

IMPEDIMENTS FACED BY TEACHERS IN APPLYING ACTIVE LEARNING STRATEGIES IN LANGUAGE CLASSES IN ENHANCING LISTENING SKILLS

V. Maithri^{1*}, P. Suresh²

¹Ph.D Scholar, Department of English, VISTAS(Vels University), Chennai, Tamil Nadu, ²Associate Professor, Department of English, VISTAS (Vels University), Chennai, Tamil Nadu.
Email: ^{1*}kamalimythri@gmail.com, ²drponnurangam@gmail.com

Article History: Received on 18th June 2019, Revised on 19th November 2019, Published on 17th January 2020

Abstract

Purpose: The study analyses how active learning strategies can improve the learners' language skills especially the listening skills with the use of various active learning strategies and blended teaching. It also shed light on the aim and purpose of certain strategies that will make the class more student-centered and engages the learners actively. It supports the constructivist approach a theory that underlies active learning. The study involves a survey conducted in some private, semi-urban, CBSE, middle schools in Chennai on the English teachers in understanding their opinion on using active learning strategies in class to enhance the learners' language skills in a day-to-day classroom. The data collected from the survey form and details from one-on-one interaction with teachers will help the researcher learn the impediments faced by the teachers in implementing these strategies in the classroom.

Methodology: The survey sheet is a questionnaire that focuses on the teacher's classroom practices. It involves certain aspects such as Teaching methodology, teaching strategies, assessments, Feedback and its efficacy and Teacher attitude towards students. The questionnaire besides MCQs also had some one-line questions to which teachers had to answer. The survey was conducted on 50 teachers from 6 different schools teaching English in Middle schools of the semi-urban area of Chennai.

Main Findings: The various barriers faced by the teachers in implementing active learning strategies are found in the survey conducted. It was also observed that there was some dearth of knowledge among teachers in the contemporary theories that lead to the resistance of the teachers in conducting the activities.

Application: The methods mentioned in the paper can be adopted by teachers who also feel that the major reasons for their resistance in using active learning strategies in their day-to-day class are categorically similar to the reasons mentioned in the paper.

Novelty: The methods suggested in the paper are a combination of active learning which is a theory predominantly based on constructivism and blended teaching. Although the reasons mentioned by the teachers in the survey are major limitations in planning an active learning class, these can be controlled to an extent by planning these strategies with resources suitable to one's learner group and using certain active learning strategies in class with the students.

Keywords: *Constructivism, Active Learning, Receptive Skills, Listening Skills, Prior Knowledge, Scaffolding, Lower to Higher-order Thinking Skills.*

INTRODUCTION:

English in India like in any post-colonial country has gained its importance since the time of British rule, since then the language has flourished and has become one of the official languages in India besides Hindi. Immediately after the rule of British (Dewey et al., (1964), (Vygotskiĭ, L. (1966). India had both vernacular medium schools and a few English medium schools but over the period the English language has become a necessity to seek better prospects in life. English has become a means for global communication. Apart from general communication, knowledge of English is an added advantage to help in communicating at the global level. With the boom in information technology worldwide, numerous global companies have been outsourcing their operations in India which led to an increase in the English language speakers in India (Bandura, A. (1977). It has become important for students seeking jobs in corporate sectors must have basic English language skills to be qualified. Some companies also give training to the employees who joined newly. This is because the candidates should be able to converse with their international clients and understand their accents. The main focus of the training is listening and speaking skills. The reason these two skills are given priority is that while conversing with the client, one should be acclimatized with their accents and comprehend what they speak and respond to their query in an intelligible manner (Vygotsky, L. (1978). The importance of reading and writing wane once a student leaves 12th grade or its equivalent. For instance, engineering colleges have English as one of their subjects in the first year and the weight is given to listening speaking, grammar and vocabulary, although reading and writing are included in the curriculum (Vygotsky, L. (1979).



Today schools in Chennai are either controlled by the Tamil Nadu government, by private bodies, by individuals or sponsored by financial aid from the state government. Tamil and English are the mediums of instruction used in schools across the city. The Tamil Nadu State Board, the Central Board of Secondary Education (CBSE), the Indian Certificate of Secondary Education (ICSE) and the National Institute of Open Learning curricula are followed in Chennai schools. Some schools also follow the syllabus of the International Baccalaureate or the American system of schooling ([Bonwell et al., \(1991\)](#)).

