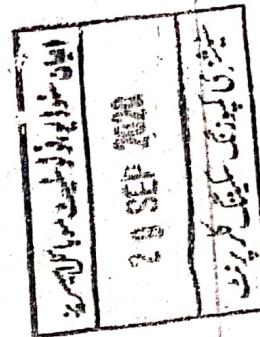


LISTENING SKILLS

MANAGING LISTENING

Stages of Listening:



① Attending/Receiving

(The first stage in the process of listening is receiving the speaker's message, which involves isolating the message from all other sounds and interpreting what's been said.) Attending to the message is perhaps the most important part of the receiving stage because sounds have no meaning to them until they're given context. During this stage, try to avoid thinking about other things while the speaker is talking to ensure no information is missed.)

In the case of internal business communication, a manager practicing effective listening skills will hear all of an employee's concerns and will be able to take appropriate action to solve an issue immediately. In external business communication, a salesperson will be able to understand all their client's concerns or desires regarding a project, such as the anticipated budget.

② Understanding

(During the understanding stage of listening, we attempt to comprehend the message's meaning. It's during this stage that incorrect meaning can be applied to a message.) Asking questions to fill any information gaps is the best way to better understand a message. To ensure information is understood correctly in the workplace, repeat any instructions or messages to the speaker.)

③ Remembering / حفظ

(If the listener is unable to remember what the speaker was saying, chances are they were not effectively listening.) While complex messages that contain many details require developed listening skills, some messages can be misinterpreted because of a small distraction, in which the listener misses out on information before they focus on listening again.

Remembering all the pieces of information is crucial to moving forward in the conversation and with any future actions. According to Harvard Business Review, we tend to forget up to half of what we've heard within the first eight hours of listening to it. Some of the ways to improve memory is to use the information gained immediately, or to relate the information to what was learned in previous conversations for a wider context. Grasping onto the whole idea of the conversation rather than just the facts will also improve memory.

④ Evaluating / تقييم

Through the evaluating stage of listening, information is qualitatively and quantitatively assessed before a response is formed. To effectively evaluate the message, there should be no additional ambiguities or time spent sorting out insignificant points. According to Lumen Learning, this is the stage in which you determine if the information from the speaker is well constructed or disorganized, biased or unbiased, and valid. Try to determine if the speaker's supporting points are valid, and then mentally review and summarize what's been said.

ARRUE → Ayesha

Ayesha Janil

Responding

The responding, or feedback, stage is when the listener indicates their involvement in the conversation through either verbal or non-verbal cues. This stage is based on both short-and long-term memories, and it creates action in what would otherwise be a passive procedure.) During this stage, the listener may ask questions, nod, take notes, give applause or simply sit in silence.) The key is to give the speaker regular feedback to display interest.

in رجاء in in N HOW to improve listening?

Barriers to effective listening with tips to

overcome them

Listening barriers

Tips to improve them

Ayesha
Effective communication is a valuable skill in the workplace, and listening properly is the most important part of effective communication.

Poor listening skills definitely make a huge negative impact on team morale and productivity. This situation usually results in conflicts and misunderstandings among team members, and it creates a negative environment.)

Fortunately, listening skills can be learned. The first step is to identify the barriers to listening. The second step is to consciously implement the tips provided here to overcome those barriers.

Excessive talking

Prejudice

Distraction

Interrupting

Bringing in emotions

Prejudice

Excessive Talking

Good conversational skills are an asset, and a person with these skills is more likely to achieve professional success. However, talking more than necessary is a barrier to effective communication. People hesitate to interact with a person who talks excessively without listening to them. They may also get bored, and excessive talking may be perceived as aggression.

Try these tips to overcome this habit:

Overcome on excessive talking.

- ✓ Think before you speak; and don't speak if you have nothing important to contribute.
- ✓ Practice self-control. Allow the other person to speak.
- ✓ Avoid interrupting when the other person is speaking.
- Be aware of indulging in useless talk for the sake of talking.
- ✓ Be brief while conveying your thoughts.
- ✓ Observe your listener's reactions while speaking.

Prejudice

Biasness

(Unbiasedness)

Prejudice is a preconceived opinion or feeling, which is usually irrational.

Prejudice is very dangerous and has the potential to bring animosity into the team and to break team spirit. The reason for a prejudice may be the speaker's race, religion, age or appearance. A prejudiced person will not make any effort to listen and understand.

