

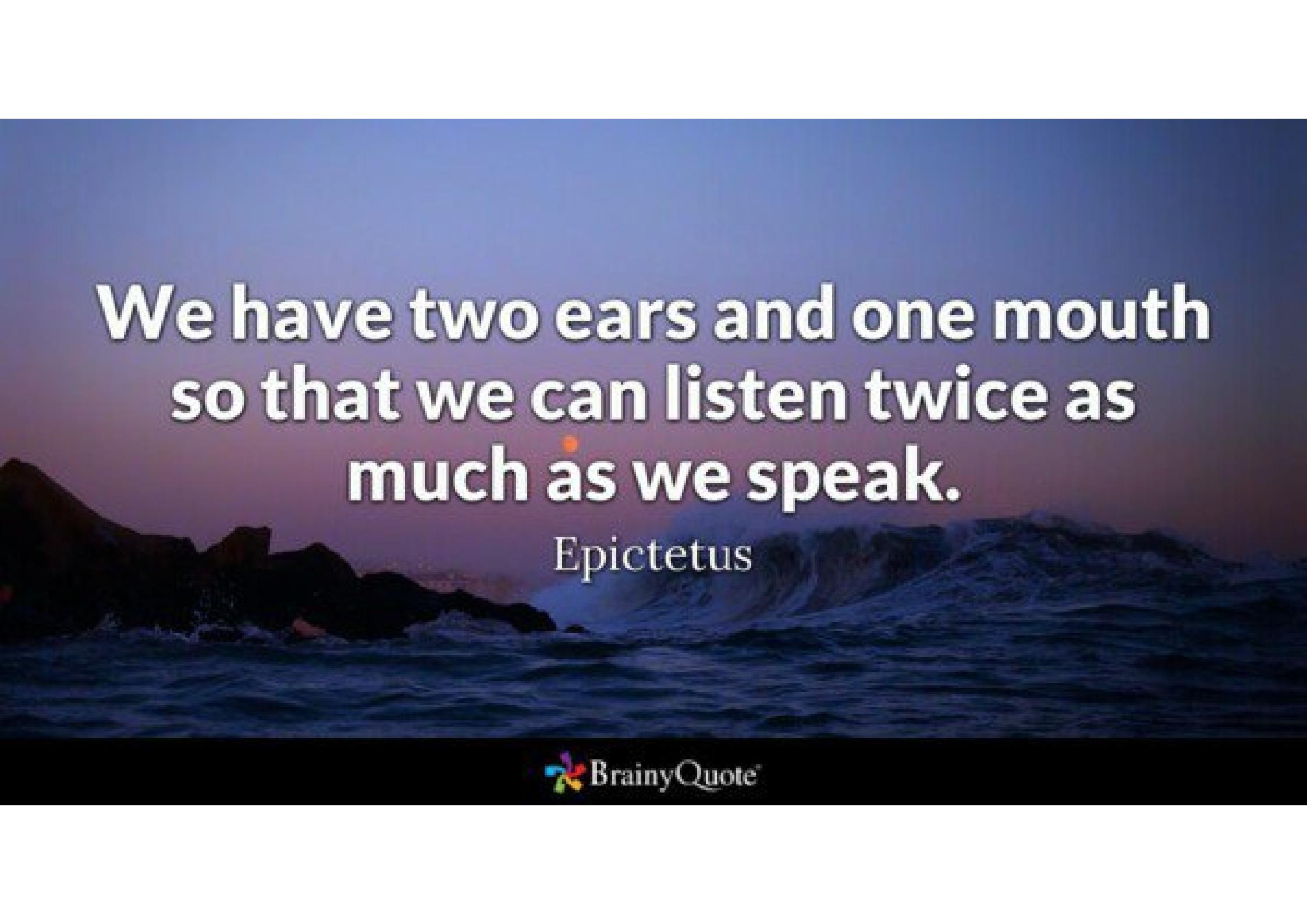
# LISTENING

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The background of the image is a photograph of a sunset or sunrise over a dark blue ocean. In the foreground, there are dark, silhouetted rocks on the left, and a large, white-capped wave crashing towards the right. The sky is a gradient from deep purple at the top to bright orange and yellow near the horizon.

