

Abstract

Active Listening refers to a range of skills that signal interest and attention. Active Listening has been shown to improve students' language when used by teachers. This workshop describes an Action Research project that investigated if active listening could be taught to 14-16 year olds and suggests ways to help teenagers become better listeners both inside class and out.

Biodata

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Teaching Active Listening to Teenagers



<http://waterfordwhispersnews.com/>

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Work sheet A

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Work sheet B

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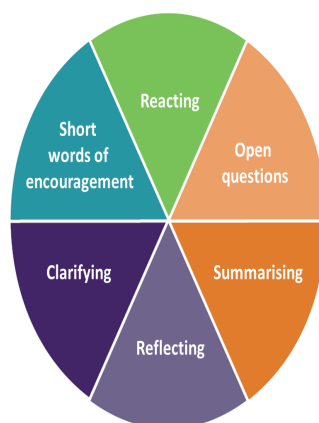
T

Think about a time when someone listened to something that you wanted to talk about. What do good listeners say and do? What about bad listeners?

Look at the Listening Wheel which contains 6 things good listeners do. Can you think what each of the sections mean?

DEVELOPING LISTENING SKILLS

Listening wheel



1. Open Questions

A. Repeating back a word or phrase encourages the person to carry on and expand. It can show the

2.Reacting

B. These help people to talk by asking for more information. Not looking for one word answers they might ask How? What? Where? Who? Why? It also lets a person know what they are saying is

3.Summarising

C. We need to show that we have understood the situation by reacting to it – “That sounds like it is very difficult” ... “You must feel really” ... “Wow that’s great”. This can help show we share someone’s

4.Reflecting

D. Sometimes a person may skip over an important point. By exploring these

areas we can help them clarify these points for themselves. We can ask for more detail or check we

5. Clarifying

E. The person may need help to go on with their story – words like ‘yes’ or ‘go on’ or verbal nods like

6.Short words of encouragement

F. A summary can show someone that you have listened and understood their situation and their feelings. "It sounds like you are saying that ...". By paraphrasing, summarising in our own words what

<http://www.samaritans.org/education/deal/connecting-with-others/developing-listening-skills>

Now you are going to listen to friends talking. What has happened? How does Robert feel? Listen again and with your partner decide if Robert's friend, Tony is a good listener. Make notes as you listen of any comments that are helpful or unhelpful.



What would you say to help listen to Robert? Can you think of something for each section of the listening wheel. Check your answers with a partner and then listen to the final clip



“Sarah dumped me last night”

Open Questions

Reacting

Summarising

Reflecting

Clarifying

Short words of encouragement

Anything else that good listeners do

Waiting, pausing

Role Play

1. You had an argument with your friend over where to go at the weekend and now they aren't talking to you.

2. You didn't have enough time to study for an exam so you made some notes to copy from and then you got caught cheating. You failed the test as a result and you are worried what your parents will say when they find out.

3. A new kid in your class is being bullied, the other students call them names and make fun online. You don't feel good about this but are worried if you don't join in you will be bullied next.

Listening Bingo. Complete the Bingo Card with a helpful listening response

Clarifying

Verbal nods

"uh-huh", "yes", "mm-hmm"

Reacting

Short words of encouragement