Overcoming prejudice while listening:

- ✓ Respect the other person for his or her knowledge and skills, irrespective of the person's background.
- Make conscious efforts to take charge of your thoughts.
- ✓ Consciously avoid taking an "I know what he or she is going to say" attitude while the other person is speaking.

Imp

Distractions

The four main types of distractions are physical, mental, auditory and visual.

Here's how to avoid this common barrier:

- ✓ Face the person who is speaking.
- ✓ Maintain eye contact while the other person is speaking.
- ✓ Ensure that you are comfortable.
- ✓ Switch off the cell phone.

Expecting Others to Share Your Personal Beliefs and Values

Everybody has their own personal beliefs and value systems, and it's natural to want to apply them to others around us. Learn to appreciate that others don't have to share your beliefs. In fact, their unique perspectives may shine light on problems and issues that you haven't been able to deal with before!

Misunderstanding

The inability to hear correctly is one of the many reasons for misunderstanding what a speaker is trying to communicate. You may think that it's impolite to ask the speaker to clarify his words or intentions, but that's not the case at all. Most

people will appreciate the fact that you are making a focused effort to understand what they are trying to say.

Interrupting

Interrupting a conversation with improper body language or inappropriate words will have a negative impact in effective communication. Here are some tips to help you avoid this barrier to effective listening:

- ✓ Listen without interrupting while the other person is speaking.
- ✓ If you seek to clarify something, use appropriate body language such as raising your hand or ask politely for more details (like "I am sorry to interrupt you...").

Faking Attention

The person who is faking attention is just "hearing" but not "listening." There may be some eye contact and the person may even be nodding, but the mind is elsewhere. The person may be thinking about what to have for lunch or what to wear for the party that evening. Faking attention is a habit for some people, but it conveys lack of respect and dishonesty.

Try these tips:

- ✓ Make it a habit to listen attentively. It is advisable to assume that the other person knows something that you may not know.
- ✓ Avoid thinking about how to reply when the other person is speaking. This habit can be overcome by taking notes while the other person is speaking.

Bringing in Emotions

anger, sadness
Emotions erect barriers to effective communication. A listener's senses are not likely to be functioning at their optimum level when he or she is angry. Likewise, it is not possible to understand or appreciate what the speaker is saying if the listener is excessively sad.

only
Tip: It is better to avoid conversations when you are angry or excessively sad.

Noise

noise, blockage, bad ear
Noise is any unwanted sound. It is a great impediment to clear communication. It is impossible to listen in a noisy environment — it becomes a frustrating experience for both the speaker and the listener.

- ✓ Try to avoid conversations in noisy surroundings.
- ✓ Eliminate the source of noise whenever possible. Turn off cell phones, radios and television sets.

Fear

overcome fear
Fear is a great barrier to listening. People who are afraid during a conversation are not likely to listen. They become defensive and tend to argue.

Tips to overcome fear:

- Be aware that fear can only worsen the situation. Listen to what the other person is about to say without fear.

✓ Keeping calm will give you mental strength to face any situation.

✓ Taking a deep breath helps in overcoming fear.

Great leaders are good listeners. Effective listening is a valuable skill that helps team members achieve their goals efficiently and improves productivity. This skill is necessary to stay competitive in the current global scenario. Implementing the above mentioned tips will definitely help in improving listening skills. It is possible with self examination and self discipline.

LISTENING TO SMALL SPEECH EXTRACTS

Connecting and Synthesizing Information questions are some of the hardest parts of the TOEFL Listening section. These questions ask you to understand the passage as a whole. You'll have to understand the organization of the passage and relationships between ideas, draw conclusions, and make inferences from the information presented. In other words, you'll need to have a handle on more than what the main idea is. You'll have to understand how the speaker presents his ideas. This can be really tough, especially under time pressure. So here are a few tips to overcome it:

Tips & Tricks

Here are a few tips for success on the Connecting and Synthesizing Information questions:

As you're listening, take notes on the organization of the passage. Find a system that works for you and practice with it - for example, you might mark

unstressed syllables. The two most common mistakes made by non-native speakers are pronouncing one-syllable content words too quickly, by rushing them dropping final consonants, and not reducing function words and unstressed syllables enough. As a result, the listener will have difficulty perceiving why syllables are stressed and which are unstressed. Since stress is the main cue word boundaries in spoken language (equivalent to spaces in written language), listener will therefore have problems figuring out where words begin and end. It is extremely important to make a clear difference between stressed and unstressed syllables when you are speaking English.

