills, Listening comprehension, Audio-visual materials, Panchtantra, Language learning

**Introduction**

Listening is the central point of the language learning process. Learners acquire language first by listening before speaking, reading and writing (Taylor, 1964; Dunkel, 1986). Most of the time in the classroom is spent listening to the teacher's speech and discussion. Effective listening skills can help students improve their vocabulary, pronunciation and

comprehension. However, traditional teaching methods have placed more emphasis on writing and reading.

According to Curtain and Pesola (1988), listening skills are the main means by which a student makes his first contact with the target language and its culture. In a situation where many languages are spoken in India, the use of English is limited, so students have few opportunities to hear authentic English spoken. The use of culturally rich and stimulating materials such as the stories of the Panchatantra can help develop students' listening skills.

### **Need for Study**

Listening is an active and dynamic process in which a person interprets sound signals. Traditionally, it was considered a natural skill and not a subject to be taught (Cayer, Green & Baker, 1971). Nowadays, listening skills are considered a core part of language learning through the dialogic approach (Byrnes, 1984; Dunkel, 1986).

Authentic materials are language materials that are produced by native speakers for native speakers (Herron & Seay, 1991). Materials such as films, news, stories and songs provide students with opportunities to listen in real language contexts. Panchatantra stories are an ancient Indian cultural asset that develops linguistic sensibility with moral teachings.

### **Statement of the Problem**

"Development of listening skills through audio-visual short stories of Panchatantra for students of selected Gujarati medium upper primary schools of Vadodara district."

### **Definitions**

Listening: The process of interpreting sound signals by understanding them.

Listening comprehension: The skill of absorbing and understanding information through auditory means.

Audio-visual material: Video, recording, and other multimedia type of teaching material.

Panchatantra: A collection of ancient Sanskrit fables, which convey a moral and cultural message.

### **Limitations of the Study**

Since only 48 students were taken in the study, the results are limited for generalization. This study is based only on the comparative analysis of pre-test and post-test

### **Scope of the study**

The study is limited to selected Gujarati medium upper primary schools of Vadodara district. An activity package based on Panchatantra audio-visual stories was prepared and piloted on 48 students.

### **Research Questions**

- Are Panchatantra audio-visual stories effective in developing students' listening comprehension?
- How important are listening skills and Panchatantra stories at the upper primary level?
- Does the use of multimedia increase the effectiveness of listening learning?
- Do these stories increase students' interest and engagement?

### **Objectives of the study**

- To study the effectiveness of Panchatantra audio-visual stories.
- To improve listening skills.
- To provide students with an experience of authentic linguistic listening.
- To recommend changes based on experience.

### **Review of Related Literature**

Shaojie (2022) demonstrated in a literature review that audio-visual multimodal input, such as video and animated stories, enhances listening comprehension in second language

learning, especially listening comprehension. The review concluded that the standard examples that enable different senses provided by audio-visual materials help students to understand language contextually, improve connections, and support comprehension at different proficiency levels (Shaojie, 2022).

Wulur (2021) studied students' listening comprehension of folklore through audio-visual cues. The study found that teaching folk stories with combined audio and visual aids significantly improved students' listening comprehension, and that the value of culturally significant narrative media is very important for classrooms (Wulur, 2021).

Çetin Körögöl (2020) studied the effects of digital short stories on language learners' listening comprehension. As a result, incorporating digital storytelling into classroom activities provides an effective and interactive environment for overall language development and listening comprehension (Çetin Körögöl, 2020).

Ramírez Verdugo (2007) studied the use of digital stories for young English language learners and concluded that digital storytelling leads to greater listening comprehension and motivation. This study demonstrated that audio-visual narrative tools help to maintain learners' attention and achieve better language acquisition (Ramírez Verdugo, 2007).

Masfufah (2024) investigated the listening and retelling abilities of primary school students through animated videos, concluding that audio-visual materials provide valuable and authentic listening experiences, enhancing students' ability to remember and express their stories more effectively than traditional methods (Masfufah, 2024).