The majority of the students in India choose CBSE (Central Board of Secondary education) curriculum and for most of them, the target language is a second language although it has been the medium of instruction. The study highlights the gap formed during the transition of a student from school to a graduate college ([DeVito, J. A. \(2000\)](#)). The curriculum in schools majorly focuses on reading, writing, understanding of literature and grammar while listening and speaking skills take a back seat. It is evident in the weight age given in the SA of CBSE. The CBSE main English paper is marked for 80 marks of which 20 marks go to reading skills, 30 marks to writing and grammar, 30 for literature making it to a grand total of 80 marks. Listening and speaking are conducted as an internal assessment for 20 marks collectively for both skills, evaluated by the school teacher and evidence sent to the board. The ASL (Assessment of Speaking and listening) was introduced in the year 2013 which means it was a recent inclusion.

The current study tries to analyze the methods adopted by the teachers of CBSE in integrating Listening and speaking skills in the classroom ([Columbia.edu. \(2007\)](#)). It also attempts to suggest how using active learning strategies will help the teachers to focus on these skills not only at the level of remembering and identifying as in the listening test papers given by the board but also focus on the higher-order thinking skills, therefore, enhancing the learners' curiosity and creativity.

LITERATURE REVIEW:

Active Learning Strategies and its impact

There have been myriads of teaching theories and methodologies that have been used in effective teaching and learning. To be precise the study of how people learn has ranged from understanding the observable behavior (Behaviorist) to understanding how people think to perceive and remember (Cognitivist) to learning from the existing knowledge (Constructivist) ([Hattie, J. et al., \(2007\)](#)). The active learning methodology of teaching and learning is a strategy that brought about a phenomenal change in the roles of a teacher and a learner. From a conventional classroom where the teacher leads and the learner follows to a much reasonable and productive student-centered classroom. The active learning methods align not only with constructivist approaches but also align with various other major methodologies such as task-based learning, technology-based learning, research/discovery learning, experiential learning, interdisciplinary learning, etc... ([Armstrong, T. \(2009\)](#)). According to Laird's sensory stimulation theory, the majority of knowledge acquired is through 'seeing', however, it is believed that greater learning takes place when multi-senses are stimulated (Dunn, 2002). Learning by doing is an ideology developed by John Dewey who suggested that learners' interaction and participation are predominant in learning the process. This is where active learning has sparked into practice along the way picking the essential principles from other potential strategies ([Mukunda, k. \(2009\)](#)).

Some of the major theories that align with Active learning and its significance in the current learning situation.

i. Constructivist approach

As the name suggests, the constructivist approach believes in building (Construct) on prior knowledge. This will allow learners to understand and absorb the concept in a more meaningful way; they pick from where they left ([Jerome Bruner 1961](#)) ([Thomas, N. \(2009\)](#)). The process of spiraling makes learning more active and student-friendly. According to constructivists, a curriculum should be spiraling which allows learners to learn new knowledge from the existing knowledge thus building on the prior experience through language and interaction ([Lev Vygotsky, \(1978\)](#)). The constructivist approach makes a learner more independent and responsible for his/her own learning thus involving learners actively in the learning process and by taking ownership of the process. Zone of proximal development is an idea where the learner moves from a stage where he/she is completely dependent to completely independent which is the primary aim of active learning method ([Hattie, J. \(2011\)](#)).

ii. Interdisciplinary – Learning

Actively learning strategies encourages interdisciplinary- learning as it allows the teachers to use resources from other disciplines to link the concept to the learners' existing knowledge ([Hattie, J. \(2012\)](#)). Besides it also strengthens the understanding when it is linked to other disciplines as the learners learn its significance in real-life and apply the gathered knowledge in the real-life situation thus internalizing the knowledge gained. Using an Interdisciplinary approach in active learning overcomes the shortcoming claimed by the researchers. It is planned by an individual teacher for his/her set of



students and class understanding the relevance of the subject and the students' interests. This theme-based learning is gaining popularity among various curriculums in the current educational world.

iii Research-Based Learning

Research-based learning is otherwise called as inquiry-based learning/problem-based learning. This method of learning involves learners and encourages them to actively participate in learning. In this method, the teacher's role is to show students where to look while it is the role of the student to identify, justify and reason their choice. Active learning encourages learners to be independent and takes responsibility for their learning while the teacher enables the process ([Sandercock, I. \(2013\)](#)). Purposive is one of the principles of active learning, which seconds the use of 'inquiry-based learning' as the learner know where they are leading and why they need specific information. At a school level, activities like identifying the similarities and differences, summarizing, KWL charts, Mapping, etc. aid in developing multiple skills like research, reasoning, communication, and thinking skills in students. Some international curricula have adopted syllabus that enhances students' research skills and make them more critical thinkers thus making it an active learning process ([Wiliam, D. \(2014\)](#)).