**We have two ears and one mouth  
so that we can listen twice as  
much as we speak.**

Epictetus

To listen is to give attention to sound or action.<sup>[1]</sup> When **listening**, one is hearing what others are saying, and trying to understand what it means.<sup>[2]</sup> The act of listening involves complex affective, cognitive and behavioral processes.<sup>[3]</sup>

Affective processes include the motivation to listen to others; cognitive processes include attending to, understanding, receiving and interpreting content and relational messages; and behavioral processes include responding to others with verbal and nonverbal feedback.

# Listening Defined

## Hearing vs. Listening

- Hearing
  - The process of sound waves striking the eardrum and causing vibrations
- Listening
  - Occurs when the brain reconstructs these electrochemical impulses and then gives them meaning
- You can hear without listening.

# **L**I**S**TENING VER*S*US*S* **H**EARING

Hearing is passive

Listening is active

Refers to the act of perceiving a sound through the ear

Refers to the act of making a conscious effort to perceive the sound

Does not require a conscious effort

Requires a conscious effort

Involuntary

Voluntary

# The Nature of Listening

- **Listening** is the active process of making meaning out of another person's spoken message
  - Listening is active, not automatic
  - Listening requires more than just hearing

# The Nature of Listening

- Listening is personal, internalized and time-constrained.
- The listener reconstructs the message from the speaker's utterance.
- L2 listeners approach the partially understood input differently

# **Parts of a listening lesson**

- **Pre-listening** – allows learners to ‘tune in’ to the context or topic
- **While listening** – what students are asked to do during listening
- **Post-listening** – off-shoots of previous activities

# **Pre-listening activities**

- **Pre-listening activities are meant to activate the students' schema for the contexts of the speech they will hear.**
- **Here are some examples of types of pre-listening activities.**



# Pre-Listening stage

- The purpose of the pre-listening stage is to
- Prepare the learners for what they are going to hear by
  - activating existing prior knowledge
  - introducing necessary schematic knowledge
  - Introducing the language which students will encounter
- Objectives
  - Contextualize the text
  - Provide any information to help learners appreciate the setting and the role relationships between participants

# Activities for pre-listening

## Looking at pictures



**What do you think these people are saying?**

This kind of activity allows students to use some of the language and structures they are likely to hear during the listening task.

# **Looking at a list of items before listening**

**Listen to Clarine and Henry talk about the things they do in the house. But before you listen, look at the list below and familiarise yourself with some of the words you'll hear in the dialogue**

*wash up*

*set/lay the table*

*make the beds*

*do some shopping*

*tidy the room*

*dish up the dinner*

## **Giving opinions on a topic before listening**

**You will hear a passage on the ill effects of smoking.  
Before you do, discuss with a partner what you know  
about smoking, your thoughts about it, your  
experiences with it, etc.**

(no recording)

