
LISTENING CENTERED APPROACH IN FOREIGN LANGUAGE LEARNING

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Abstract: Learning is an unending process in human life. When it comes language teaching/learning our education system has mechanized it by introducing certain methods/rules, which hamper our natural flow of learning things in natural way. Similarly foreign language teaching process is not exception to it. Present system of teaching is more inclined to practice rule and learn language. This confuses the learner because he sticks to rules altogether. Consequently learner remain detached from thinking and speaking. On contrary the research do show that learning foreign language by LSRW formula is an easy, natural and most effective to all levels of learners. As we learn our mother tongue without any method/rule and that to in an effective way Even though having not much knowledge of rules and methods. This paper is an attempt to focus on listening centered approaches to foreign language learning. It focuses on methodology of teaching by giving audio/audio-visual listening material in target language. This listening centered approach will increase student's interest towards target language and its content too. It primarily emphasis on listening target language examples repeatedly and if necessary understanding rules as we do in our mother tongue.

Keywords: Foreign language, Learner, listening, LSRW Formula.

Introduction: of all the languages in the world today English deserves to be regarded as a world language. it is first language of the United Kingdom, the United States of America, Canada and Australia. In addition it is spoken and read by many millions of Europeans, Africans, Chinese, Indians, Japanese, South Africans as second language. It is widely known in almost every country of the world and it is common means of communication between the people of the world. It is really introduced as practical mode of communication by Britishers thus it came to the daily ways of communication by introducing in the school curriculum in India. Now it holds strong place in every walk of life.

Today we have adopted three language formulas for communication in our nation which is multilingual and diverse in nature. But when it comes to impart the basic skills of language learning by our curriculum, we have framed design which includes certain methods and approaches to impart the same. We have using the same methods and approaches to teach English as foreign language which is old and traditional. The decades of practice of using the methods and approaches yields no remarkable output. In the twenty first century today demand of English language is far different than post-independence. In the scenario of world as global village the dimensions of English uses has changed widely. And hence the target learners of English language have to change accordingly. But unfortunately there is big gap between learners and international scenario especially in India.

The major reason for the gap is the teaching methodologies that our curricula suggest and teacher community adopts. Following are some traditional methods/approaches which we are using since decades with little change:

1. The Grammar - Translation Method: This method of teaching has introduced by advent of Britishers in India. as it is widely used in Europe for teaching Greek and Latin language. it is labeled as classical method of teaching and demands word to word translations for target group in their mother tongue, hence they remain far away from practical use of language. But somehow it is useful for providing basics of English.

2. The Direct Method: it said that the direct method is reaction to the grammar translation method because it prohibits use of mother tongue. it focuses on direct use of foreign language and direct practices and attempt to speak. But not useful in all scenario

3. The Audio-Lingual Method: This method provided 'contextualized' language practice in True-to-life situations including dialogue. Again, it provided a wide variety of activities to help maintain interest, and it made extensive

Use of visuals. It arranged for abundant practice although "the grammar based audio-lingual approach moved cautiously from

supposedly simple to more and more linguistically complex features,

Often without adequate consideration for what might be needed in everyday situations.

4. The Bilingual Method: This method was developed by Dr. C.J. Dodson. As the name suggests, the method makes use of two languages- the mother tongue and the target language. Hence, this can be considered as a

Combination of the direct method and the grammar-translation method. 'Selection', 'Gradation', 'Presentation', and 'Repetition' are

the four cardinal principles of all language teaching methodology. This method has all the four principles in it.

Apart from this methods certion approaches we have been using since decades Approaches to English Language Teaching

1. The Structural Approach
2. The Structural-Oral-Situational Approach
3. The Communicative Approach

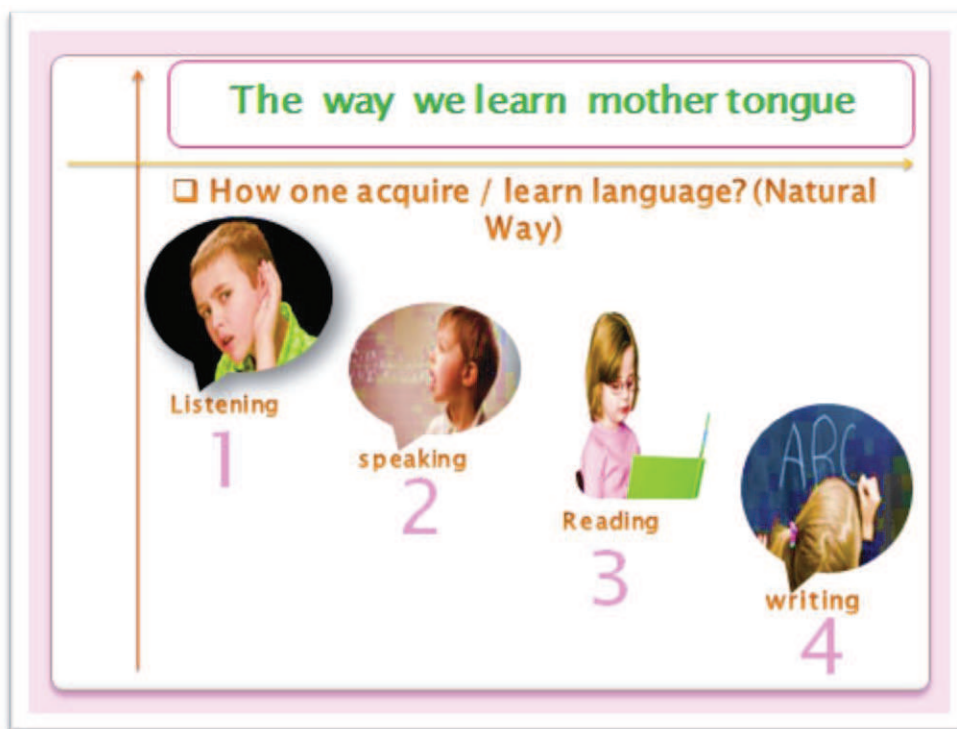
Difference between methods and approaches: the two terms methods and approaches have been used interchangeably many a times but there is a difference between the two. Approach is border term then method.