iv Technology-based learning

In the 21st century with the current technology boom that has taken a grasp over the entire world has also impacted the education world. It has made active learning easy and fun for the learners. Active learning has become more used and doable with the help of technology ([Danga, A. Y. \(2015\)](#)). The use of multi-media resources in the classroom to teach has become more common thus making the classes more fun and therefore maximizing learner engagement. Learning tasks designed by teachers have undergone a paradigm shift, now, teachers are able to use a plethora of digital resources in teaching a concept. Some of the active learning strategies that are enabled with the help of technology are flipped classroom, game-based learning, etc.

v. Bloom's Taxonomy (Benjamin Bloom)

Yet another principle of Active learning is 'Creativity'. Creativity is one of the skills considered as the highest order of skills according to Bloom's Taxonomy a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The model was designed by Benjamin Bloom in 1956 which was later revised by a group of researchers focusing more on a dynamic conception of classification. The revised version draws knowledge from cognitivist studies and bases on cognitive processes such as factual, conceptual, procedural and metacognitive ([Kolb, D. \(2015\)](#)). The current studies suggest that the learners should be informed of the learning objectives, this helps learners to know where they are going and what is expected of them thus making the session more contextual and meaningful. Active learning banks on these objectives as this model encourages to raise the simple to complex skills.

Active learning claiming to be a student-centered classroom should have a clear objective and precise instructions. Banking on Bloom's taxonomy ensures these and allows smooth planning and conduction of classes. This also allows teachers to design suitable assessment aligning to the lesson objectives shared.

The other teaching methods that are adapted in active learning are collaborative learning, peer learning, Communicative language teaching, reflective learning, etc. Active learning encourages three-way communication where communication not only takes place from teacher to student but also from students to students and student to teacher ([Peter, V. F. \(2015\)](#)). As students take a major role in learning, they hold the responsibility of evaluating their work by reflecting. Therefore, studies have proved that Active learning develops numerous skills in learners like communication, decision making, critical thinking, problem-solving, analytical skills and more.

This particularly helps Indian students for whom English though learned as the first language is a second language by nature; as this methodology encourages learners' interaction in the target language. According to the social constructivist theory ([Vygotsky, 1979](#)) which is one of the theories that Active learning strategies majorly banks on. Through various activities like group work, think-pair-share, turn and talk debate, role-play, etc., active learning ensures not only active participation but also interaction with the society and culture, thus making this method a suitable one for the current age.

METHODOLOGY

The impediment faced by the teachers in implementing active learning strategies in classrooms according to a survey.

A survey was conducted for middle school English teachers teaching English in a few sub-urban, Private CBSE, English medium schools of Chennai. The survey focused on the constructivist ideologies, practices and impacts of various active learning strategies that are used in the classes currently ([A. Ashioya, D. \(2016\)](#)). It involves certain aspects such as Teaching methodology, teaching strategies, assessments, Feedback and its efficacy and Teacher attitude towards students. The survey also focuses on understanding the teachers' perspective of the impediment commonly faced in using the AL strategies in

their language classes. Although the survey majorly focuses on listening and speaking skills, its responses speak loud and clear of the teachers believes in limitations they face in implementing the Active learning in their classes.

The survey contained 80 questions of which the first 20 questions focus on the understanding and implementation of constructivist theories in the class. This involves the practice of starting a session with testing the prior knowledge, planning activities that encourage social interaction and use of language, scaffolding during activity, student-centered classroom practices and spiraling. The second section of the questionnaire focused on the resources used by the teachers in conducting activities. The question assesses if the resources used in class are textbook-based or if the teachers use real-life resources such as talks, the speech of great personalities, commentaries, etc. to expose students to various types of speeches and accents. It also assesses the variety of activities used are picked based on the learner group and multiple intelligence. Following this section, the 20 questions focused on Assessments and types of assessment and feedback (Jane, A. et al., (2016). It checks the if formative assessments are conducted in every session if yes what type of assessment, they conduct in enhancing the listening skills if they integrate the listening skills with the portion in the text or any relevant subject thus making it an interdisciplinary task if it focuses on thinking skills beyond remembering and identifying or go beyond those and test the skills in analyzing by comparing and contrasting, evaluating and creating. The last part of the questionnaire focuses on the impediment faced by the teachers in conducting active learning strategies. This part of the survey was more descriptive where the teachers were asked to list the skills that are given high priority in classes to the skills which are given the least priority using the given syllabus during an academic year (Malecela, I. (2016). One of the questions asks the teachers taking the survey to pick or list down one major barrier that they face in conducting an active learning class to teach language in their classroom. Around 50 English teachers (middle school) from 6 schools took the survey. From the analysis made from the responses of the teachers, the following analysis was made.