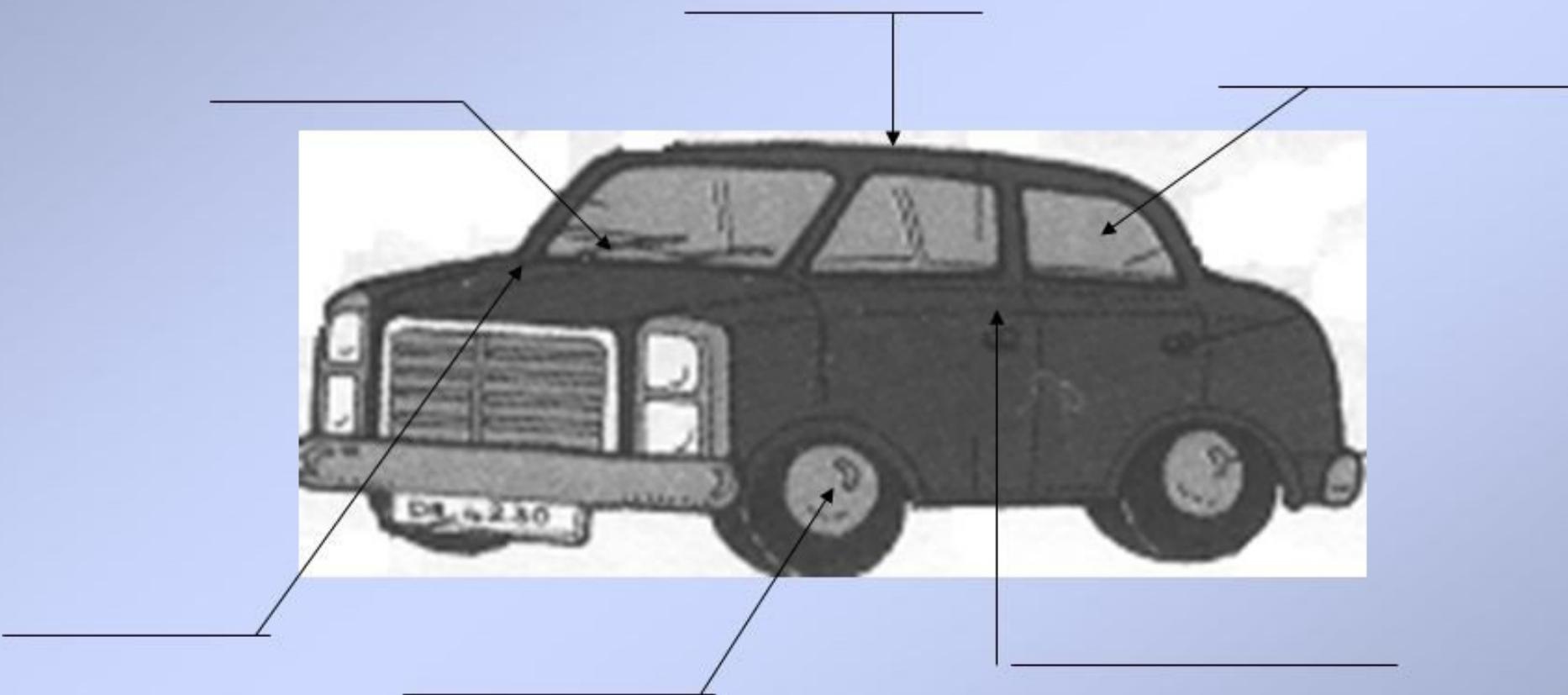
## Reading through questions

You will hear a telephone conversation between Mr Vincent Tan and Michael of Sky Cable. Read the questions through before you listen and then answer them after listening to the conversation.

- *Which company does Michael represent?*
- *What kind of job is Mr Tan asking for?*
- *Why does he require a rush job of Sky Cable?*
- *What time will Mr Tan be home?*
- *What time is the man from Sky Cable coming?*

## Labelling a picture

Label the parts of a car without consulting anyone or using your dictionary.



Now listen to Mr Anthony Ng giving instructions about cleaning his car. Try to finish the labelling of the parts of the car.

# **The While-Listening Stage**

- **The while-listening stage gives the student a task to perform while listening**
- **This is meant to give the student a purpose for listening and make him or her an active listener**
- **In the following slides you will see some examples of activities that can be done while listening**

## Filling in the missing information

You are going to hear Mei Lin and Wendy tell each other what they bought at shopping malls. Fill in the missing information in the chart below as you listen to the dialogue.

<i>Name of the mall</i>	<i>Things Mei Lin bought</i>	<i>Things Wendy bought</i>
Tangs		
Centrepoin		
Paragon		

# Putting pictures in the correct order

As you listen to the story, number the pictures in the order they are described in the text.



A



B



C



D



E



F

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_



## **Picture drawing**

Students can work individually, in pairs or in groups. If in pairs, one describes a picture and the other draws it.  
Students take turns at the speaking & listening roles

## **Doing actions**

Listen to instructions and carry them out as you listen. They can be instructions for performing a dance . . .



## **Other While-Listening activities**

- Labelling or completing tables
- Making notes while listening to a speech
- Making lists
- Completing a text
- Spotting mistakes in a picture, printed or spoken text

# **Post-Listening Activities**

- **Post-listening activities allow students to apply what they have learned during listening (both about the world and about the language) to perform other tasks**
- **In selecting these activities, consider the following factors:**
  - Time available
  - Material available
  - Amount of work done at the pre- and while-listening stages
  - Ability level of students
  - Nature of post-listening activities
  - Interests of the class and of the teacher

# Post-Listening Stage

- The purpose of post-listening activities is to help learners connect what they have heard with their own ideas and experience.
- Helps learners to move easily from listening to another skill.



