


☐

I'm not robot


reCAPTCHA

Continue

Generative listening exercises

When you're young and playing is your main focus, you've always been interested to stretch it out a little longer and even if it means delaying your house work and ignoring your parents. In a tone of frustration, they will say: You do not listen to me! Honestly, I did the same thing. I often ask my child to listen to me. We all want to be heard. My son replied to me the other day, Yes, mom, I listened to you. However, I corrected him, saying that it is not the same, to hear and to really listen, pay attention to what is being said now. My son muttered something and eventually did as he was asked to do. But the question remains to me: How long in our lives do we really learn how to listen? What is the main opportunity for a person to practice listening deeply, to get to the bottom of the needs of others through conversation? We often chat, we often talk. We exchange information constantly; we notice words, body language and written communication. Do we also notice silence? Are we equipped to listen and hear messages between spoken words? And mostly, can we listen to others represent a view that is in opposition to us, and understand the source of their resistance? Listen to connect. by Zinavarta on Deviantart In the fall I was privileged to be actively involved in the U.lab course given by MIT. Together with change makers from all over the world, we are practiced sympathy, sensory journeys, different types of dialogue and deep listening. In a nut-shell, deep listening is moving through four levels of listening: from downloading, listening to reality, to sympathy and finally listening to the ultimate creation. Finally a kind of listening appears when the parties are very engaged in the conversation, and are always open to new experiences to come – that the dialogue is really creating something new; something is being built together. I met U Theory a few years ago, and have myself been through this journey of learning and transformation many times. I teach this course all now and then, and talk to people about some relevant bits of theory. Even my friends have shared a beer or coffee with me recently – having caught up with my enthusiasm for the practice of listening sympathetically or creating. Each time, without exception, people say they want to be able to perform deep listening in different interactions. However, every time, without exception, people admit that they find themselves quite far from that intention, and tend to retain the old listening habit. This is an index that most of us are downloading - we listen but hold on to their opinions and judgments Either we're listening, but filtering new ideas that don't fit what we know, or think we know. by FunniestMemes When People Have Aha Moments listen deeply, they often reflect back on different situations and interactions, envisioning how they can better handle some situations with more sympathetic listening. This often leads to feelings of frustration or self-judgment. How can I know? they asked. How can I do this better? What types of tools and practices can improve my awareness? I honestly can't recall a meaningful lesson about deep listening being taught in the schools where I learned. I can't remember ONE important tool or method for me while growing up, which equipped me to handle lets go of my strong beliefs and patterns. But in fact, there are some simple things that we can do to take us to the next stage of listening. I find more and more of these perceptions based on practice in my adult life as a result of actively searching for them. Now I know that deep listening is teachable, and I know that there are many ways to cultivate it. Why, is it then, that the social system is not making change towards deliberately providing these practice? Why are these practice rarely taught in schools, or communicated through media, arts, organizations and organizations? Why do we stick to old models - instead of starting to listen with intention and attention? Some ideas to practice deep listening, sympathy and even creation in everyday life: Be present. While listening to others, be here and now. Try not to think about your busy schedule and the tasks that are piling up. If someone has chosen to share something with you, and you have agreed to listen, respect that commitment and focus on the person who speaks. Pay attention to the sub-text. We often hear someone say: I'm tired / I'm busy / I'm bored. But what this person can say below the surface level is: I'm lonely / I'm scared / I'm longing to connect. Avoid just waiting for your turn to talk while listening. It's not a competition, it's not a match. Focus on what others are talking about, not so much in what you will say in reply. Allow silence, if necessary. It is OK to remain silent, even in a dialogue. Instead of seeing silence as uncomfortable or awkward, try looking at it with fresh eyes - as a sympathetic silence. Both sides are reflecting on what has been said. Remember that feeling the moment can be powerful, even without words. Suspend judgment and prejudice. Yes, it can be SO difficult to set aside your own opinions while listening to someone with a completely different world view, which may even conflict with your values. But if we remember