

THE IMPACTS OF ACTIVE LISTENING OF STUDENTS

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The method of active listening is most commonly linked with therapy. It is a sort of deep listening in which the listener concentrates on what the speaker is saying and attempts to fully comprehend it. Responses are often compassionate and understanding of the listener, based on this profound knowledge of what has been stated. Because of the emphasis on engagement between speaker and listener, including an emphasis on emotional engagement, active listening is most commonly associated with counseling, conflict resolution, and training, because the listener must be able to address a variety of problems raised by the speaker. Active listening in education is less conflict-focused and is instead utilized to humanize learning, which should come as no surprise. Active listening among kids entails paying whole attention to educators or peers. The emphasis is on deep learning rather than dispute resolution. Whether or not a student is engaged in this deep level of listening may often be determined by whether or not the student is asking questions and whether or not the student is visibly focused on the speaker. Teachers may frequently detect nonverbal indications that a student is paying attention when the student grins, nods, or otherwise appears to have put away extraneous distractions to focus on the teacher.

Teachers can use the one-minute paper technique in their classes while keeping in mind the importance of activities and exercises in boosting learning. The teacher might raise a question regarding the topic throughout the class or at the end and give students a minute to react. Because students are given the chance to put what they've learned into their own words, this helps them synthesize what they've learned. Teachers, on the other hand, can invite students to reply by having them write a one-minute paper about the least obvious point given throughout the class. This offers two advantages. First, the

teacher allows the pupil to synthesize their knowledge. However, the teacher also provides an opportunity for feedback and addresses any areas that are unclear in the following lesson. The review paper concept may also be used in daily and weekly journals. Teachers can use these diaries to ask students to elaborate on the concepts they've learned in class. However, by having students react to each other's diaries, the teacher may stimulate even more synthesis. This encourages students to connect with their learning even further by delivering quick evaluations in which they rely on what they know to help inform their peers' learning. This is another exercise that needs students to be fully engaged in the lecture since they will need to rely on what they've learned to respond effectively to their classmates. Teachers can use tactics to increase the likelihood of students engaging in active listening in the same way that students can be trained to take particular approaches to active listening. The first and most critical stage is to establish a rapport with pupils. The closer a pupil is to their teacher, the more likely they are to pay careful attention throughout the class. The instructor transforms from a talking head to a genuine person with whom pupils may relate.

There are various strategies for instructors to improve their active listening skills while interacting with parents. Teachers should pay close attention to the nonverbal cues that parents give out when communicating with them. Some parents may not feel as at ease with instructors as others, and teachers should try to pick up on some of these indications. Teachers should endeavor to comprehend their students' issues, whether they are comfortable or not. Teachers should put aside whatever prejudices they may have in these discussions. Parents come from a variety of backgrounds, and instructors must be able to have honest, open interactions with a varied range of individuals rather than expecting parents to have certain knowledge or abilities. Aside from putting prejudices aside, teachers should follow some of the guidelines offered for all engaged listeners. Teachers should concentrate on the speaker, limit interruptions, and avoid listening just to answer. Instead of becoming argumentative, instructors should focus on the parent's aim and their bigger message, with an emphasis on assisting in addressing

the parent's issues. Parents who feel at ease with their teachers are more likely to learn from them and implement learning-supportive habits at home. These same parents are more likely to convey their concerns to instructors, which may allow the two to work together to address a student's needs.

Active listening is essential not just for students but also for teachers. Active listening can help students learn more, thus teachers should plan lessons and provide ways to assist students to engage in active listening. Teachers, on the other hand, should learn to be active listeners to better interact with parents.

References:

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