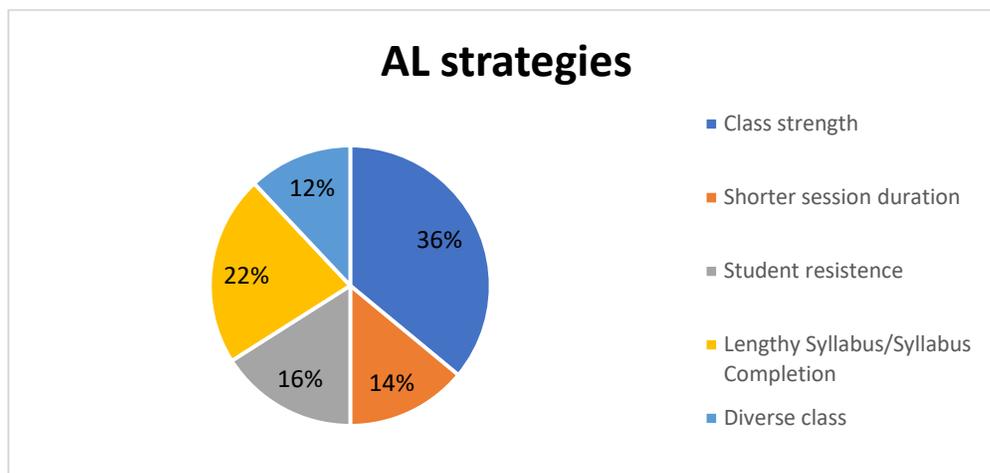


Figure1: Findings of Analysis

Source: Authors findings

Above were the results recorded from the teachers' survey and an interview conducted post-survey informed the following. 36% of the teacher who took the survey feel that classroom strength and the expected chaos is the major reason why conducting an active learning strategy has become a challenge to the teacher. 22% of the teacher feel that syllabus completion weighs on them and conduction extra activities or elaborate activity sessions will delay the completion (Omar, A. et al., (2016). 16% of teachers stated that though they plan active learning strategies by conducting group activities or group discussion students are resistant are not willing to actively participate in the activities, while some use the advantage of the situation. On the other hand, 14% of the teachers feel that though active learning strategies assist in enhancing the learners' participation and improves their overall performance, they feel the session duration is too short to complete a task as the time goes in forming groups, shuffling, giving instructions, etc. Finally, 12% of the teachers felt that having a mixed ability class makes it a challenge for most of the teachers to conduct the activities as some activities are either too simple for some students and some activities are too tough for some students, therefore, the teachers lose the track. These are the data that have been collected. During the interview with these teachers revealed various other barriers such as the lack of digital resources or facility, planning and preparing for the sessions are too complex (Dweck, C. (2016).

Besides the whole survey helped me understand various other aspects that may have led to the understanding of the resistance among teachers in using AL strategies. 60% of the teachers use resources given in the textbook or another similar textbook of different publications which means the students are not exposed much to the real-life resources that would allow them to comprehend and understand the purposes in a real-life conversation or talk. Exposing them to a variety of listening

resources is also limited. The survey also helped me understand that Formative Assessment is not conducted every day or the concept of formative assessment is unclear to some of the teachers (Sanjaya, D. B. (2017). Feedback is not immediately given and the type of feedback is rarely descriptive and individual. According to the survey the feedbacks are mostly group and one-line or one-word feedbacks. Student feedback is seldom asked therefore the lesson plan used doesn't undergo major changes over the period of time with the change of students. This is one of the major drawbacks noticed with the help of the survey. From the survey, it was evident that about 50-60% of teachers were not completely aware of the theory thus the implementation of it is limited.

