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## ACTIVITY

### **Auditory Awareness: *Bhramari Pranayama* for Enhanced Listening**

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#### **Introduction**

Listening is essential for communication but often underdeveloped. Mindfulness practices like *Bhramari* enhance attention, reduce distractions, and improve cognitive focus. Yogic texts emphasise sensory awareness and mind stabilisation (*Yoga Sutra* 1.39; *Hatha Yoga Pradipika* 3.47; *Gheranda Samhita* 2.40). Several recent studies support its educational value: mindfulness improves attention, reduces anxiety, and enhances classroom engagement (Maehle, 2006; Zeilhofer, 2023; Babanoğlu & Atalmış, 2025; Li, Srisawat, & Voracharoensri, 2025), demonstrating international adaptability. Here we present a language activity integrating *Bhramari Pranayama* (humming bee breath) with structured listening tasks to enhance auditory awareness and English listening skills. Aligned with NEP 2020, it combines traditional yogic practices with modern pedagogy, fostering holistic development and multilingual learning. *Bhramari* calms the mind and sharpens sensory focus, while listening exercises such as note-taking, critical questioning, and group discussion develop academic listening. Adapted for all NEP stages, the activity includes age-appropriate worksheets and teacher scaffolding, promoting mindfulness, inclusivity, and improved listening proficiency.

#### **Aim and Focus**

Enhancement of listening skills through *Bhramari* and structured tasks. Focus: auditory awareness, comprehension, note-taking, critical questioning, and group reflection.

Level and Materials

All NEP stages (5–18 years); quiet classroom, audio recordings, and worksheets.

Methodology

Foundational Stage (Ages 5–8)—Activity Schedule (20 min)

- **Introduction (5 min):** Visuals + *Bhramari* demo for calm listening.
- **Guided Practice (5 min):** Students hum, focusing on sound and calmness.
- **Listening (5 min):** Play short audio; students mark/draw key events.
- **Discussion (5 min):** Ask “What happened first/next?” Students respond verbally or visually.
- **Focus:** Listening comprehension, attention, sequencing, audio-visual integration.

Worksheet

| Section                | Instructions / Activity                                        | Space for Response / Notes                                                          |
|------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Calm Your Ears         | Sit comfortably and hum like a bee to calm your mind and ears. | Draw a happy face showing how your ears feel: <input type="checkbox"/>              |
| Listening              | Listen to the story. Focus on sounds and events.               | Draw 3 things you remember:<br>Box 1: ____<br>Box 2: ____<br>Box 3: ____            |
| Characters and Objects | Circle or point out characters or objects you hear.            |  |
| Story Questions        | Answer “What happened first? What happened next?”              | 1: ____<br>2: ____<br>3: ____                                                       |
| Make Your Own Ending   | Draw or write how you would like the story to end.             | Large empty box                                                                     |

**Preparatory Stage (Ages 8–11)—Activity Schedule (25 min):**

- **Introduction (5 min):** Explain *Bhramari* benefits and demonstrate.
- **Guided Practice (5 min):** Students hum, focusing on sound and breathing.
- **Listening (10 min):** Play dialogue/story; students take notes using keywords, pictures, or symbols.
- **Discussion (5 min):** Pair-share notes; teacher clarifies as needed.
- **Focus:** Note-taking, auditory concentration, peer interaction, active listening.

**Worksheet**

| Section                 | Instructions / Activity                                                 | Space for Response / Notes                |
|-------------------------|-------------------------------------------------------------------------|-------------------------------------------|
| Calm Your Mind          | Practise <i>Bhramari</i> , focusing on humming to settle your mind.     | One word describing how you feel: ____    |
| Listening               | Listen to dialogue/story. Take notes on key words, phrases, or symbols. | 1: ____<br>2: ____<br>3: ____<br>4: ____  |
| Key Points & Characters | Draw or write main characters, events, or objects.                      | Box 1: ____<br>Box 2: ____<br>Box 3: ____ |
| Notes Sharing           | Compare notes with a partner. Discuss missed points.                    | Additional notes: ____                    |
| Reflection              | Answer “What happened first/next? Which part surprised you?”            | 1: ____<br>2: ____<br>3: ____             |

**Middle Stage (Ages 11-14)—Activity Schedule (25 min):**

- **Introduction (5 min):** Discuss how auditory focus aids comprehension and memory.
- **Guided Practice (5 min):** Multiple *Bhramari* rounds, noting pitch and duration.
- **Listening (10 min):** Play audio (Kids Listen/CommonLit); take structured notes and answer questions.

