



**Monitoring and Evaluation Report
on
Language Education through Audio-
Story based Pedagogy Program –
Karnataka (KLEAP)
2023-25**

Executive Summary:

This report presents a consolidated analysis of three teacher professional development workshops focused on Audio Creation, Audio Editing, and Techno-Pedagogical integration. These workshops were designed to strengthen teachers' digital and storytelling capabilities, support inclusive language instruction, and promote pedagogical innovation within diverse classroom contexts. The evaluation draws on participant feedback, observed behavioural changes, and learning outcomes to understand both the immediate impact and the potential for sustained educational transformation.

Across all three workshops, participant responses were overwhelmingly positive. The Audio Creation Workshop stood out for its structured, beginner-friendly approach that helped teachers overcome initial hesitation and build foundational skills in audio content development. Participants appreciated the inclusive use of free and open-source software (FOSS) and praised the hands-on learning model. Similarly, the Audio Editing Workshop received favourable reactions for its accessibility and focus on practical skill-building. Teachers valued the opportunity to engage in real-time editing tasks using tools like Audacity and benefited from the supportive learning environment. In the Techno-Pedagogy Workshop, participants found the sessions professionally enriching and emotionally motivating. The clarity of materials, relevance of content, and immersive audio-story demos were cited as key highlights that enhanced their engagement and understanding.

Learning outcomes were tangible and progressive across the workshops. In the Audio Creation Workshop, teachers developed skills in narration, sound recording, and story structuring. The workshop boosted their confidence in using audio as a pedagogical tool and expanded their digital literacy. The Audio Editing Workshop deepened this trajectory by introducing technical editing tasks such as trimming, layering, and noise reduction, while also grounding teachers in open educational resources (OER) and storytelling pedagogy. The Techno-Pedagogy Workshop bridged technology and instruction by equipping teachers with design techniques such as pre-, during-, and post-listening strategies, and tools for blended learning like AntennaPod and Google Meet. Teachers also reported stronger linkages between storytelling practices and key language learning objectives particularly fluency, expression, and student engagement across the four pillars of listening, speaking, reading, and writing.

These learning gains translated into notable behavioural changes. Regarding the Audio Creation Workshop, participants began incorporating story telling strategies into their lessons. From the Editing Workshop, many teachers independently edited classroom audio stories and engaged in peer knowledge sharing. Confidence in handling technology visibly improved, though some teachers still expressed a need for ongoing mentorship. In the Techno-Pedagogy sessions, teachers demonstrated proactive planning: implemented pre- and post-listening activities, designing long-term storytelling activities, creating story corners, and using WhatsApp groups to exchange content and ideas.

Student-level outcomes also reflected the effectiveness of the workshops. Teachers reported enhanced classroom participation, improved listening comprehension, and greater enthusiasm among learners. Audio stories emerged as a dynamic tool for foundational language learning, especially in resource-constrained settings. Furthermore, teachers noted that storytelling fostered creativity, critical thinking, and vocabulary development offering a powerful alternative to textbook-based methods.

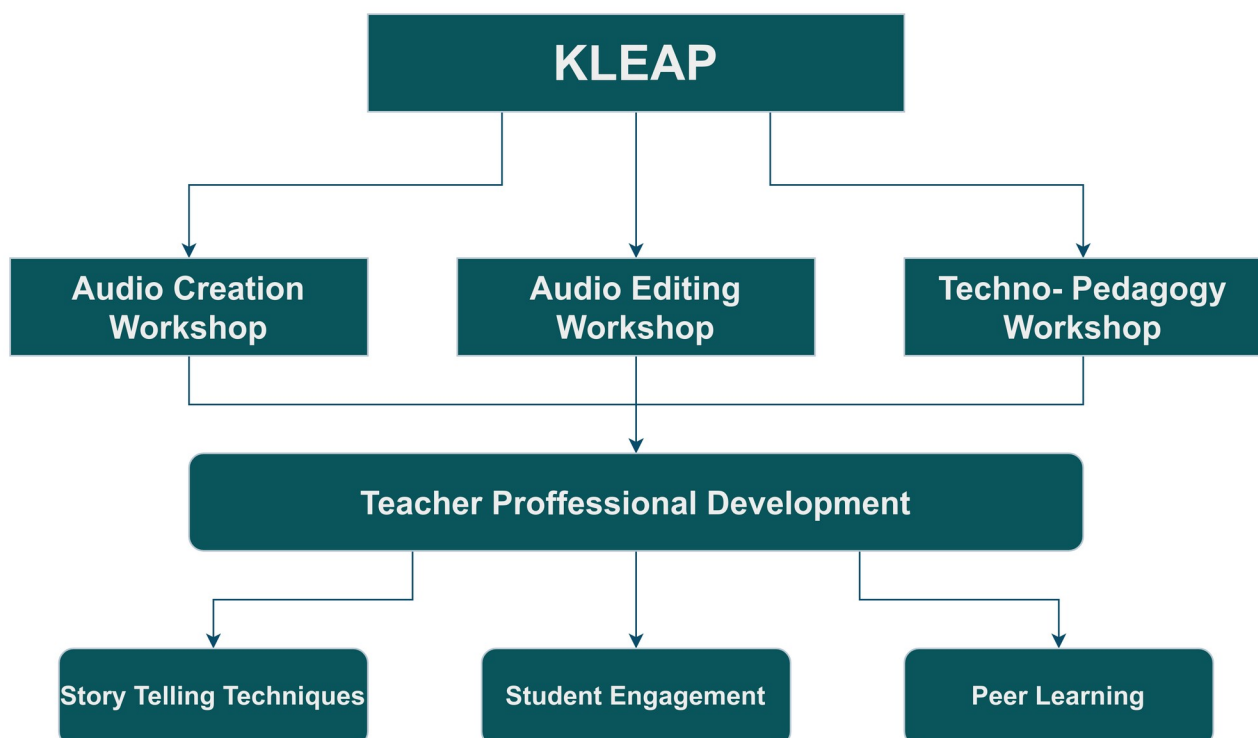
However, the workshops also surfaced structural and pedagogical challenges that must be addressed to scale and sustain impact. Participants identified constraints such as insufficient audio infrastructure, large class sizes, and low speaker quality as barriers to regular classroom implementation. Others pointed to the need for ongoing support to ensure that initial learning translates into deeper, long-term pedagogical change. Teachers also highlighted the need for more diversified and advanced training options that match varying levels of digital literacy and interest.