Measures

Some Active learning strategies to enhance listening skills in Indian students

Having studied and analyzed the survey, these teachers were briefed on the constructivist approach and the benefits of active learning strategy. With the basing understanding derived, I picked a few active learning strategies that could be initially used by the teachers to check the students' performance and response to the AL strategies (Suastra, I. W. (2017). With that intent, a few active learning strategies were picked to use in the classes by the teachers and record the improvement or changes in the student's response and performance.

Although the CBSE, NCERT textbook has incorporated some speaking tasks at the end of each prose chapter there are very few or almost no listening tasks in the main textbook. I believe that if teachers use active learning strategies to teach these lessons, they can use a multitude of listening resources in the classroom to not only encourage active listening skills but also engage students in the learning of the concept actively and encourage them to use the knowledge gained in a real-life scenario.

We as teachers have to make a slight shift and some efforts in making the class more interactive and therefore enhancing the speaking and listening skills of the students (Maba, W et al., (2018). Taking into account a diverse class listening activities chosen should be suitable for all learners. Teacher-picked listening activities based on the interest of the students should be used in classes instead of only using the listening task suggested by a textbook. It suits the general crowd belonging to a particular age but not necessarily suit students of all types and intelligence.

As Active learning strategies majorly rely on Constructivist theory, it expects the students to take responsibility for their own learning and make them the priority in the classes. Knowledge needs to be constructed for which one should understand the previous knowledge of a student. Sharing Lesson objectives of each session before commencing a class will make students more responsible and gives clear navigation and understanding of each activity conducted during the session. This makes the activity more meaningful and contextual. The following are some strategies out of zillions of strategies that can be used to effectively enhance listening skills. (<https://www.youtube.com/watch?v=KimIns8t1aw>)

React to the video

Videos as resources can have a greater impact on young learners in enhancing listening skills while comparing to just audio. Blended teaching has become a way of involving students in learning more actively. Videos grab the attention of visual learners and are more inclusive in nature. These resources can be adopted by teachers to promote active learning in their classes (Suman Rajest S, et al., (2018). Most of the listening test focuses on lower-order thinking skills. If one observes the types of questions used in Assessment of speaking and listening to an internal assessment conducted by the CBSE board for grades 9-12, the questions test the students' comprehension of language which basically test the lower-order thinking skills of the students, this means the questions asked in the tests are limited to the knowledge of language (Vocabulary enrichment), understand and identify which are restricted to the two tiers 'remember & understand' of the Bloom's taxonomy. Although these tests certainly play a crucial role in bolstering the learners' listening skills, it can do much more than just 'Remember and Understand'. A teacher can use the Audio-Visual resource to enhance the other higher thinking skills of the learners where they are encouraged to compare two video or two speakers of two different video, to give their opinion on the topic, analyzing the perspective and attitude of the speaker

According to *Emily Moore* video can be used for guided lessons, critical thinking, In-depth subject discussion, and conceptual understanding to promote active learning among the learners.

Video as a guided lesson

As mentioned earlier, the more the students listen to the language the higher are the chances that they get accustomed to different tones, accents, intonations, variations, slangs, language usages, etc., therefore improve their listening comprehension. In class when we use a video as a resource, one's intention or purpose need not be to only enhancing listening comprehension but also link the video the lesson that is planned for the day and ask students discuss in groups or conduct a think-pair-share activity to compare the contrast the video with the lesson, or the teacher can ask students to take notes while listening to the video, etc.



Reacting to the video is an active learning strategy used to engage learners actively in the process of listening. A teacher can assign a while activity task to contain the concentration of the students. it could be picking up vocabulary that reveals the emotions of the speakers, words that suggest that a speaker is a person from science background from his use of jargons, Pick 5 facts and 2 opinions, etc. one can devise umpteen activities suitable to the chapter and achieve the lesson objective of the session ([Suman Rajest S, Dr. P. 2018](#)).

Video to promote creativity and curiosity

Choosing a video that piques the curiosity of the learners while make them actively listen to a video besides giving a follow-up activity that requires them to think out of the box or link it to the other disciplines will bolster the curiosity of the learners. One can write a critical comment on the video they have watched or given a counter-speech defying the point in the video watched. A teacher can assign multiple videos and ask students to compare, contrast and analyze the three videos and put up their comments on the comment wall which will be peer-reviewed. This activity not only targets active participation but involves peer evaluation which is considered as a successful strategy to welcome multiple perspectives. This activity can trigger an in-depth discussion of the topic in the video, following which the teacher can conduct a Socratic seminar, debate or speech, therefore, targeting their speaking skills.

