



## ACTIVITY BASED LEARNING PROGRAMME FOR ENGLISH LISTENING SKILL DEVELOPMENT

**Chandrakant Sakharam Lonkar, Ph. D.**

*Sou. Nirmalatai Thopte College of Education & Research Centre, Bhor, Pune.*

### Abstract

*“Activity based learning or ABL gives a range of pedagogical approaches to teaching. Its core premise involves the requirement that learning should depend upon doing some hands on experiments and activities.” The idea of activity based learning is rooted in the common notion that children learn actively rather than passive recipients of information. They are active participants (“Activity Based Learning in India,” 2011).*

*The basic skills in English are the base of English language learning. The objectives of teaching learning of English language are the same. These skills are gateways of further English language proficiency. So the researcher has picked up the idea to develop activity based learning program.*

**Keywords:** *Listening Skill, Activity Based Learning, English Listening Club, Listening Sub-skills.*



*Scholarly Research Journal's is licensed Based on a work at [www.srjis.com](http://www.srjis.com)*

**Introduction:** English listening skill is one of the basic skills in English. It is a receptive skill. We learn any language because we listen that language. We imitate the perceived language. Yagang (1996) has given definition of listening as “Listening is the ability to identify and understand what others are saying. This process consists of understanding a speaker’s accent or pronunciation, his grammar and his vocabulary and grasping the meaning.”

### **Physiology of Listening Skill:**

Listening skill is a physiological activity. It is a complex process. This process consists of predicting, hypothesizing, checking, revising, and generating skills, storing information in memory, focusing attention, forming images, interpreting, comparing and evaluating. It is a mental process which needs to concentrate on sounds, get meaning from it, and response to it. There are various types of sub-skills of listening skill.

### **Teaching Listening Skill:**

Listening is a challenging skill to teach. It has two views about teaching. They are as 1) listening as comprehension 2) listening as acquisition. There are three ways of teaching English listening skill. They are as 1) teaching bottom-up processing 2) teaching top-down processing 3) mixing bottom-up and top-down processing in a same lesson.

Wilson, J. J. (2011) has given different strategies for teaching listening skill in his famous book 'How to Teach Listening' These are as 1) Pre-listening stage 2) While-listening stage 3) Post-listening stage. To develop listening sub skills, the developed following program is helpful.

### **Development of Activity Based Learning Programme for Listening Skill:**

#### **Establishment of English Listening Club (ELC)**

#### **Objectives:**

1. To establish 'English Listening Club'.
2. To develop team feeling among students with the help of English Listening activities.
3. To develop 15 core Listening Activities on everyday useful situations for students using Psychological learning theories and Language learning theories/Principles.
4. To record listening activities on M3 player.

**Table 1. Foundation Activities: A. English Listening Club (ELC):**

<b>Sr. No.</b>	<b>1. English Listening Club (ELC)</b>
<b>1</b>	<b>Introduction:</b> A teacher establishes ELC for 9 <sup>th</sup> Standard students. With the help of this basic activity, he will work out other listening activities. He tries to make team feeling among them. Students will construct their own learning by participating in different activities.
<b>2</b>	<b>Objectives of ELC: These are seven Sub skills of Listening</b> <ol style="list-style-type: none"><li>1. To enable them to listen for specific information.</li><li>2. To enable them to listen for general understanding.</li><li>3. To enable them to predict listening.</li><li>4. To enable them to infer listening.</li><li>5. To enable them to listen for pleasure.</li><li>6. To make them intensive listener.</li><li>7. To make them evaluative listener.</li></ol>
<b>3</b>	<b>Structure of ELC:</b> As follows: 1. Advisor of the club. 2. The President of the club. 3. The Vice President of the club. 4. The Secretary of the club. 5. Every remaining student is an active member of the club. 6. Group of boys 7. Group of girls 8. Pair work.
<b>4</b>	<b>Pledge of ELC:</b> I pledge as a member of the English Listening Club. I everyday listen English carefully. I swear to listen friends, teachers and media in English carefully. I am committed to be a good listener.
<b>5</b>	<b>Theoretical Background/ Principle:</b> Activity based Learning, Co-Operative Learning, Task Based Learning,

	Constructivism, Communicative Approach, Functional Grammar, Learning by Doing, Piaget, Blooms Cognitive development, Skinners Law of Readiness, Practice, Naturalness, Habit Formation etc.
<b>6</b>	<b>Teacher Activities:</b> The teacher is as a guide, friend, facilitator, controller & director of the ELC. He plays-stops & replays MP3 Player. He organizes activities for the club. He motivates them to participate actively.
<b>7</b>	<b>Students Activities:</b> He is an active member of the club. He pledges every day. He listens carefully, intensively & actively. He participates in the clubs Pre-While- & Post listening activities by heart.
	<b>Expected Outcomes:</b> To enhance language development values among students. To develop teamwork feeling among them. To enhance listening skills. Be a good listener.

The above ELC will implement the following activities to enhance English listening sub skills.