Good rhythm in English, as in any language, also means speaking at a regular speed with correct phrasing and pausing. Speaking at a regular rate allows your listener to predict where the next stress will fall. Grouping function words together with content words into phrases helps the listener establish grammatical units. Pausing (equivalent to punctuation marks in writing) lets the listener know where major grammatical units end and gives the listener time to figure out the meaning. If you've made some mistakes, the listener may need extra time to go back and "reprocess" what you've said. You shouldn't speak too slowly or suddenly change speed in the middle of a sentence. However, it's even worse to speak too quickly or to rush everything together without pausing long enough between sentences.

Pausing

Good rhythm in English involves not only making a clear difference between stressed and unstressed syllables but also grouping syllables together into larger units. That is, you must pause in the right places and link words together within a phrase.

RECOGNIZING SYLLABLES

Pauses occur:
1. Before punctuation
2. Before commas
3. between words

Word Stress

In order to listen effectively in English, a knowledge of word stress is helpful. One aspect of stress is the rhythm of the language. The rhythm of English involves an alternation of strong or stressed syllables and weak or unstressed syllables. The stressed syllables are longer, clearer, and sometimes higher pitched; the unstressed syllables tend to be shortened or reduced. In addition, a stressed syllable is usually preceded or followed by one or two unstressed syllables.

One-syllable content words are usually stressed. Content words are nouns, verbs, adjectives, and adverbs. You can look them up in a dictionary and translate them. These words carry the basic meaning of a sentence.

One-syllable function words are usually unstressed and reduced. Function words include articles, prepositions, pronouns, conjunctions, and auxiliary verbs. They show grammatical relationships and are difficult to translate. Their meaning can change greatly depending on how they are used in a sentence.

Rhythm

In order to achieve a good rhythm in English, you need to slow down, stretch out, and very clearly pronounce one-syllable content words and the stressed syllables of longer words. And you must reduce unstressed function words and other

Go to Back

Pauses occur:

1. Before punctuation marks (.,;:?!'"')
2. Before conjunctions (and, or, but, which, that, since...), and
3. between grammatical units such as phrases, clauses and sentences.

LISTENING TO ISOLATED SENTENCES

How to fix this listening problem:

- Listen to one sentence of an audio track that you can understand well. Not too easy; but you can understand every word.
- Try to repeat the sentence in a loud voice.
- If you can repeat the sentence after two attempts, great!
- If you can only remember the last few words, it's okay. You will improve.
- Continue to listen to the next few words in the audio and try to repeat as much as you can. The objective is not to repeat the sentence because it is memorized; it is to 'remember' what you just heard.
- A tip to stay focused while you are listening to audio is to tell yourself that you have to explain what you are listening to the moment it is finished. In fact, you can turn this into a speaking exercise by stopping to explain the audio every 2 or 3 minutes with this speaking practice technique in this article.

EXPRESSING OPINIONS

If you want to give your opinion and you want to be heard, you must follow the principles:

1. First, make sure that the situation warrants an opinion. There are many cases where silence is the wiser path.

2. Ask yourself if you're the best person for the job. People will always come to leaders for an opinion, but there may be someone else on your team—or even in another area or organization—who's better qualified to respond. In those cases, you build more personal credibility by recommending someone else than by giving your own opinion.

3. Start by listening politely. Before you express your opinion make sure to listen. You'll know exactly what's being asked of you, you may learn more about the issue in the process, and the person doing the asking will be more engaged and receptive.

4. Think before you speak. Before you open your mouth to say something, take a step back and think through exactly what you're going to say. Consider your tone and make sure your word choices leave as little room as possible for misunderstanding or trouble. Maintain a professional demeanor and be mindful of your body language.

5. Make sure you have all the facts. Everyone has the right to express their opinion, but make sure to do your research and know the facts first. The more you know, the more you can put into words what you mean to say.

6. Say what you think in a detailed, straightforward manner. Provide as many relevant specifics as possible when you give an opinion to ensure that people fully

- **Phoneme identity:** which requires recognizing the common sound in different words, for example, "Tell me the sound that is the same in bike, boy and bell" (/b/).
- **Phoneme substitution:** in which one can turn a word (such as "cat") into another (such as "hat") by substituting one phoneme (such as /h/) for another (k/). Phoneme substitution can take place for initial sounds (cat-hat), middle sounds (cat-cut) or ending sounds (cat-cap).
- **Oral segmenting:** The teacher says a word, for example, "ball," and students say the individual sounds, /b/, /ɔ:/, and /l/.
- **Oral blending:** The teacher says each sound, for example, "/b/, /ɔ:/, /l/" and students respond with the word, "ball".
- **Sound deletion:** The teacher says a word, has students repeat it, and then instructs students to repeat the word without the first sound. For example, the teacher might say "now say 'bill' without the /b/", which students should respond to with "ill".
- **Onset-rime manipulation:** which requires isolation, identification segmentation, blending, or deletion of onsets (the single consonant or blend that precedes the vowel and following consonants), for example, j-ump, st-op, sti ong.

