

## Listening Activity – Listening to a Classroom Lecture\*

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**Objectives** : To enable the listeners/viewers to maximize their learning by the process-based approach: pre-listening, while listening and post-listening.

**Text** : [https://www.youtube.com/watch?v=TryHsjdV6\\_Y](https://www.youtube.com/watch?v=TryHsjdV6_Y) What is sociology?

**Duration** : 34 minutes.

**Preparation** : Watch/listen to as frequently as possible the lectures given by the subject specialists and jot down notes.

### **Procedure:**

Setting the context and the task: This lecture is organised by National Socio-Environmental Synthesis Center.

In this introductory lecture on the discipline of sociology, Dr. Lori Peek overviews the focus, history and approach of sociological inquiry.

**Task:** To start with explore how much you are familiar with the area, then listen to the lecture and jot down notes and lastly, extend the area of knowledge based on the input received by engaging in different activities.

### **Process:**

**Pre-listening:** Lectures given in the class are mostly syllabus-driven, which is given right at the beginning of a course, hence, learners can go prepared for them.

Cognitive theoreticians believe that learners by activating their schema, prior to a lecture, would benefit most as they realize how much they are familiar with the area and are mentally ready to receive more information.

As this lecture is about sociology they could jot down the ideas related to it or at least they could reflect about it rather than going unprepared for the class. Even if the area is totally unfamiliar, they realize that their knowledge is nil, so get prepared to learn it.

**During listening:** They need to actively take down notes for two reasons: to concentrate on the ideas and to avoid the internal and external distractions. Notes are to be made using only key words to keep track of ideas. For instance, while the lecturer is defining what is sociology she points out the complexity of the domain and moves on from one to the other aspects and if one were to take down word by word they would have lost track of what she was talking about. Likewise, the lecture is replete with dense information, so one has to quickly scribble the notes.

**Post-listening:** The lecture focused on several critical areas and some of them: important theoreticians, the differences among them, the kinds of research carried out, the core areas of sociology, overlapping aspects and future concerns of sociology. Having listened to all of them, one has to engage in further reading, discussion with others, especially with the experts and carry out research to become knowledgeable. If one were to confine only to the lecture and extending it to after-lecture activities, one will not be in a position to make a mark in one's life.

### Learning outcomes:

1. Learners realize that going mentally prepared for lectures enables them to absorb more ideas and internalize them.
2. Learners recognize that learning has to be a cyclical process and not a linear one to be erased from memory once the examinations are over. To become knowledgeable they need to keep accumulating ideas.

### Further practice:

Listen to/watch as often as possible the lectures delivered by subject experts and as online learning is ruling the roost now there are any number of lectures available on any imaginable topic.

**\*Classroom Lecture:** Students in class are listening to lectures on an average of 5 lectures a day from 5 different lecturers and on 5 different areas. But, they would not find much of a difference between the beginning and at the day of the day if they do not engage themselves with the process of listening seriously.

A well-planned lecture delivers a vast amount of information gleaned from multiple sources to students in a short duration which could initiate them into further exploration. The conversational approach, questioning, paraphrasing, repetition, interactions with others, lighter moments and so on create an ecosystem of better learning environment.

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## Singing grammar!

A couple of years ago after obtaining necessary approvals, I offered a course entitled **Teaching Grammar** to the II Semester students of MA (English) programme in the Credit Based Choice System (CBCS). I was enthusiastic about this course as I was taught grammar and how to teach it when I was doing my Postgraduate Diploma in the Teaching of English (PGDTE) at CIEFL, Hyderabad (now EFLU) in the late 80s by Prof S. K. Verma and Prof. N. Krishna Swamy, well-known linguists and teachers. I wanted someone experienced in the field to inaugurate the course. Who else could be more befitting for the purpose than Prof. S. Upendran of *Know Your English* fame! He was kind enough to accept my request and kick started the course in a *rhythmic manner*.

He came to the class and said, *'first things first'*, continuing, *'when you hear the word grammar, what is the other word which is phonetically similar that comes to your mind?'*

*'Farmer'* said a few, *'glamour'* said some others. He collected several such words and concluded saying, *"the word 'grammar' comes from the word 'glamour', let's learn and teach grammar aesthetically by using songs"*.

That was how he set the tone to teach and learn grammar using music and songs in the rest of the classes.

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