**Table 2. Theoretical base of activity based learning program for: Listening Skills**

**Activities**

<b>Sr. No.</b>	<b>Selected Listening Activity (Recorded on MP3 Player)</b>	<b>Theoretical Base</b>	<b>Components of Skills to be Improved</b>
1	Greetings & Responding	Activity based learning Cognitive development	2. Listen for specific information
2	Introducing Self	Skinners Law of readiness & practice	1. Listen for general understanding.
3	Introducing Others	Communicative Approach Co-operative learning	1. Predictive listening
4	Requests & Suggestions	Inquiry training model	1. Predictive listening.
5	Daily Routine	Information processing theory	1. Evaluative listening.
6	Listening about Friends	Cognitive development	1. Inferential listening.
7	My House	Simple to complex, Part to whole.	1. Listen for specific information
8	My School	Cognitive theory Learning by doing	1. Listen for general understanding.
9	My Family	Social constructivism	1. Intensive listening
10	My Neighbors	Communicative Approach	1. Evaluative listening
11	My Favorite Sport	Information Processing Theory	1. Intensive listening.
12	People and their Professions	Information Processing Theory	1. Listen for specific information.
13	Story Listening	Audiolingualism	1. Listen for pleasure.
14	Role Plays	Communicative Approach	1. Infer listening.
15	My favorite Movie	Audiolingualism	1. Listen for pleasure.

One sub skill and three activities implementation procedure is as follows:

**Plan, Procedure and Manual for the Sub Skill‘Listening for Specific Information’**

Objective: To develop listening for specific information.

**Table 3.ABLP activities for ‘listening for specific information on MP3 Player’**

<b>Component of ABLP</b>	<b>Sr. No.</b>	<b>ABLP Listening Activities</b>		
<b>1. Listening for specific information</b>	<b>1.</b>	<b>1.1 Greetings and responding</b>	<b>1.2 My house</b>	<b>1.3 People and their professions</b>
	<b>2</b>	<b>Objective:</b> 1. To develop listening for specific information.	<b>Objective:</b> 1. To develop listening for specific information.	<b>Objective:</b> 1. To develop listening for specific information.
	<b>3.</b>	<b>Nature of Activity:</b> Pre-While & Post discussions on listening activity. Model listening on MP3 Player.	<b>Nature of Activity:</b> Pre-While & Post discussions on listening activity. Model listening on MP3 Player.	<b>Nature of Activity:</b> Pre-While & Post discussions on listening activity. Model listening on MP3 Player.
	<b>4.</b>	<b>Theoretical Base:</b> Cognitive development	<b>Theoretical Base:</b> Simple to complex, part to whole	<b>Theoretical Base:</b> Information processing theory
	<b>5.</b>	<b>Teacher Activity:</b> He organizes listening activities. He plays-stops-replays Model activities on MP3 Player. He conducts & guides Pre-While & Post listening discussions.	<b>Teacher Activity:</b> He organizes listening activities. He plays-stops-replays Model activities on MP3 Player. He conducts & guides Pre-While & Post listening discussions.	<b>Teacher Activity:</b> He organizes listening activities. He plays-stops-replays Model activities on MP3 Player. He conducts & guides Pre-While & Post listening discussions.
	<b>6.</b>	<b>Student Activity:</b> They listen specific information carefully understand, comprehend the activity. They take active participation in Pre-While & Post listening activities.	<b>Student Activity:</b> They listen specific information carefully understand, comprehend the activity. They take active participation in Pre-While & Post listening activities.	<b>Student Activity:</b> They listen specific information carefully understand, comprehend the activity. They take active participation in Pre-While & Post listening activities.
	<b>7.</b>	<b>Teaching Aids:</b> Laptop, Speakers, MP3 Files	<b>Teaching Aids:</b> Laptop, Speakers, MP3 Files	<b>Teaching Aids:</b> Laptop, Speakers, MP3 Files
	<b>8.</b>	<b>Time:</b> 30 Minutes 10+10+10 Two Days	<b>Time:</b> 30 Minutes 10+10+10 Two Days	<b>Time:</b> 30 Minutes 10+10+10 Two Days

We can use the same strategy for other listening sub skills development. Those are available on the following link in chapter III <https://shodhganga.inflibnet.ac.in/handle/10603/175039>. After implementing these activities, we can assess the listening sub skills enhancement.

### **Assessing Listening Skill:**

Buck, G. (2001:61) in his famous book 'Assessing Listening' has given three main approaches to language testing. They are as 1) the discrete-point 2) integrative and 3) communicative approaches. These approaches are based on various sets of theoretical notions about language.

### **Reference**

*Activity Based Learning in India. (2011). In Wikipedia, the Free encyclopedia.*

*Retrieved from [http://www.en.wikipedia.org/wiki/Activity-based\\_learning\\_in\\_India](http://www.en.wikipedia.org/wiki/Activity-based_learning_in_India).*

Buck, G. (2001). *Assessing Listening*. Cambridge University Press, Cambridge CB2 2RU, UK.

Lonkar, C. S. (2017). *"Development of Activity Based Learning Programme to Enhance Basic Skills in English and its Effectiveness."* Ph. D. Thesis.

Richards, J. C. and Rodgers, T. S. (2010). *Approaches and Methods in Language Teaching*. Cambridge University Press, Cambridge CB2 2RU, UK.

Seymour, D. and Popova, M. (2005). *700 Classroom Activities*. Macmillan Education, Oxford.

Sharma, P. (2008). *Teaching of English Language*. Shipra Publications, Delhi.

Tomilson, B. (2009). *Materials Development in Language Teaching*. Cambridge University Press, Cambridge CB2 2RU, UK.

Wilson, J. J. (2008). *How to Teach Listening*. Pearson Education Ltd. Harlow Essex.