Approach is axiomatic (study of self –evident truths) in the words of Anthony¹ “it states a point of view or philosophy or an assumption which one believes but cannot necessarily prove”

Method is overall plan based on some approach in the words Anthony “Method is overall plan for the orderly presentation of language material no part of which contradicts and all of which is based upon the selected approach”

Hence the present listening centered approach of teaching/learning foreign language is being

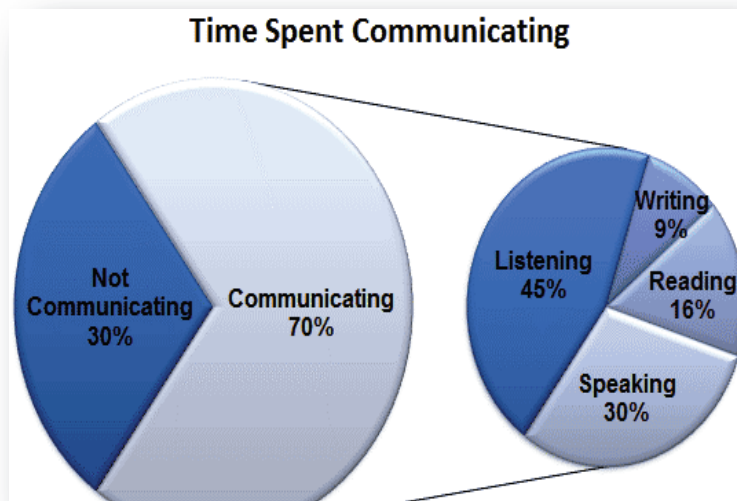
introduced in order impart to teach or learn foreign language in Indian environment. It focuses on learning activities based on listening. It allows preparing material based on social and cultural environment of the target group. This approach allows focuses to frame the material which is closely related to the needs of target group. This ultimately increases the interest of target group. The nature to listening centered approach is as we learn our mother tongue.it denies rules and regulations of learning foreign language learning as we do in the above said conventional methods of learning foreign language. This approach throws out all the mechanism of learning language which has generated boredom and monotonous frame of mind. It allows learning language as we learn our mother tongue in family without and rule. Everybody is comfortable and confident in speaking every expression in mother tongue and the reason behind it that we learn it by natural way



This approach is based on natural way learning the things. If we look at our time spent for communication the following figure shows listening holds major part of your communication it can be illustrated by figure as

that we find that we are equipped with two ears and one mouth that means listening is twice important than speaking. So the present approach is promotion

all the associated elements to emphasis on listening than any other activity in foreign language leaning.in the LSRW formula as shown in the figure 1 is quite natural and acceptable in all condition which produce remarkably positive results. There are many research survey highlight the importance of listening in all learning process as follows: Time spent in listening and its out comes



Following: if we look at the biology of human being

In Germany, Students in primary school are expected to listen for about 2/3 of classroom time (Imhof & Weinhard, 2004).

In the U.S., the following studies have been conducted:

Study	Population	Reading	Writing	Speaking	Listening
Rankin, 1930	Varied	15%	11%	32%	42%
Brieter, 1971	Homemakers	10%	7%	35%	48%
Weinrauch and Swanda, 1975	Business Personnel	19%	23%	26%	33%
Werner, 1975	High school & college students, employees & homemakers	13%	8%	23%	55%
Barker et. al, 1980*	U.S. College Students	17%	14%	16%	53%
Bohlken, 1999	U.S. College Students	13%	12%	22%	53%
Davis, 2000*	Australian College Students	12.3%	9.8%	30.6%	34.1%
U.S. Department of Labor, 1991	Government Managers	13.3%	8.4%	23%	55%
Janusik & Wolvin, 2006	U.S. College Students	6%	8%	20%	24%

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1. N.P. Pahuja "Taching of English 1995. Fullenkamp and Lauren Partese.
2. Listening Facts compiled by Laura Janusik, Ph.D., Rockhurst University with assistance from Lynn (http://d1025403.site.myhosting.com/files.listen.org/Facts.htm)

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