Videos to enhance conceptual understanding

When introducing a topic or concept, teachers can pick suitable videos that speak of the history or creates a link in the minds of the young learns thus expanding on the purpose of the concept being learned. In the next section of my paper, I will elaborate on why conceptual understanding is important where I will discuss how constructivists believe in spiraling where the learners' knowledge of a concept grows in-depth as the years pass therefore creating a concrete understanding of it. Video resources for this purpose are suitable to be used as a pre-lesson activity where one gains more understanding of the subject beforehand. One can use some type of graphic organizer to gauge the understanding of a particular topic before and after watching the video.

These are the multiple ways video can be used in enhancing listening skills while going ahead with the given content in a textbook. Songs are also an equally effective resource if chosen that suits the learners' age and content.

Flipped classroom

The flipped classroom is a pedagogical strategy, where a certain part of the activity is flipped outside the classroom environment. Teachers send material beforehand, which are mostly technology-based resources in the form of video, lectures, speech, short play/films, etc. This method prepares students beforehand and comes to the class with certain prior knowledge that we expect of them to kick-start the session. Flipped classroom encourages teachers to conduct classroom discussions or other active learning strategies which includes activities like a snowball, classroom brainstorming which encourages learners to list down the knowledge on the topic and discuss. Her teacher uses 'Teaching by asking' method which encourages students to think critically to answer the open-ended questions, therefore, leading to the desired result with more students' involvement while the teacher steers the activity.

Studies say that a flipped strategy allows teachers to conduct an extended range of learning activities during the class. This allows learns to involve in peer-peer teaching, peer evaluation and even self-evaluation which is one of the main aspects of active learning. According to zone of proximal development devised by a Russian psychologist and educationist, a students should move from the inner-most circle where he/she is completely dependent on an external factor slowly moves to zone of proximal development where he/she is able to do with a slight nudge from their peer or facilitator thus leading him to the stage of autonomy where he/she is an independent learner. The idea of flipped learning strategy is instead of utilizing the classroom time in lectures, it can be prudently used to interact with students, discussing their ideas and concerns related to a particular topic, therefore, challenging the students to think in a broader perspective about complex topics/subject. Therefore, the flipped classroom is a blended teaching method that encourages active learning among learners ([Dr. P. et al., \(2019\)](#)).

Graphic organizers (GO)

Graphic organizers are mind maps that allow learners to organize their ideas in a systematic way. These enable visual learning and hone the skills of learners in identifying, sorting and integrating. GOs can be used at any point in time during a session, they act as an effective formative assessment tool that assesses students' understanding in a quick and comprehensive manner. There are myriads of graphic organizers that are used for various purposes and different tasks. Besides the commonly used Gos like concept map, flow charts, cause and effect, some of the other graphic organizers that can be used in classes are T Column, Y chart, KWL chart, brainstorming chart, Venn diagram, persuasion map, PMI diagrams, etc. Therefore, GOs are pictorial representations to construct knowledge and organize information.

T column is a handy graphic organizer used to compare and contrast two given topics. This can be used by the teacher to quickly assess the conceptual understanding of the learners.



Y chart is also a very simple and easy GO used to list three main aspects of a topic. It can be used as a note for students while speaking or can be used as a quick note while listening to audio.

KWL is a meta-cognitive tool used before during and at the end of the session. This chart can be self-assessment for learners to map their understanding of a topic ([Suman Rajest S et al., \(2018\)](#)). KWL stands for what I knew, what I want to know, what I learned. The first column records the prior knowledge of the learner, the second column records the learners' doubts on the topic or what aspect of the topic is the learn keen to learn this gives the teacher an understanding of the learners' interests ([Petty, G. \(2019\)](#)). The third column records the learners' understanding of the topic after engaging in the activities so the last column acts as a plenary. This way the learner can self-assess the knowledge gained thereby enhancing their meta-cognitive skills.

The other graphic organizers mentioned has a specific purpose and can be used for specific topics. For instance, a PMI diagram can be used for discursive writing where a learner jots down Positive, Negative and Interesting facts in the chart. Brainstorming chart collects and gives the reader an idea linking to various aspects of a particular topic. If the task involves examining the similarities and differences between two or three items, use a Venn diagram.

