

METHODS OF DEVELOPING LISTENING SKILL

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ABSTRACT

Having effective listening skills means being able to display interest in the topic discussed and understand the information provided. In today's society, the ability to communicate effectively is becoming increasingly important. Although the ability to speak effectively is a highly sought-after skill, developing effective listening skills is often not regarded in the same respect.

Keywords: listening skills, reading aloud, story-telling, interviews, conversations, attention, open mind, active listening.

INTRODUCTION

Even when we have the best of intentions, we can easily become distracted when trying to listen to others. If we can learn how to practice active listening, which involves not only offering attention but also communicating our comprehension, we can look smarter, feel better, and enhance all of our interpersonal relationships at work and at home.

MAIN BODY

Live listening can take the following forms [1]:

- 1) the teacher's reading aloud (it allows to hear the spoken version of written text, and can be extremely enjoyable if the teacher does it with conviction and style);
- 2) story-telling (at any stage of the story students can be requested to predict what is coming next, or be asked to describe people in the story, or pass comment on it in some other way);
- 3) interviews (quite a motivating activity since students themselves think up the clarification questions and, consequently, are eager to listen for answers);

4) conversations (inviting colleagues to come to one's class and hold a conversation with them – about English or any other subject; students then have a chance to watch the interaction as well as listen to it).

Besides audio materials students can also listen while watching film clips on video, DVD or online. Especially fruitful may appear news bulletins, since they provide learners with both social experience and authentic language. In the first place, while watching, students see 'language in use' with the whole lot of paralinguistic behavior. In the second place, students associate the process of watching something with watching a film at home. This brings relaxation, so English instructors should provide students with enough viewing and listening

tasks so that they give their full attention to what they are hearing and seeing. Finally, it is worth remembering that students can watch a huge range of film clips on the Internet, finding something up to their age and taste [2]. The indications are therefore that the combination of the described above types of listening is likely to turn out to be the most appropriate way to encourage students to listen.

1. Face the speaker and give them your attention- It is difficult to talk to someone who is constantly looking around. Make sure to face the speaker, maintain eye contact, and give them your undivided attention. In Western cultures, eye contact is necessary for effective communication. Although shyness, uncertainty, or cultural taboos may inhibit eye contact, try your best to make sure the speaker knows that they have your full attention.

2. Keep an open mind- Do not judge or mentally criticize what the speaker is telling you. Doing so can compromise your ability to take in what is being said. Never exhibit judgmental behavior, as it compromises your effectiveness as a listener. You can evaluate what was said after the speaker is finished talking, but don't do so while you are still listening to them.

Let the speaker finish what they are saying and don't be a sentence-grabber. Interrupting the speaker or prohibiting them from finishing what they are saying can indicate disrespect to the speaker. Often, interrupting the speaker mid-sentence interrupts their train of thought and can easily destroy a productive conversation.

3. Active listening- Active listening shows the speaker that you're interested and is an important business communication skill. Using active listening techniques helps to ensure that you correctly understand what is said.

CONCLUSION

In conclusion, it is evident that LC is predominant in the process of FL acquisition. Even though LC was not recognized as a sufficient facet of language learning in the past, now its relevance is taken into account by many scholars. It is true, that listening is vital in language learning since it provides input for the learner. And yet, despite a gradually increasing acceptance of it, LC remains the field, where much work remains to be done.

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