

## INNOVATIVE METHODS TO DEVELOP LISTENING SKILLS- A PRACTICE

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### **Abstract:**

*Language learning is a necessity in the modern era. Classroom learning starts with listening. In English language classroom teacher employs different methods for the pupil's outgrowth. Using language as an instrument invigorates the nature and quality of thoughts. The aim of the manuscript is to highlight the need hour of English language Listening skills in the classroom. In the arena of ELT new methods and trends have been enforced. Advancement of Technology is an advantage.*

**Keywords:** *Methods, Classroom, listening.*

### **Introduction:**

Teaching English language is a tough job, the teacher must have command and sound knowledge in the language. Teacher should select different methods to teach their students. English Language classroom must be livelier, it differs from other subjects. Student role is an important one in the process of learning. Indian classroom centers on one way communication. Teacher's plays active role, but student role is passive one. If the teacher devises innovative environment to students, they do not hesitate to express their views. Teachers should introduce application software, audio lesson, video lesson, vocabulary games in the classroom. Activity based language sheets are helpful for both teachers and students." Teaching a language is essentially taught to communicate. Therefore, language teaching is to improve students ability to communicate both oral and written forms. But to be able to communicate well, students must have language skills. Listening is one of the skills in language teaching that should be taught, before speaking, reading and writing." (O' Connor, 1998)

Based on studies of aural discourse Richard, Lund, Dunkel have highlighted the micro skills that are needed for successful listening. "The main points are

- a) Separation of the distinctive sounds of the language.
- b) Recognize stress, rhythm and tone patterns.
- c) Be familiar with strong and weak forms of words and phrases.
- d) Process utterances spelt at different speeds.
- e) noticing sentence constituents.
- f) Take note of numerous ways to express the same meanings.
- g) Be aware of cohesive devices used in speech.
- h) Distinguish between literal and implied meanings.
- i) Use nonverbal cues to get meanings.
- j) Apply various listening strategies to interpret meanings.
- k) Use one's world knowledge to infer situations, goals etc.
- l) Guess outcomes and assume links and connections between events etc.
- m) Recognize clues in Grammar including word classes, sentence structures etc.
- n) Differentiate word and phrase border lines word order patterns etc. inside an utterance.

- o) Recognize communicative functions of different utterances.”<sup>2</sup>(M.L.Tickoo,2011,p.132-133)

“Listening is a vital process in communications as aural inputs aid understanding and interaction. Listening is an active, complex process and many times it is ephemeral and linear in nature. (Lund,1991, p.201)”<sup>3</sup> In the global era more attention paid to listening skills in language acquisition and in second language learning. For an L2 listener, it is more challenging especially if it is bi-directional as in the case of international listening. (Morley J, 2001)”<sup>4</sup>. Listening is a multi-process. It involves perceiving the meaning of the input and cognitive process. “Richards (1990) defines bottom up processing as the use of incoming data as a source of information about the meaning of a message. In this process, the message to be analyzed and comprehension begins when the message is received. In Richards words, Top-down processing is the use of background knowledge in understanding the meaning of the message. (Richards, J.C.,1990)”<sup>5</sup>

Most listening comprehension activities focus on admiration and association with a learner and the text used in the activity. The listening activity helps to access if the listener can produce what is perceived. The listening comprehension helps to improvise the student language usage in day to day life. It is based on the experiences involving in the listening comprehension activity.

For example, when the child learns the words dad, mom etc., in a natural environment collaborating with others. Even in Non verbal communication the child nods his head, if he does not require in a socio cognitive learning environment. In the same way, student should immerse in listening comprehension.

Some needs are required to create environment and experience to develop language skills. Material used in Listening Comprehension Test-

- Generally, irregular phonic or broadcast/ pre recorded clip/ TED Talk utilized in the listening comprehension evaluation test.
- In maximum cases, listening comprehension Test does not provide back ground information on the audio clip or in some times giving brief introduction is necessary one.
- The questions those are used to evaluate the listener's knowledge in phonological or semantic inputs to empower the listener to fill up blanks in a cloze exercise or opting answers from a given gist.
- At last, the listening comprehension test evaluates the ability of the learner, is based on a summative assessment.

Student is not capable to comprehend in fully appreciating learning perspective. Though students manage to get good grade while having a test. It leads to language proficiency development.

Proposed practice

- “An audio or video clip to be used in the listening comprehension activity from purely realistic situations, which are familiar to students.
- The questions are asked demand the listener's attention to phonological or semantic inputs that will ultimately the learner will be able to generate his or her text.”<sup>6</sup>(Radhika,S, & Kumar, I.S.2016)
- Finally, the key objective of the exercise is to persuade the fluency enhancement in real world situations. The main motive is to draw a maximum degree of participation and perceiving.

**Conclusion:** The chosen method identifies usage of listening comprehension activities for the growth of listening skills and written communication. Learner- centric approach allows the students to avail a complete experience through listening comprehension activities. “Nunan suggests that it is desirable to design new listening skills development activities to create a learning environment that will promote a high level of involvement in the learner with the objective of enhancing fluency.”<sup>7</sup> Teachers require training in listening to understand the true nature of real life oral give-and- take, transactional and interactional. Planned course must make the learner sensitive to the demands of various acts of

listening.

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