The workshop series successfully moved teachers from passive consumers to active creators of digital content, while embedding storytelling into classroom pedagogy. The integration of accessible technology, inclusive design, and hands-on practice not only enhanced teacher competencies but also initiated a promising shift toward collaborative, student-centered learning. With sustained institutional support and thoughtful scaling, these interventions have the potential to transform digital pedagogy and foster a stronger culture of creativity and community in education.

Background:

The KLEAP program, a Teacher Professional Development (TPD) initiative for language teachers in Karnataka, was conceptualized and implemented in collaboration with the Department of State Educational Research and Training (DSERT) to address the growing need for innovative and inclusive pedagogical approaches in language teaching. Recognizing the potential of story-based digital pedagogies to engage diverse learners and enhance key language skills such as listening, comprehension, and creative expression, the program aimed to equip teachers with practical strategies and tools for integrating these methods into their classrooms. This report presents a systematic review of the program's implementation and outcomes, conducted to assess its effectiveness, identify areas for improvement, and provide evidence-based insights to inform future planning and scale-up efforts.

Language learning forms the foundation of all educational development, requiring immersive and engaging approaches to make learning meaningful and enjoyable. Traditional methods often emphasize reading and writing, lacking the immersive experiences necessary for effective language acquisition. KLEAP program leverages the pedagogical potential of storytelling, which stimulates imagination, builds comprehension, and provides context-rich exposure to language use. Through storytelling and digital resources, the program aims to address the challenges of linguistic diversity, and support the inclusion of regional literature in classrooms as recommended by national education frameworks.



Implemented in 2023-24 and continuing in 2024-25, the KLEAP program supports the DSERT's vision of innovative language teaching through the Sri Alur Venkata Rao Language Skill Training Centers (AVR Bhasha Labs), established in Karnataka's four academic divisions Bengaluru, Mysuru, Belagavi, and Kalaburagi. By integrating storytelling and digital technology, this initiative provides teachers with tools and training to create engaging, inclusive, and technology-driven

language learning experiences. The program also facilitates the formation of Communities of Practice (CoPs) to encourage peer mentoring and knowledge sharing among teachers, ensuring sustained professional growth. To support these objectives, the KLEAP program is structured around three core components:

Audio Creation Workshops – focused on developing teachers’ skills in creating original, contextually relevant audio stories;

Audio Editing Workshops – aimed at refining and enhancing audio stories for classroom use

Techno-Pedagogy Workshops – designed to support the effective integration of audio storytelling within broader teaching strategies and classroom management.

These components are underpinned by the TPACK framework (Technological Pedagogical Content Knowledge), which provides a conceptual foundation for helping teachers meaningfully integrate technology knowledge with their content and pedagogy knowledge. The program encourages teachers to balance their understanding of language content, pedagogy, and available digital tools to design purposeful and student-centered learning experiences.