There are other phonemic awareness activities, such as sound substitution, where students are instructed to replace one sound with another; sound addition, where students add sounds to words; and sound switching, where students manipulate the order of the phonemes. These are more complex but research supports the use of the three listed above, particularly oral segmenting and oral blending.

topic changes with a star, or put brackets around the introduction and conclusion.

Listen for transition words - words like 'first,' 'second,' 'third' guide you through the speaker's ideas.

Note logical relationships between ideas in your notes - for example, you could show cause and effect with arrows or comparisons with a quick chart.

RECOGNIZING PHONEMES

Phonemic awareness is a subset of phonological awareness in which listeners are able to hear, identify and manipulate phonemes, the smallest mental units of sound that helps to differentiate units of meaning (morphemes). Separating the spoken word "cat" into three distinct phonemes, /k/, /æ/, and /t/, requires phonemic awareness. However, phonemes could not be separated like notes in a song or could be identified in isolation. The National Reading Panel has found that phonemic awareness improves children's word reading and reading comprehension, as well as helping children learn to spell. Phonemic awareness is the basis for learning phonics.

Phonemic Awareness Instructions

Phonemic awareness relates to the ability to distinguish and manipulate individual sounds, such as /l/, /v/, and /t/ in the case of *foot*. The following are common phonemic awareness skills practiced with students:

- **Phoneme isolation:** which requires recognizing the individual sounds in words, for example, "Tell me the first sound you hear in the word *paste*" (/p/).

Express Opinion.

understand your point of view. Focus on the who, what, when, and where of the situation to make a detailed statement of your opinion.

Use "I" statements. "I" statements are powerful because they promote connection and don't make the others feel alienated or excluded. People often state opinions in a way that makes them sound like facts—a habit that puts off the people they're trying to persuade. A simple preface like "I think..." or "In my experience..." can be all you need.

Provide the reasons for your point of view. Provide reasons and build a case to support your point of view. Your opinion gains credibility when it's backed up with solid data.

Some phrases to consider using:

In my opinion...

From my point of view...

I would say...

My impression is...

I think...

Speaking personally...

I am of the opinion that ...

Lead from within: Everyone has their own ways of expressing their opinions and we all have something to say, but finding ways to say it effectively is half the battle

THE ORAL SYNTHESIS - A THANK-YOU SPEECH

The Oral Synthesis is a short thank-you speech given by two students at the end of a "Talk & Workshop" session. Students are required to use all of the expressions indicated below. They should also study carefully the "Oral Synthesis Example" and, of course, add suitable information (taken down during the talk) in order to personalize their speeches. However, the latter should not be too long. Finally, all the expressions have to be learned by heart so that when giving the thank-you speech (standing up!) the students can look directly at the speakers and the audience instead of having their heads bent down over their booklets!

Student No. 1: (30 seconds - up in front of the class without any notes! Just the handout!)

On behalf of...

I'd like to say that we thoroughly enjoyed listening to...

The speakers, "X" and "Y", informed us all about...

The speakers... presented the various aspects of... explained to us how...

We learned first of all..., secondly..., thirdly..., and finally...

And now over to my colleague... "Z"

Student No. 2: (30 seconds - up in front of the class without any notes! Just the handout!)

I agree totally with what... has just said.

Furthermore, I would like to say...

The visuals (slides) were...

The speakers were...

They had prepared a workshop on...

It was an activity, which we all enjoyed participating in!

Allow us, however, to point out that... ("Sandwich technique" = compliments—criticism—then compliments again)

...it might have been better to...

...we regretted not having...

...the speakers could have...

We would also suggest that for a future talk... the speakers should...

Nevertheless, and in conclusion we wish to compliment the speakers on...

...their explanations / research / visuals / handout

...the quality of their English...

...and their broad knowledge of...

Student No. 2 continues... unless there are three speakers.*

The numerous questions asked after the talk (*if that was the case*), and as I (we) mentioned before, the active participation of the audience in the workshop activity, which was...

...a "challenging" role-play game / a "lively" debate...

...showed how much everyone appreciated this presentation.

So now we ask you to give our distinguished speakers a warm round of applause
a standing ovation!