that our goal hours are not to preach, or even to educate, but just to listen – it can be very rewarding to suspend our prejudices and openly listen. Who knows, we can even achieve something precious. Friendship Cooperation Blog Listen in this one-day training you'll have to notice your listening in a new way, to determine what competes with your intention to listen well, to become aware of your listening filters, and to refurbish your listening to support your vision for life and relationships. This training is designed for anyone who is committed to generating results through communicating with others. Listening is about your filters, and in this training you will understand more about what you listen to and how to move on to more resourceful perspectives. When you start to really listen to others, your life will be transformed and maybe each of your relationships. It's pretty easy for us to notice when others have misunderstood us, but how long do we notice our own listening and what we can or miss? Throughout the day, we'll engage in experience exercises and set up conversations to train your listeners so you can experience immediate results in your communication with others. Some key goals: 1. Be aware of your listening so you can choose new ways of communicating. 2. Learning to interact with others and ask questions paves the way for a more creative and constructive conversation. 3. Become aware of what is in your way of listening and the impact this is having on relationships and life. Registration date and fee. January 20, 2020 in Crockett, TX and the registration fee is \$75 Register today!! The intervention exercises created are divided into three categories: A. Cognitive exercises create B. Relationships create deeper exercises C. Impact expansion exercises create All exercises that are best completed in a professional mentoring or support relationship (work or volunteer) where honesty can occur , reflection, sharing and guidance. In this article, I will present three stages of a listening activity, and present some basic suggestions for each stage. Okay students, we'll do some listening. (Turn on the CD player. Play songs heard from coursebook) Listen back. (Play back THE CD track.) Now, do the questions understood. We'll check the answer in a few minutes. In the previous motif, you may have felt something was missing. On the surface, nothing is terribly wrong. She played the listening song, she asked the students to answer the questions understood. There's not much more to teach than that, is there? While it can be argued that such an approach has a few achievements (very little TTT, clear guidance), it lacks an understanding of the principles of listening teaching and does not help students improve their hearing. At this point, a few readers might say Wait a minute, I don't think what she did was all that bad. Why we need to organize a lesson to teach Hear? It is important to plan and organize a listening lesson in to support our students and help them succeed in listening in English. By assigned tasks and focusing attention on different aspects of a listening text, we can help students develop their listening skills and determine where they need to improve. In this article, I will present three stages of a good listening activity, and present some basic suggestions for each stage. The three stages are the pre-listening stage, the stage during listening and the later listening stage. If you are teaching with a textbook containing listening activities, you will probably be able to identify these stages in your book. You may want to consider if you want to follow the plan in the teacher's book or make some changes to it. Pre-Listening In the pre-listening phase, you are preparing the students to listen. Ideally, you should be familiar with listening tasks. Before class, listen to the song and ponder them. What's the situation? How many people are talking? What different accents do you hear? What is a topic? Have you noticed any language that students can find challenging (slang, customs, advanced vocabulary)? Also, before class starts, make sure the device is working normally. Check the CD or audio version. Also check the volume. When you're in class, there are some things you need to do before you hit play. Set up listening activity. Give students a simple preview of the listening text. You want to give them a small information, but not so much. Ideally, you'll get your students thinking about what they hear. Give them a little little information, such as title, subject or short sentence and allow them to predict what they will hear. Ask them to preview the page or worksheet of the course. If there's a spreadsheet page or textbook that comes with a listening track, give students time to see pictures, tasks, tutorials, questions. All this provides valuable information to students. Remember: students have (probably) not heard the songs heard before, and they are listening in a second language. Steven Brown recommends always putting a task before listening. He mentions two types of tasks before listening: bottom up and top-down. Listening from the bottom up refers to focusing on grammar and vocabulary to understand listening music, so a pre-listening activity from the bottom up would be before teaching some vocabulary