TPACK:

The Technological Pedagogical Content Knowledge (TPACK) framework provides a comprehensive approach to effective technology integration in education by emphasizing the intersection of three essential forms of knowledge: content, pedagogy, and technology. At its core, TPACK is not merely about possessing technological, pedagogical, and content knowledge separately, but understanding how these elements dynamically interact to create meaningful learning experiences. Research highlights the framework's value in teacher training and professional development, as it equips educators to foster digital pedagogies, promote collaborative learning, and adapt to the evolving educational landscape. As such, TPACK encourages educators to critically reflect on their instructional strategies and leverage technology in ways that are both purposeful and pedagogically sound.

In recent years, the TPACK framework has emerged as a critical construct for understanding the steps required for effective technology integration in educational settings. The need for TPACK arises from the complex and ever-changing demands of language learning, where teachers must not only be masters of content and pedagogy but also be adept at navigating and utilizing technological tools. Unlike traditional conceptions of teaching knowledge, TPACK acknowledges the interplay and dynamic tension between content, pedagogy, and technology, suggesting that meaningful technology integration is not a matter of simply adding devices or tools to existing pedagogical routines. Instead, it requires an adaptive, context-sensitive synthesis of all three domains, continuously negotiated in practice. This model recognizes that educational technologies are not neutral instruments; rather, they possess unique affordances and constraints that influence how content is represented and how learning is facilitated. Moreover, the TPACK framework underscores the importance of teacher cognition how educators think about and apply technology in alignment with their pedagogical beliefs and subject matter expertise. Consequently, the framework has significant implications for teacher professional development, pushing for tailored, training approaches that empower educators to make informed, innovative decisions about technology use in diverse instructional scenarios.

Need for MEL:

- **Assessing Workshop Effectiveness**
- **Alignment of Workshop with teacher needs and capacities**
- **Uncover school-level support and barriers**
- **Understanding challenges associated with audio story integration**

Monitoring, Evaluation, and Learning (MEL) was a critical component of the program intended to ensure that the workshops and related programmatic elements were responsive, effective, and grounded in the realities of teachers and schools selected. The MEL plan served as a feedback and learning mechanism to evaluate not just what was delivered, but what was retained, applied, and adapted in different divisional and language contexts.

How We Collected the Data – An Overview

To truly understand how the workshops worked and what impact they had, we used a mix of numbers and stories, also known as a mixed-methods approach. This gave us a more complete picture by combining both overview metrics (quantitative data) and deeper personal experiences (qualitative data).

Immediate Feedback from Teachers

Right after every workshop, teachers filled out feedback forms. These gave us immediate reactions what they liked, what stood out, and how they felt. This was our starting point. It helped us get a general feel for how the sessions went and what kind of influence the workshops might have on teaching practices.

Follow-up Evaluation for Deeper Insights

Later, we carried out a more structured evaluation to see what had actually changed over time. This included:

Surveys – These helped us measure changes in teachers' attitudes, confidence, and how they were using audio-based methods in their classrooms.

Key Informant Interviews (KIIs) – We also spoke directly with a group of teachers to hear their stories in more depth. They shared what motivated them, how they applied the training in real teaching situations, and what challenges they faced.

Key Findings:



REACTION

- Workshops were highly engaging, relevant, and well-structured
- FOSS and OER use enhanced accessibility and inclusion
- Hands-on, practical activities were more valued than theory
- Supportive environment from trainers and peers reduced hesitation
- Addressed real classroom challenges like engagement and resource constraints



LEARNING

- Gained skills in audio creation, editing, and storytelling
- Understood integration of audio stories with pedagogy and language development
- Learned digital tools like Audacity, AntennaPod, and online platforms
- Built confidence in using tech for teaching
- Awareness and use of open educational resources and design strategies



BEHAVIOUR

- Teachers began creating and using audio stories in class
- Applied editing skills and storytelling techniques in lesson plans
- Used structured listening tasks and student-centered activities (quizzes, role-play, drawing)
- Collaborated with peers and shared content through



RESULTS/IMPACT

- Students showed increased attention, imagination, and engagement
- Improved listening, comprehension, fluency, and expression
- Boosted student creativity and vocabulary
- Teachers reported increased confidence and motivation

For the purpose of this brief, the findings from the broader evaluation have been organized under two major objectives as mentioned below. Under each objective, given respective key challenges and school-level suggestions that emerged from the data.

1. Enabling teachers to develop and integrate audio resources into their language teaching practices

The workshops successfully enabled teachers to acquire and apply story telling techniques in their language classrooms. Participants reported enhanced confidence in independently recording, editing, and structuring audio stories using voice modulation, background effects, and coherent storytelling techniques. These newly acquired skills translated into practical classroom strategies, where audio stories were mapped to textbook content and used to enrich pre- and post-lesson discussions.

Teachers observed positive shifts in student engagement and comprehension. Lessons featuring audio content led to improved understanding of concepts such as direct and indirect speech. Students became more attentive, imaginative, and were able to recall and request specific stories, indicating deeper cognitive and emotional engagement.