Jati and Sulistyono (2025) conducted a study evaluating the effectiveness of audio-visual instructions in enhancing listening skills in the education sector. They found that students who regularly participated in audio-visual interventions had better listening comprehension and more positive attitudes towards language learning (Jati & Sulistyono, 2025).

Lhamo (2023) studied the effectiveness of reading aloud, primarily in the form of reading aloud. The study found that, when combined with texts, such as audio recordings, they provide accurate models of pronunciation, intonation, phrasing, which improves the listening performance of the learner (Lhamo, 2023).

Kulkarni (2017) formally discussed the inclusion of Panchatantra stories in education, showing that using these traditional stories as an audio-visual teaching solution significantly enhances language arts, cultural studies, and listening skills, especially in places where local and familiar topics are being highlighted (Kulkarni, 2017).

Pham (2021) studied the impact of audio-visual media on students' listening skills, and concluded that exposure to functional and age-appropriate content from media enhances a person's auditory language comprehension and also brings skills in learning the Boma language (Pham, 2021).

Muthmainnah (2024) studied the use of audio-visual media in the teaching of figurative language; a multi-modal approach set up by integrating video and audio clips is very effective in understanding continuous detail progression and narrative flow (Muthmainnah, 2024).

## Methodology

This study is experimental in nature. A “pre-test – post-test” method was adopted on 48 students of a Gujarati medium school in Savli taluka of Vadodara district. After the pre-test, a Panchatantra based audio-visual activity package was implemented and the results were then analyzed using Excel.

### Research Tool

Pre-test and Post-test

### Data Analysis and Interpretation

The data was analyzed using descriptive statistics in which the mean score and percentage improvement were measured. Listening comprehension was measured through a multiple choice type test consisting of 20 questions. The results were presented through bar graphs and tables.

#### ➤ Score Comparison of Pre-Test & Post-Test

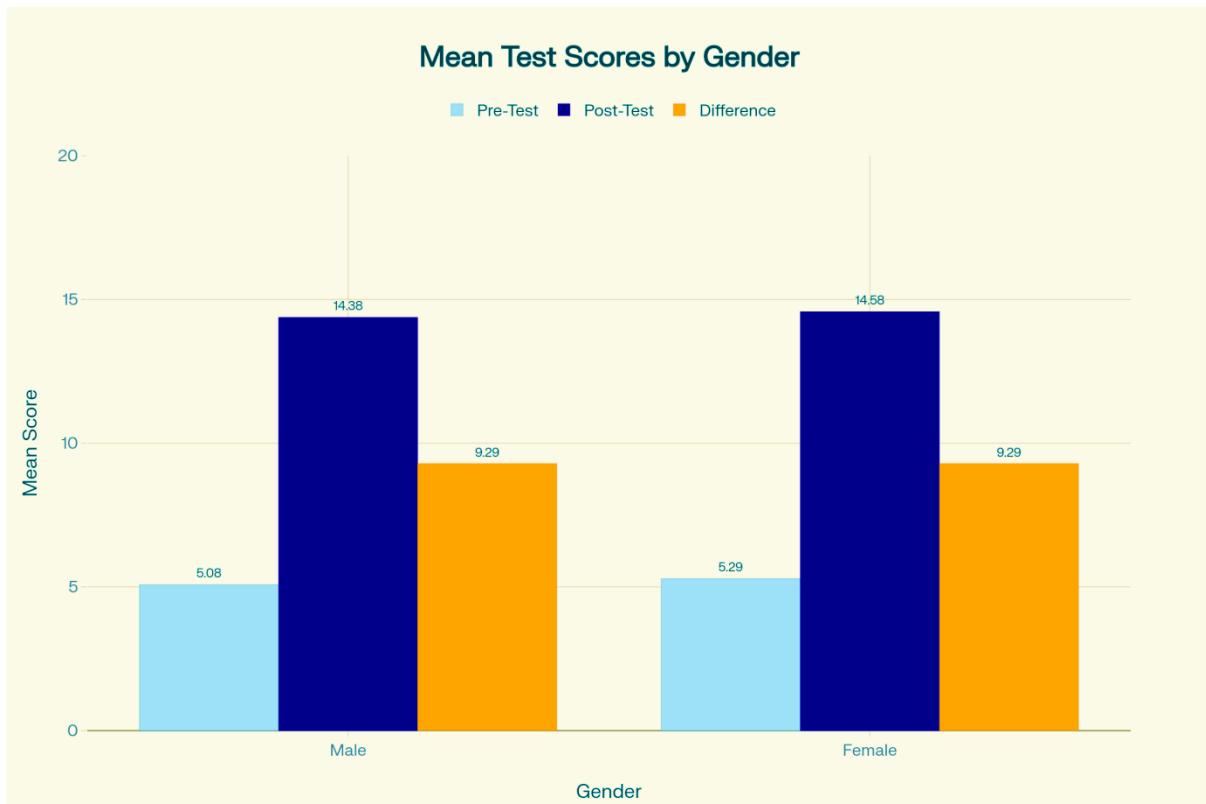
The Investigator compared the scores of Pre-test and Post-test. The male and females' score of Pre-Test and Post-Test were compared and presented in form of tables and analyzed in detail. These comparisons were useful to know the effectiveness of an activity package