- **Discussion (5 min):** Compare notes in groups and develop 2–3 critical questions.
- **Focus:** Structured note-taking, critical thinking, collaboration, focused listening.

### Worksheet

| Section          | Instructions / Activity                                                         | Space for Response / Notes                |
|------------------|---------------------------------------------------------------------------------|-------------------------------------------|
| Focus Your Ears  | Practise <i>Bhramari</i> , paying attention to subtle sounds.                   | One word describing listening focus: ____ |
| Listening Notes  | Listen to audio. Take structured notes: main idea, supporting details, symbols. | 1: ____<br>2: ____<br>3: ____<br>4: ____  |
| Comprehension    | Answer questions on the audio.                                                  | 1: ____<br>2: ____<br>3: ____             |
| Group Discussion | Compare notes in groups. Develop 2–3 critical questions.                        | Question<br>1: ____<br>2: ____<br>3: ____ |
| Reflection       | Reflect on listening, note-taking, and discussion skills.                       | Strength: ____<br>Improvement: ____       |

### Secondary Stage (Ages 14–18)—Activity Schedule (25 min):

- **Introduction (5 min):** Link *Bhramari* to mindful academic listening and sustained attention.
- **Guided Practice (5 min):** Practise *Bhramari* for concentration and auditory awareness.
- **Listening (10 min):** Listen to narrative/talk (The Moth/Selected Shorts); take detailed notes on main ideas, supporting details, and speaker perspective.
- **Discussion (5 min):** Group debate/discussion analysing message, cultural relevance, and implications.
- **Focus:** Advanced listening, analytical note-taking, critical questioning, group discussion, reflective thinking.

### Worksheet

| Section           | Instructions / Activity                                                                                       | Space for Response / Notes                                                 |
|-------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Mindful Listening | Practise <i>Bhramari</i> , focusing on mindfulness and concentration.                                         | One word/phrase describing concentration: ____                             |
| Listening Notes   | Listen to narrative/talk. Take detailed notes: main idea, supporting details, speaker perspective.            | Main Idea: ____<br>Supporting Details: ____<br>Speaker's Perspective: ____ |
| Critical Thinking | Reflect on message, cultural relevance, or speaker's intention. Formulate questions for deeper understanding. | Points:<br>1: ____<br>2: ____<br>3: ____                                   |
| Group Discussion  | Participate in debate/discussion. Share insights and ask peers critical questions.                            | Key points:<br>1: ____<br>2: ____<br>3: ____                               |
| Reflection        | Reflect on listening, note-taking, discussion, and critical thinking skills.                                  | Strength: ____<br>Improvement: ____                                        |

### Role of the Teacher and Remedies

Teachers play a key role by guiding *Bhramari* practice, scaffolding listening tasks and modelling note-taking, questioning, and discussion. To address cultural or religious sensitivities, *Bhramari* can be presented as a simple, secular breathing exercise that enhances concentration and listening. Alternatives such as humming a neutral tune, mindful breathing, or listening to ambient sounds may be offered, with pre-recorded sessions used where live demonstration feels unsuitable. These adaptations ensure inclusivity, respect, and accessibility across diverse classroom contexts.

### Evaluation

The activity is evaluated through worksheets, observation, and peer interaction, with stage-specific focus. At the Foundational level, students are assessed on sequencing and recall through drawings, while Preparatory learners are judged on note-taking with keywords and

peer sharing. Middle stage students are evaluated on structured notes, comprehension, and critical questioning, whereas Secondary learners are assessed on analytical note-taking, cultural understanding, and group discussions. This blended approach combines teacher observation, student output, and self-reflection for inclusive assessment.

### Follow-up Activities

Follow-up tasks include listening journals, story reconstruction, peer storytelling circles, and audio-to-visual projects to reinforce listening skills. Mindful sound walks extend awareness beyond the classroom, while digital platforms such as Storynory or The Moth encourage independent practice. Cross-stage scaffolding, where older students mentor younger ones, promotes collaboration, creativity, and multilingual learning, ensuring the activity evolves into a sustained cycle of mindful listening and holistic development.

### References

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