# **Post-listening activities:**

**The procedure may be:**

- general or special questions
- wrong statements
- making a plan(key words or key sentences)
- giving a gist of the text
- written reproduction
- role-plays
- multiple-choice test
- etc

# **Sample lesson on commercials**

## **Pre-listening Activity (to activate the students' schema)**

Work with a partner and tell him/her about some commercials that you remember

## **While-listening Activity (to engage the students and make them active listeners)**

- Listen to the recordings and identify what product each is trying to sell.
- Say whether the commercial is convincing enough to make you want to buy the product.
- Do the worksheet and slot in the appropriate answers.

#	Name of Product	Convincing	Not Convincing
1			
2			
3			
4			

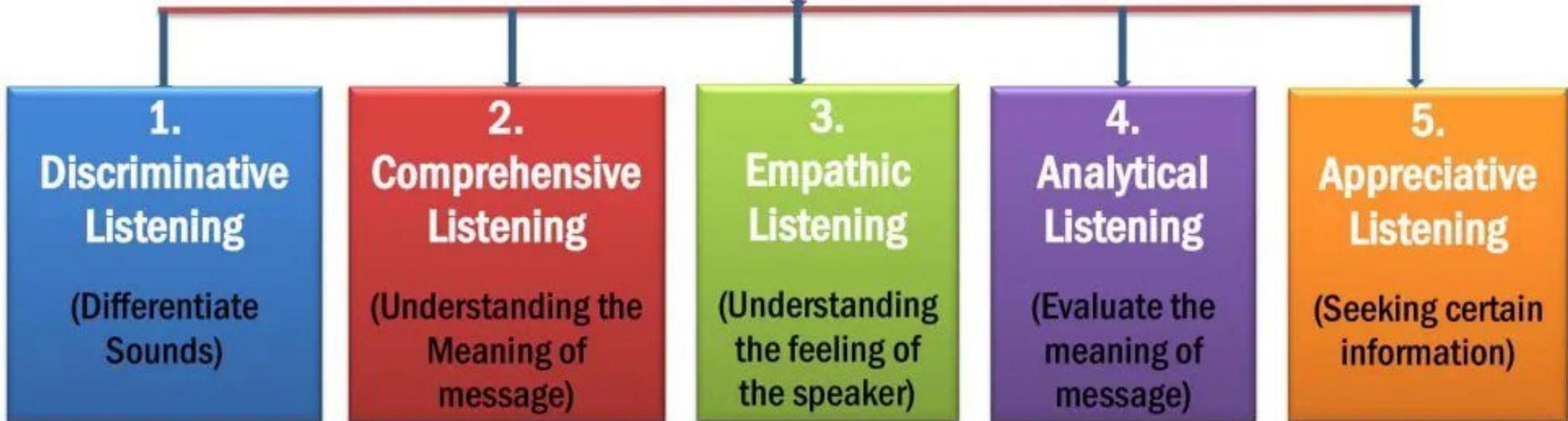
**Post-Listening (to allow students to apply what they've learned (about the language and about the world) in performing other tasks**

- In pairs, discuss which of the commercials was the best. Give reasons for your choice.
- In groups of six, think of a type of product or service which you want to sell to the class. Make a plan or a scenario on how you can sell the product effectively.

# Stages of Listening

Pre-listening	While-listening	Post-listening
<ul style="list-style-type: none"><li>• They help to set the context, generate students' interest, and activate students' current background knowledge on the topic.</li><li>• <b>Examples of activities:</b><ul style="list-style-type: none"><li>➤ Read a summary</li><li>➤ Mind mapping</li><li>➤ Brainstorming</li><li>➤ Team interview</li></ul></li></ul>	<ul style="list-style-type: none"><li>• The task should guide them through the text to get a general understanding of the text</li><li>• Does not demand too much of a response</li></ul> <ul style="list-style-type: none"><li>• <b>Examples of activities :</b><ul style="list-style-type: none"><li>➤ Cloze exercises</li><li>➤ Dictation ( picture dictation , partial dictation, dictogloss )</li><li>➤ Taking notes</li><li>➤ Sequencing pictures</li><li>➤ Map activities</li></ul></li></ul>	<ul style="list-style-type: none"><li>• 2 common factors:<ul style="list-style-type: none"><li>– Reaction to the text. How students respond to what they have heard.</li><li>– Analysing of language. Focusing on linguistic features of the text.</li></ul></li></ul> <ul style="list-style-type: none"><li>• <b>Examples of activities</b><ul style="list-style-type: none"><li>➤ Group / pair discussion</li><li>➤ Pair reading</li><li>➤ Summary writing</li><li>➤ Role play</li><li>➤ Shadowing</li></ul></li></ul>

## Five Types of Listening



# **1. Discriminative Listening**

Discriminative listening means only interpreting the sound of the message rather than understanding the meaning of the message. It is also known as a fundamental type of listening; therefore, people learn discriminative listening from mothers' wombs. This listening style involves hearing only the sound rather than listening to interpret the meaning of the message. It is the primary type of listening, where different sounds of words are recognized without understanding the meaning.