**Table 1: Scores of Pre-test and Post-test of sample Group**

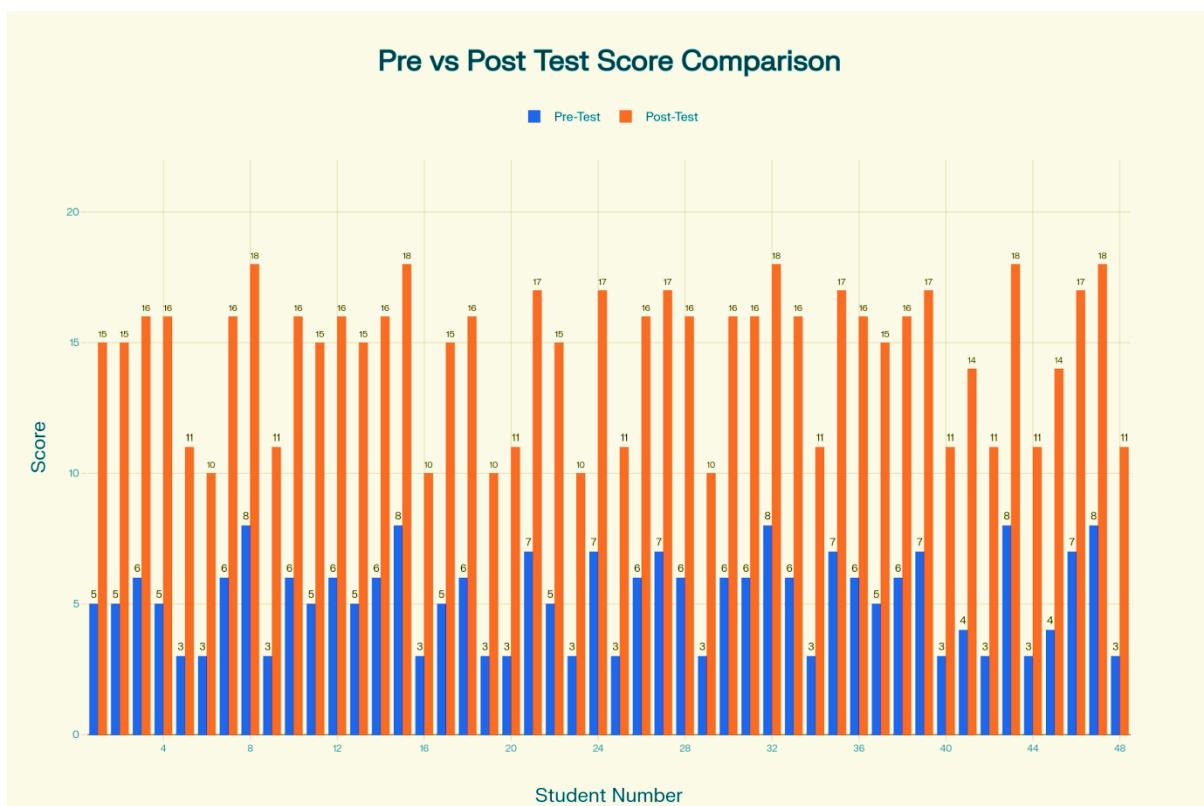
Sr. No	Male			Sr. No	Female		
	Pre-Test Obtain marks/20 marks (%)	Post-Test Obtain marks/20 marks (%)	Difference Obtain marks/20 marks (%)		Pre-Test Obtain marks/20 marks (%)	Post-Test Obtain marks/20 marks (%)	Difference Obtain marks/20 marks (%)
1	5/20 (25.00%)	15/20 (75.00%)	10/20 (50.00%)	25	3/20 (15.00%)	11/20 (55.00%)	8/20 (40.00%)
2	5/20 (25.00%)	15/20 (75.00%)	10/20 (50.00%)	26	6/20 (30.00%)	16/20 (80.00%)	10/20 (50.00%)
3	6/20 (30.00%)	16/20 (80.00%)	10/20 (50.00%)	27	7/20 (35.00%)	17/20 (85.00%)	10/20 (50.00%)
4	5/20 (25.00%)	16/20 (80.00%)	11/20 (55.00%)	28	6/20 (30.00%)	16/20 (80.00%)	10/20 (50.00%)
5	3/20 (15.00%)	11/20 (55.00%)	8/20 (40.00%)	29	3/20 (15.00%)	10/20 (50.00%)	7/20 (35.00%)
6	3/20 (15.00%)	10/20 (50.00%)	7/20 (35.00%)	30	6/20 (30.00%)	16/20 (80.00%)	10/20 (50.00%)
7	6/20 (30.00%)	16/20 (80.00%)	10/20 (50.00%)	31	6/20 (30.00%)	16/20 (80.00%)	10/20 (50.00%)
8	8/20 (40.00%)	18/20 (90.00%)	10/20 (50.00%)	32	8/20 (40.00%)	18/20 (90.00%)	10/20 (50.00%)
9	3/20 (15.00%)	11/20 (55.00%)	8/20 (40.00%)	33	6/20 (30.00%)	16/20 (80.00%)	10/20 (50.00%)
10	6/20 (30.00%)	16/20 (80.00%)	10/20 (50.00%)	34	3/20 (15.00%)	11/20 (55.00%)	8/20 (40.00%)
11	5/20 (25.00%)	15/20 (75.00%)	10/20 (50.00%)	35	7/20 (35.00%)	17/20 (85.00%)	10/20 (50.00%)