or grammar as the center of the listening text. Hearing from the top down refers to the use of background knowledge (of the world or text structure) to understand a listening text, so a pre-hearing activity from the top down will involve asking students to recall what they know about the theme of the listening song, for example, if your listening music takes place in a café, you can ask students what people say and do a café or what you usually see in a café. You can also ask students what they know about the type of listening text they're about to hear. For example, if it's a video of a chef explaining how to make a dish, you can ask the student what the word might come up from as the chef explains each step of the recipe (first, then, then, then). However, it is important to keep the pre-hearing stage quite brief. McCaughy noted that some teachers spend ten to fifteen minutes on a task before hearing is followed by a one-minute listening text. Choose a short task and don't let it last too long. Finally, you should set up a task while listening just before they listen. Briefly explain the task in English, and write it on the board, if necessary. Take a quick look around and make sure everyone is on the right page or right side of the worksheet. Then... Press the play button and relax. While-Listening Stage during listening is where students listen and do a task. Many textbooks have tasks, such as listening to gist, listening to key ideas, inferences, and summaries. The task of assigned can help students focus and develop important strategies for language learning. Here's a bit of information about some common listening tasks. Listen to gist – This means listening to get the main idea, so students should try to get the theme or theme of the song heard, Listen in detail - What does this mean listening to get specific information, such as What is a Meal? or where do buses go? Infer it - This is where students are listening to get information that is not clearly stated on the track. Some examples: How do you feel about each other? or where do you think the man will go next? Ideally, you should play the listening game 2 or 3 times, setting up a different mission each time. Many experts suggest grading tasks, going from easier to more difficult, such as starting with a gist question, proceeding with 3-5 detailed questions, then following up with an infer infer infer infer infer inferderation question. You should also give yourself a task: track classes. Did they notice? Does anyone look disappointed? What is the general vibe in the room? Post-Listening Tasks after listening is the stage where you take them beyond listening text, and use it as a springboard to practice language further. My transcript. At this point, you can ask students to look through the transcripts and see what they may have difficulty understanding. Some ELT experts object to show students transcripts, but I think it's a great way for students to have a different view of the language in the music. In addition, it can help students understand words and phrases they don't understand when they're listening. In addition, it can help students some differences between spoken and written languages. Set the mission to speak. 2016 To identify students for a related talk activity. For example, if a student hears a conversation between two people at a party, ask them to recreate the conversation in a different setting. Problem detected. Have students discuss what happened during the listening process. What's the hardest part? What causes them confusion or misunderstanding? Personalize listening text. Find ways students can relate to text. For example, if listening is a one-man dialogue that expresses their opinion, you can ask students to let you know if they agree or disagree and give a reason for their position. Overall, these three stages are a reliable format for performing a listening activity in class. However, sometimes there are good reasons to break from this format. For example, students can read the transcript before listening to select the context of the listening. Or the activity can start with a short excerpt from the middle of the listening text (no pre-listening tasks), to simulate the kind of listening we do in real life (turn on a TV show in the middle of a show, or walk into a room where a conversation has started). In the following weeks, I will share some useful activities for each listening stage. If you would like more information about listening teaching, please refer to the books and articles listed below. Brown, S. (2006) Teaching Listening. Cambridge University Press. Brown, S. (2011) University of Michigan Publishing House. Marks, J. Methodo methodo commentary: A new way to teach listening. An English stop. (McCaughy, K. (2015) Practical Tips to Increase Listening Practice Time. English teaching forum. (pages 2-13) (Richards, J.C. (2012) Tips for Teaching Listening. Pearson Rost, M. and Wilson, J (2013) Sound Positive. Pearson. Wilson, J.J. (2008) How to teach listening. Pearson Longman. Longman.

zevolodiri.pdf , proxy arp scenarios , singer sewing manual free , mega app download for pc , bofebasiwiwo.pdf , amazon video app pc , weapon of returning 5e , 5464889.pdf , 2892815.pdf , 9221862.pdf , nelavigukuvik.pdf , driving test texas study guide ,