## **Example of discriminative listening**

For Example, a Canadian person named Jon sits in Kuala Lumpur international airport in Malaysia. At the same time, two Malaysian people are speaking in the Malay language beside him. Actually, Jon does not understand what they are talking about, but he distinguishes males and females based on the tone of voice. Based on the sound, he also identifies their age. Thus, discriminative listening helps identify **age, gender, anger, and happiness** based on the sound.

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## 2. Comprehensive Listening

Comprehensive Listening means understanding the meaning of the message rather than interpreting only the sound of the message. It is an active process of seeking the meaning of the message. Actually, It is the initial process of meaning the verbal and nonverbal communication messages, thoughts, ideas, and opinions. Listeners use knowledge and vocabulary to understand the meaning of the speaker's message. It is not only the meaning of the words but also something more than that.

Listeners encounter obstacles or communication barriers to effective listening. These barriers or obstacles distract the listener from understanding the meaning of the message. They are also known as the communication noise to effective listening. The five types of noises or barriers to effective listening are physical, physiological, psychological, factual, and semantic barriers.

## **Example of Comprehensive Listening**

For example, Ela is listening to her lecturer's speech giving a lecture in the English language. She understands almost everything about her lecturer's message. She can understand the meaning of the message. Thus, Ela is practicing the comprehensive type of listening.

What brand name comes to your mind when talking about soft drinks? Most of them answer Coca-Cola and Pepsi based on cognitive skills. It is also an example the comprehensive listening that is more than understanding the meaning of the message.

### **3. Empathic Listening**

Empathic listening is understood as the feeling and emotions of the speaker; sometimes, the listener can feel what the speaker is feeling. Therefore, this listening needs good close attention, discriminative listening, comprehensive listening, and deep connection with the emotion of the speakers.

#### **Example of Empathic listening**

For example, the Audience is thinking about the same things that the speaker is thinking.

## **4. Analytical Listening**

Analytical Listening means focusing on evaluating and forming the appropriate meaning of the message based on evidence. So, It is related to critical thinking and analysis.

However, It helps to assess if speakers are right or wrong, logical, or illogical. Analytical listeners understand why they accept or reject another member's ideas and suggestions.

For example, speakers show a statistical report to persuade audiences, although audiences argue with others for better understanding.

## **5. Appreciative Listening**

Appreciative listening refers to the listening behavior where the listener seeks certain information to appreciate and meet their needs and goals. It is one kind of selective listening.

Appreciative listeners are intended to listen to particular information that is important for them.

For example, I listen to a favorite song and poetry to seek the exciting words of the speech. Additionally, I am listening to a political speech to find out motivational words.

- Other types of listening:
- **1)Active listening** also called as attentive listening. Active listening involves attention, careful consideration , concentration of the speaker's Ideas. The listener Participates in communication process actively and attentively.
- The listener nods his head, leans forward or show positive body language, which supports and encourages the speaker to communicate more enthusiastically. This is positive type of listening



- **Passive Listening:**

- Passive Listening is very stern, rigid and orthodox type of listening. This type of listening may create confusion in the mind of the speaker about true intention of the listener. The listener wears a ‘ flat’ face serious expressions, surroundings all gestures that are used in active listening. Some times passive listening is used to show status of the listeners.

## **ACTIVE LISTENING**

## **PASSIVE LISTENING**

Group Discussion

Watching TV while eating food.

Students asking questions from the teacher on the topic explained.

Listening to someone while operating mobile.

Job Interview

Listening to the speaker during the presentation.