A notable outcome was the movement away from traditional instruction toward more experiential learning. Many participants developed routines for integrating audio into their teaching and expressed intent to expand their use of digital storytelling tools. The workshops also encouraged peer learning, as teachers shared their audio creations with colleagues and began informal dissemination within their professional circles.

“I learned different strategies, such as pre-listening questions, pause-and-predict activities. I have already downloaded stories on AntennaPod and used some in the Urdu classroom.”

- **Thahseen**

“I have started using AntennaPod. Students asked me to play the stories again. We did the story ‘*Pooree Jo Kadhai Se Nikal Bhaagi*’- all the students remembered it and loved it.”

- **Noor Fathima**

“I’ve even made a *Story Corner* in my classroom with 15 to 20 selected stories. We also created a WhatsApp group for the kids to share audio stories.”

- **Nusrat Shaheen**

Challenges teachers face

While teachers showed enthusiasm and initiative in applying digital tools, some challenges emerged that may resist consistent integration. Participants acknowledged infrastructural constraints in their schools, such as limited or no internet access and the absence of basic audio equipment like speakers, which can restrict the full implementation of audio-based teaching practices. Despite these limitations, many educators demonstrated resilience by recording stories, exploring editing software like Audacity, and accessing content through offline-compatible platforms such as AntennaPod. However, the frequency and depth of digital resource use varied, with contextual factors like time constraints, curriculum alignment, and lack of technical support influencing classroom application.

“Due to syllabus pressure and other responsibilities, I couldn’t continue regularly. Also, technical issues like low speaker volume and interruptions affected consistency.”

- **Hanumayya**

School-level needs/ suggestions:

Additionally, educators noted that audio alone may not be sufficient for all learners. They highlighted the importance of multisensory approaches combining audio with visuals, physical activities, and interactive elements to address diverse student needs and learning styles. This insight points to the necessity of integrating audio storytelling within broader multimodal teaching frameworks.

Participants also voiced interest in expanding the workshop content to cover more advanced digital tools such as animation, video production, and AI-based learning aids. They felt this would allow them to create richer and more versatile teaching materials suited to varied classroom contexts. Moreover, several teachers proposed involving students directly in the audio content creation process, believing this would not only enhance student engagement but also foster deeper understanding and ownership of learning content. However, this shift would require additional training and resources to guide students effectively through technical processes.

“Some of our students have shown interest in recording their own narrations. With basic support

like a quiet room and simple recording equipment we could create more student-led digital content and build their confidence.”

- Piraji Packrey

2. Alignment between workshop content and teacher learning needs and capacities

The workshop content was found to be highly relevant and well-aligned with the professional learning needs of the participating teachers. Storytelling, voice modulation, and audio resource creation directly addressed their instructional goals, particularly in language teaching. Participants across varying levels of prior experience reported meaningful learning gains, acquiring both technical and pedagogical competencies that were immediately applicable to their teaching contexts.

Teachers with previous exposure to digital tools adapted quickly, while those new to content creation especially valued the workshop's focus on foundational skills. This variation in baseline capacities highlighted the importance of differentiated training approaches to meet diverse learner profiles. Even experienced participants acknowledged improvements in structuring digital content and aligning it more closely with pedagogical intentions.

The workshop's use of free and open-source software like Audacity was widely appreciated for its accessibility and relevance, particularly in resource-limited government school settings. Audio storytelling emerged as a feasible and scalable solution that can support teaching for years to come, especially in contexts with limited access to high-end infrastructure.

“The immersive audio-story demo was the most useful session for me. The workshop was highly relevant and engaging.”

- Afreen

“We never imagined we'd learn something so new and technical. This workshop was a great opportunity.”

- Piraji Packrey

Challenges teachers face:

While the workshops successfully introduced audio storytelling as a pedagogical tool, several areas for further development emerged. Teachers acknowledged that although storytelling significantly improved student engagement and comprehension, they required more structured support in mastering advanced narrative techniques particularly around transitions, pacing, and story flow. Some participants expressed a need for continued mentorship or exemplars to strengthen their ability to craft coherent, high-impact audio stories.

“There are large class sizes and time limitations. The full potential impact isn't measurable yet due to limited implementation time.”

- Nusrat Shaheen

School-level needs/ suggestions:

To address these barriers, participants emphasized the need for more state/ department-supported professional development programs and targeted infrastructure development. Additionally, a peer-led, collaborative training model, where experienced teachers mentor others, was proposed as a sustainable approach to strengthen ongoing capacity building and scale the impact of digital integration across schools.

“We've set up speakers in classrooms and shared workshop insights with colleagues. However, we

noticed that students need clear, simple instructions to fully engage with the stories. Developing ready-to-use activity templates or teacher guides would make integration easier for more teachers.”
- **Hanumayya**