Sr. No	Male			Sr. No	Female		
	Pre-Test Obtain marks/20 marks (%)	Post-Test Obtain marks/20 marks (%)	Difference Obtain marks/20 marks (%)		Pre-Test Obtain marks/20 marks (%)	Post-Test Obtain marks/20 marks (%)	Difference Obtain marks/20 marks (%)
12	6/20 (30.00%)	16/20 (80.00%)	10/20 (50.00%)	36	6/20 (30.00%)	16/20 (80.00%)	10/20 (50.00%)
13	5/20 (25.00%)	15/20 (75.00%)	10/20 (50.00%)	37	3/20 (15.00%)	10/20 (50.00%)	7/20 (35.00%)
14	6/20 (30.00%)	16/20 (80.00%)	10/20 (50.00%)	38	6/20 (30.00%)	16/20 (80.00%)	10/20 (50.00%)
15	8/20 (40.00%)	18/20 (90.00%)	10/20 (50.00%)	39	7/20 (35.00%)	17/20 (85.00%)	10/20 (50.00%)
16	3/20 (15.00%)	10/20 (50.00%)	7/20 (35.00%)	40	4/20 (20.00%)	14/20 (70.00%)	10/20 (50.00%)
17	5/20 (25.00%)	15/20 (75.00%)	10/20 (50.00%)	41	4/20 (20.00%)	14/20 (70.00%)	10/20 (50.00%)
18	6/20 (30.00%)	16/20 (80.00%)	10/20 (50.00%)	42	3/20 (15.00%)	11/20 (55.00%)	8/20 (40.00%)
19	3/20 (15.00%)	10/20 (50.00%)	7/20 (35.00%)	43	8/20 (40.00%)	18/20 (90.00%)	10/20 (50.00%)
20	3/20 (15.00%)	11/20 (55.00%)	8/20 (40.00%)	44	3/20 (15.00%)	10/20 (50.00%)	7/20 (35.00%)
21	7/20 (35.00%)	17/20 (85.00%)	10/20 (50.00%)	45	4/20 (20.00%)	14/20 (70.00%)	10/20 (50.00%)
22	5/20 (25.00%)	15/20 (75.00%)	10/20 (50.00%)	46	7/20 (35.00%)	17/20 (85.00%)	10/20 (50.00%)
23	3/20 (15.00%)	10/20 (50.00%)	7/20 (35.00%)	47	8/20 (40.00%)	18/20 (90.00%)	10/20 (50.00%)
24	7/20 (35.00%)	17/20 (85.00%)	10/20 (50.00%)	48	3/20 (15.00%)	11/20 (55.00%)	8/20 (40.00%)
<b>M</b>	<b>5.08</b>	<b>14.38</b>	<b>9.29</b>	<b>M</b>	<b>5.29</b>	<b>14.58</b>	<b>9.29</b>

The data presented in the above table has been collected through pre-test and post-test, which has been used to find out the effectiveness and difference of the activity package. The researcher has determined the difference in the pre-test and post-test scores of the sample group based on this table. A total of 48 students were included for the investigation. The test was of 20 marks. The pre-test was taken before starting the experiment and the post-test was taken after the implementation of the activity package. The table shown above shows the results of the pre-test and post-test of the students. The last column of this table has given a description of the difference in the scores of the students between the pre-test and post-test. The achieved male's mean scores of pre-test (5.08), post-test (14.38), and difference (9.29) whereas the achieved females' mean scores of pre-test (5.29), post-test (14.58), and difference (9.29) clearly indicates the effectiveness of the activity package.



**Graph 1: A Comparative Analysis of Scores of Pre-test and Post-test by Gender**



**Graph 2: Overall analysis of Scores of Pre-test and Post-test**

It was found from the graph that all the students scored more marks in post-test as compared to the pre-test. The graph shows that the biggest increase in the difference in marks was 11 marks (55%). Student No. 04 scored 05 marks out 20 marks (25%) in the pre-test and 16 marks out 20 marks (80%) in the post-test, which shows an improvement of 11 marks (55%). Furthermore, according to this chart, there was no negative change in the difference in marks between the pre-test and post-test of any student of the experimental group.

### Key Findings

A significant improvement was observed in the students' listening comprehension after the experiment.

- The students found the material interesting and motivating.
- Culturally identifiable stories increased physical and mental engagement.
- A significant difference was found in the mean scores of pre and post-tests.

### Conclusion

Students' listening comprehension can improve significantly when they are presented with authentic audio-visual stories based on folk culture. The use of stories like Panchatantra makes it possible for students to simultaneously learn both language and moral education. Panchatantra stories depict local culture, life values and common life situations, which help students in language learning and moral education. Since these stories are rich in moral messages, apart from language learning, they also make an indispensable contribution in developing general intelligence, subject translation or discussion and sensitivity among students. By including audio-visual stories in education, learners find it easy to develop various approaches such as thinking, understanding and reasoning. Therefore, including Panchatantra-based audio-visual materials in language learning is an effective approach to improve listening comprehension and establish life values.

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