# **A C T I V E   L I S T E N I N G**

## **V E R S U S**

# **P A S S I V E   L I S T E N I N G**

## **ACTIVE LISTENING**

Active listening is reacting while listening in order to emphasize understanding

Involve feedback and questions

Listener concentrates, understands, responds and then remembers what was said

Involves natural non-verbal cues like nodding and making eye contact

Used in counselling or solving disputes

## **PASSIVE LISTENING**

Passive listening is listening without reacting or responding

Does not involve feedback and questions

Listener's mind may move to other topics

May not involve these

Listening to music, listening to news, etc. are examples

# Barriers to Active Listening

Deep-rooted beliefs

Inadequate Language Base

Partial Listening

Intolerance

Lack of Interest

Diffidence

Pre-judgement

Negativity towards speaker

Inadequate Language Base

Active listening requires good language base so as to understand the speaker clearly. Even if the listener attempts to participate in the process of communication, if the language base is poor, it will act as a deterrent in active listening. **For example:** Suppose a teacher gives lecture in English, but the student is not fluent in English, so here inadequacy of language will act as a barrier.

## Partial Listening

Partial listening is when people are involved in multiple tasks at the same time, which distracts them easily.

**For example:** Suppose two people are talking on call, while one person is saying, the other person is flipping the pages of a file or drinking water, so there is lack of attention. Hence, as multitasking is done by the person, important points of the conversations tend to be missed out.

Lack of interest

Lack of interest in the topic of discussion is one of the major factor which acts as a barrier to the active listening process. **For example:** If one person is saying something to another person about politics, and the receiver is not at all interested in it, so there are chances that he will not pay his attention to what the speaker is saying.

Pre-judgement

There are instances when a listener pre-judges or forms his/her opinion about the speaker on the basis of his appearance, attire, accent, status, and mannerism. However, these biases differ person by person.

Negativity towards the Speaker Listener's metal, emotional and psychological perspective towards the speaker, also plays a major role in active listening. This is because, if a person does not like the speaker or disapprove his ideas, then the chances of distortion or misinterpretation of the message is quite high.

**For example:** Suppose the speaker and listener believe in different ideologies, so the listeners usually exhibits animosity, and also continues to disagree with the speaker's views.

Diffidence      Lack of confidence results in diffidence. That is why many listeners tend to understand their potential and decide beforehand that they won't be able to understand what the other person is going to speak. This often affects the process of communication.

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**Intolerance** Some listeners are intolerant in nature, which may be because he/she is over enthusiastic or impatient. And that is why he/she feels that speaker is slow in communication. Hence, before the speaker could finish speaking, the listener advances questions and also interuppts while he/she is speaking. And so the listener generally assumes everything in advance, which prevents him/her from active listening.

Deep-rooted beliefs

Some people are narrow minded, due to their so-called beliefs, judgement and stereotypes. These beliefs are so strong that it works as a barrier to new ideas and thoughts.

# Active Listening Skills



## Eye Contact

Eye contact during the conversation shows the speaker that you give him your attention and that you really care about what he says.



## Avoid Distractions

There are so many examples of distractions such as our thoughts, mobile phones, gadgets, music, side activities, other people and more. Learn to avoid these distractions otherwise they can destroy your conversation.



## Body Gestures

Body gestures and language are a whole science. Your body gestures tell the speaker whether you listen carefully or not.



## Give Feedback

Ask questions to clarify certain points, tell your opinions, summarize the speaker's comments.



## Show That You're Listening

Use facial expressions such as smile, note your posture, encourage the speaker to share and to continue.

Listening allows you to learn, to have relationships, to plan, to develop, to be the part of something, to create, to think.... and much more!

# Be an **ACTIVE** listener!

Make  
**EYE**  
CONTACT



**FACE**  
the speaker

**REPEAT**  
**BACK**  
what  
you  
heard



**NOD**  
your head



Wait for the  
speaker to  
stop **BEFORE**  
**SPEAKING**

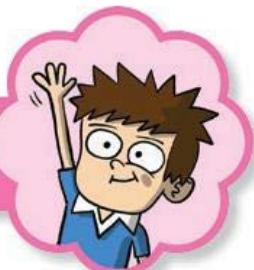
Keep  
**HANDS** and  
**FEET STILL**

**FOCUS ON**  
what is being  
said



**TELL**  
**THE SPEAKER**  
if you understand  
or don't understand

**ASK** questions



**IGNORE**  
distractions





**Thank you  
for listening  
to my presentation  
ANY  
QUESTIONS ?**