



TEACHING LISTENING THROUGH BEHAVIORAL APPROACH

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ABSTRACT

This paper talks about teacher's techniques or behaviors that may enhance the acquisition of listening skills. Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When you listen, you use your ears to receive individual sounds (letters, stress, rhythm and pauses) and you use your brain to convert these into messages that mean something to us.

Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus. In this article you will learn some techniques and behavior as a teacher that has an effect on the performance of the students.

KEYWORDS: *listening, behavior, strategies, and techniques*

INTRODUCTION

While the following are examples of implicit strategies to teach listening, their deliberate implementation can reap real rewards in improving listening comprehension with tweens and teens.

BEHAVIORAL APPROACH IN TEACHING LISTENING

SET AN EXAMPLE. Students must have the opportunity to get to know their professors. When both sides have an understanding of who the other is, authentic interactions occur. Older pupils are better at detecting tiny nonverbal signs that indicate the goal of listening. Teachers must set an example for students to emulate.

BE RESPONSIBLE. Some teachers use a strategy called "three before me," which encourages students to rely on and listen to each other before going to the teacher. In a virtual classroom, this might be assigning a student to monitor the chat bar and answer procedural questions that classmates are posing.

INVOLVEMENT. Calling on students to answer questions provides accountability for listening in the classroom. Teachers need to be transparent in how they choose students for random name choosers. They can also provide optional supports for students who might not know the answer to the question or get overly anxious.

ACTIVITIES. Teachers should be planning specific opportunities to teach listening comprehension skills explicitly. Teens really do pick up on skills that are modeled for them, so teachers who include implicit listening opportunities will see significant improvements in their students' listening comprehension and self-assessments.

GIVE SIGNALS. In virtual classrooms, teachers can have students hold up a thumb or finger, use polls or allow student reactions to listening tasks. Providing real-time opportunities for students to show their listening comprehension in ways other than writing responses is an important component of the learning experience at the college.

TALKING. Teachers often think of whole-class discussions as avenues for students speaking, but the flip side of speaking is listening. In a remote class, breakout rooms enable students to talk with each other (and listen) More and more students should be asked to turn-and-talk in class.

NOTES. Note-taking is an informational listening skill that rarely gets taught explicitly. It's easy to include this vital skill in other content lessons. Students who chose the wrong main idea, for example, might find it valuable to review not only what the teacher intended as the main idea.



TECHNOLOGY. Listenwise has a list of creative ways to blend classroom apps to encourage further student engagement.

CONCLUSION

There are two specific points for teachers to keep in mind as they bring student listening comprehension activities into the classroom, encourage good listening habits. Teachers can structure lessons to encourage students to listen without distractions. Listenwise is a great way to help students develop good listening habits. Start with shorter audio pieces and work up to longer audio pieces in the classroom.

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