Reciprocal teaching

The reciprocal teaching method was developed by Pallinscar and brown in 1984. They defined reciprocal teaching as a training method that implements four activities of self-directed activities like summarizing, questioning, clarifying and predicting embedding them in the context of teacher students or student-student interaction. Reciprocal Teaching has been heralded as effective in helping students improve their reading ability in pre-post trials or research studies According to Bruer, Reciprocal Teaching helps novice learners internalize the strategies excellent language users employ. When engaging in Reciprocal Teaching strategies, the novices are practicing and developing the skills required to comprehend and learn ([Dwitariani, I. G. A., & Rasmini, N. K. \(2019\)](#)).

Though reciprocal teaching is used in enhancing reading comprehension the same strategies can be employed in enhancing listening skills. This encourages learners to hone their meta-cognitive skills by encouraging them to think about their own thought processes during listening. This strategy summarizes the information as an on-going process of listening following which the learner assesses his/her understanding by questioning, therefore, making the information more comprehensible. Prediction is a stage where a learner thinks from the perspective of the author or speaker which proves the learner's understanding of the purpose of the audio or audio-visual aid. Prediction is a higher-order thinking skill and this part of the activity gives the other members of the group to guess based on their understanding. The above mention active-learning strategies can be employed in the session to improve the learner's listening skills which are as said earlier is more complex than the reading skills. This listening skill involves more psychological and cognitive processes at different levels as well as attention to contextually and socially coded acoustic clues ([Vandergrift, 2004](#)).

CONCLUSION

Using the above-mentioned active learning strategies will allow teachers to handle a larger group with much ease. These strategies are based on constructivist beliefs and blended teaching. Strategies like a flipped classroom will allow teachers to prepare students before-hand and manage to finish the planned topic in the given time thus defying the reason for shorter periods. React-to-video will allow teachers to integrate listening activities with their main syllabus thus allowing enough time to complete the syllabus. Reciprocal teaching is a proven strategy to handle a greater number of students in a group. This strategy will handle many students with time-time teacher intervention. Graphic organizers are one of the best ways to conduct a quick FA and understand the learners' understanding of the topic. This will allow teachers to assess students understanding with much ease. Therefore, the above-mentioned strategies are most suitable to be used in classes to overcome the six impediments stated by the teachers in conducting Active learning strategies in class.

LIMITATIONS OF THE STUDY

Although I have incorporated question that checks the use of the AI strategies in teaching listening skills, I could have also included questions that check the teaching methods that are currently being used by the language teachers. It could have also included questions in my survey that check the method adopted by the teachers in teaching language (Methods of teaching English). My further study would include an elaborate study on various theories and studies conducted on these aspects and develop methods to overcome these impediments without disturbing much of the arrangement.

ACKNOWLEDGMENT

Firstly, I would like to thank my guide Dr. P, Associate Professor department of English, Vels Institute of Science and Technology & advanced studies for his unrelenting support and guidance. I would also like to thank my senior research scholars of VISTAS for sharing their experiences and guiding me. Last, but not least I thank my university VISTAS, Chennai in giving me the opportunity.

REFERENCE

1. A. Ashioya, D. (2016). Quality Education for Girls: Implications for achieving Sustainable Development Goals in Developing countries. *International Journal Of Advanced Engineering Research And Science*, 3(10), 242-246. <https://doi.org/10.22161/ijaers/3.10.39>
2. Armstrong, T. (2009). *Multiple intelligence in the classroom*. 3rd ed. Virginia, pp.5-12.
3. Bandura, A. (1977). Social Learning Theory Bandura Social Learning Theory. *Learning Theories*. Available at: <https://doi.org/10.1111/j.1460-2466.1978.tb01621.x>
4. Bonwell, C. and Eison, J. (1991). Active learning. *Washington, DC: ERIC Clearinghouse on Higher Education, George Washington University*.
5. Columbia.edu. (2007). [online] Available at: <http://www.columbia.edu/~mvp19/ETF/Feedback.pdf>
6. Danga, A. Y. (2015). Research on the impact of globalization on education in Indonesia. *International Research Journal of Management, IT and Social Sciences*, 2(5), 20-22. Retrieved from <https://doi.org/10.21744/irjm.v2i5.64>
7. DeVito, J. A. (2000). The elements of public speaking (7th ed.). *New York, NY: Longman*.
8. Dewey, J. and Archambault, R. (1964). John Dewey on education. *New York: Modern Library*.
9. Dr. P. and Suman Rajest S, (2019). An Analysis of Psychological Aspects in Student-Centered Learning Activities and Different Methods. *Journal of International Pharmaceutical Research*, Volume: 46, Issue 01, Page No.: 165-172. <http://ijprjournals.com/abstract.php?id=1276>
10. Dweck, C. (2016). *Mindset*. *New York: Ballantine*.
11. Dwitariyani, I. G. A., & Rasmini, N. K. (2019). The influence of education level and individual character in deciding financial report establishment. *International Research Journal of Management, IT and Social Sciences*, 6(1), 95-102. <https://doi.org/10.21744/irjm.v6n1.593>
12. Hattie, J. (2011). *Visible learning for teachers & students*. London: Routledge.
13. Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. London; New York: Routledge. <https://doi.org/10.4324/9780203181522>
14. Hattie, J. and Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), pp.81-112.
15. Jane, A., & Benjamin, O. (2016). The Effect of User Charges on Access to Basic Education in Kenya. *International Journal Of Advanced Engineering Research And Science*, 3(3), 73-78.
16. Jerome Bruner (1961). Principles of Learning. (n.d.). *Discovery Learning*. Available at:
17. Kolb, D. (2015). *Experiential learning*. *Upper Saddle River (New Jersey): Pearson Education*.
18. Maba, W., Perdata, I. B. K., Astawa, I. N., & Mantra, I. B. N. (2018). Conducting assessment instrument models for teacher competence, teacher welfare as an effort to enhance education quality. *International Research Journal of Management, IT and Social Sciences*, 5(3), 46-52. <https://doi.org/10.21744/irjm.v5i3.667>
19. Malecela, I. (2016). Usage of Whatsapp among Postgraduate Students of Kulliyah of Education. *International Islamic University Malaysia*. *International Journal Of Advanced Engineering Research And Science*, 3(10), 126-137. <https://doi.org/10.22161/ijaers/310.21>
20. Mukunda, k. (2009). What did you ask at school today?. 25th ed. Collins.
21. Omar, A., Tasia, U., & Miah, M. (2016). Online Education and its Effect on the workforce. *International Journal Of Advanced Engineering Research And Science*, 3(3), 117-127.
22. Peter, V. F. (2015). Relationship among culture, education, and sports. *International Research Journal of Management, IT and Social Sciences*, 2(11), 38-42. <https://doi.org/10.21744/irjm.v2i11.81>
23. Petty, G. (2019). *Active Learning - Geoff Petty*. *Geoff Petty*.
24. Sandercock, I. (2013). How Does Active Learning Support Student Success?. *Teach Online – Resources for Teaching Online*.
25. Sanjaya, D. B. (2017). Reconstructing local wisdom based character education for sekaaterunateruni in DesaPakramanUbud Bali. *International Research Journal of Management, IT and Social Sciences*, 4(2), 190-197. Retrieved from <https://doi.org/10.21744/irjm.v4i2.434>
26. Suastra, I. W. (2017). Balinese local wisdom and their implications in science education at school. *International Research Journal of Management, IT and Social Sciences*, 4(2), 48-57. Retrieved from <https://sloap.org/journals/index.php/irjm/article/view/446>
27. Suman Rajest S, Dr. P. (2018) , “Impact of 21st century’s different heads of learning skills for students and teachers” in *International Journal of Multidisciplinary Research and Development*, Volume: V, Issue IV, Page No.: 170-178.
28. Suman Rajest S, Dr. P. (2018), “21st Century Learners’ Student-Centered Learning Various Stages” in *International Conference, Age and Content in Journey of Language by VISTAS (Tamil Department)*, Volume: I, Issue I, Page No.: 474-492. Print.
29. Suman Rajest S, Dr. P. (2018), “The “Four Cs” Education For 21st Century’s Learners” in *Research Guru Online Journal of Multidisciplinary Subjects*, Volume: XII, Issue I, Page No.: 888-900.



30. Teaching and Learning 1: Formative Assessment. (2012). [image] Available at:
31. Thomes, N. (2009). Teaching today a practical guide Geoff Petty. 4th ed. – book, Print
32. Vygotskiĭ, L. (1966). Thought and language. *Cambridge: M.I.T. Press.*Print
33. Vygotsky, I. (1978). Interaction between learning and development. Faculty.mun.ca.
34. Vygotsky, L. (1979). Mind in Society. 2nd ed. pp.83-93.Print.
35. Wiliam, D. (2014). [online] Dylanwiliamcenter.com.